Paterson Charter School for Science and Technology

Annual Report

August 1, 2025

Annual Report Questions....3
Basic Information about the School....3
School Site Information....5
Organizational Performance Areas....7
Education Program and Capacity....7
1.1 Mission and Key Design Elements....7
1.2 Curriculum....9
1.3 Instruction....9
1.4 Assessment....13
1.5 Organizational Capacity - School Leadership/Administration....19
School Culture & Climate....21
2.1 School Culture and Climate....21
2.2. Family and Community Engagement....24
Board Governance....32
3.1 Board Capacity....32
3.2 Board Compliance....33
Access and Equity....35
4.1 Access and Equity....35
Compliance....39
5.2 Office of Charter and Renaissance School Compliance....39
5.3 Other Compliance....42

Annual Report Questions

Basic Information about the School

Fill in the requested information in column 2 of Table 1, below. Please provide direct phone numbers for OCRS contact purposes.

Table 1: Basic Information

Name of charter school	Paterson Charter School for Science and Technology
Grade level(s) to be served in 2025-2026	K-12
Projected enrollment for 2025-2026	1776
2024-2025 Total enrollment as of June 30, 2025	1690
2024-2025 Students with disabilities (SWD) enrollment as of June 30, 2025	222
2024-2025 Multilingual learners (ML) enrollment as of June 30, 2025	121
Current waiting list for 2025-2026 by grade level *Pursuant to N.J.A.C. 6A:11-4.6(a)2*	KG: 305 1: 62 2: 58 3: 62 4: 68 5: 86 6: 84 7: 71 8: 62 9: 414 10: 118 11: 49 12: 18 Total: 1457
Waitlist within the district/region of residence	1375
Waitlist of non-resident district/region of residence (Organize by district/region)	82
Website address	www.pcsst.org
Name of board president	Ms. Legna Garcia-Rodriguez

Board president's email address (Embed link to board president's email address on charter school website)	lyanira_garcia@pcsst.org
Board president's direct phone number (Do not include charter school number)	201-640-9798
Name of school leader (Include the preferred point of contact for official communications)	Mr. A. Riza Gurcanli
School leader's email address	riza.gurcanli@pcsst.org
School leader's direct office phone number and/or extension	973-247-0600 Ext. 3501
Title IX McKinney-Vento District Homeless Liaison's name and email address	Mrs. Pricilla Rivera pricilla.rivera@pcsst.org
School Safety Specialist's name and email address	Mr. Sakin Cebeci sakin.cebeci@pcsst.org
School Threat Assessment Team Members' names and email addresses	Necmi Coskun - necmi.coskun@pcsst.org Sakin Cebeci - sakin.cebeci@pcsst.org Patricia Stephenson patricia.stephenson@pcsst.org Akil Boucaud- akil.boucaud@pcsst.org Carmen Rivera - carmen.rivera@pcsst.org Christine Coyle - christine.coyle@pcsst.org James Edwards - james.edwards@pcsst.org
Harassment, Intimidation and Bullying (HIB) Coordinator's name and email address	Ms. Patricia Stephenson patricia.stephenson@pcsst.org
Name of School Business Administrator (SBA)	Mr. Matt Anar
SBA email address	matt.anar@pcsst.org
SBA phone number	973-247-0600 Ext. 3517
Name of District Testing Coordinator (DTC)	Dr. Mursel Gunes
DTC email address	mursel.gunes@pcsst.org
DTC phone number	973-247-0600 Ext. 13141

School Site Information

Provide the requested information for each school location in Table 2, column 2. Copy the table below and fill it out for each school site if the school has more than one site.

Table 2: School Site Information

Site name	**K-1 Campus**
Year site opened	2017
Grade level(s) served at this site in 2023-2024	KG-1
Grade level(s) to be served at this site in 2024-2025	KG-1
Site street address	55 Main Street
Site city	Paterson
Site zip	07501
Site lead or primary contact's name	Ms. Krishana Scott
Site lead or primary contact's office phone number and extension	973-333-4729 ext. 3100
Site lead's email address	krishana.scott@pcsst.org

Site name	**2-3 Campus**
Year site opened	2021
Grade level(s) served at this site in 2023-2024	2-3
Grade level(s) to be served at this site in 2024-2025	2-3
Site street address	53 East 34th Street
Site city	Paterson
Site zip	07514
Site lead or primary contact's name	Mrs. Patricia Coban
Site lead or primary contact's office phone number and extension	973-910-8090 ext. 4103
Site lead's email address	patricia.coban@pcsst.org

Site name	**4-7 Campus**
Year site opened	2005

Grade level(s) served at this site in 2023-2024	4-7
Grade level(s) to be served at this site in 2024-2025	4-7
Site street address	276 Wabash Avenue
Site city	Paterson
Site zip	07503
Site lead or primary contact's name	Mr. John Demir
Site lead or primary contact's office phone number and extension	973-345-4400 ext. 2239
Site lead's email address	john.demir@pcsst.org

Site name	**8-12 Campus**
Year site opened	2014
Grade level(s) served at this site in 2023-2024	8-12
Grade level(s) to be served at this site in 2024-2025	8-12
Site street address	196 West Railway Avenue
Site city	Paterson
Site zip	07503
Site lead or primary contact's name	Dr. Necmi Coskun
Site lead or primary contact's office phone number and extension	973-247-0600 ext. 1400
Site lead's email address	necmi.coskun@pcsst.org

Organizational Performance Areas

Education Program and Capacity

The following questions are aligned to the *Organizational Performance Framework*, Performance Area 1: Education Program and Capacity.

1.1 Mission and Key Design Elements

a) State the school's Commissioner-approved mission.

The mission of the Paterson Charter School for Science and Technology is to provide a responsive educational model that will empower all students, through a standard – equity-based academic program founded on expectations for high achievement that will graduate literate, responsible, self-directed citizens who have the core knowledge and skills needed to be successful, contributing members of society.

b) Briefly list the school's key design elements.

Integration of Technology and Best Practices: PCSST continues to prioritize the integration of technology and best practices in data collection. The school continued to use the NWEA Measures of Academic Progress (MAP) assessments and IXL for the 24-25 school year for all K-12 grades. Exams were conducted entirely in an electronic environment in 2024-25, reflecting the school's commitment to utilizing digital tools for improved assessment and learning experiences.

Data-Driven Instruction: Data collection and analysis are central to informing instructional practice and identifying student mastery levels. Electronic assessments enable real-time access to student data, empowering teachers to adjust their instructional strategies promptly. Data from various sources, including MAP, Acadience, IXL, Accelerated Reader, and teacher-created assessments, are used to identify at-risk students and design personalized remedial programs.

Response to Intervention (RTI) Program: PCSST's Student Information System (SIS) and Professional Learning Communities (PLC) groups provide valuable student data, including attendance and discipline information. This data is instrumental in crafting personalized intervention plans as part of the PCSST Response to Intervention program (RTI), ensuring students receive the support they need to succeed academically.

Comprehensive Elementary Education: The educational program in the elementary grades focuses on developing foundational skills in math, science, reading, writing, and all other content areas. A structured literacy approach is utilized in grades K-3, incorporating various techniques such as read-aloud, shared reading, phonological awareness, independent reading, writing workshops, and word study. During the 2024-25 school year, PCSST implemented a new K-4 ELA curriculum, Into Reading. Math and Science are taught through hands-on, project-based, and inquiry-based approaches, allowing students to extend and apply their learning in authentic ways.

Diverse High School Course Offerings: At the high school level, PCSST offers a diverse set of course offerings to meet students' needs and interests for college and career readiness. AP and

honors courses are available in all departments, covering Sciences, Mathematics, English, Social Studies, World Language, and Computer Science. During the 2024-25 school year, PCSST partnered with nine colleges and universities to offer dual enrollment opportunities to our students. Graduation requirements exceed state standards, with extra Science and Math courses required of PCSST students, providing a rigorous and comprehensive academic experience.

Character Education: Character Education is embedded throughout the curriculum across all grade levels, emphasizing the importance of ethical values and character development in students.

STEM Curriculum and Maker Space Program: PCSST's STEM curriculum includes the Maker Space program, which was established in grades 2 through 12 in the 2019-20 school year. The program has since been expanded, featuring dedicated Maker Space laboratories with state-of-the-art technologies like 3-D printers and laser cutters at both Wabash and W. Railway Campuses. Dedicated full time Technology Instructor hired to work with K-3 graders for their hands on STEM projects.

Advisory Programs and JROTC: Advisory programs in grades 4-12 facilitate strong student-staff relationships and promote college and career readiness. The Army JROTC program at PCSST instills discipline, integrity, and a sense of service in students, earning recognition with the Honor of Distinction award for its quality.

Ongoing Support for Students: PCSST provides ongoing support to students at all grade levels. Reading Specialists and Title I funds to support literacy and basic skills programs, respectively, to help struggling and at-risk students. Intervention periods are built into schedules to address challenges promptly, and after-school tutoring programs offer personalized support and instruction. Gifted and Talented students also work with dedicated instructors throughout the year.

Special Education and Multilingual Learner Support: *PCSST employs various instructional strategies to cater to the needs of Special Education students and Multilingual Learners. The school follows an inclusive teaching model and offers additional assistance in all academic areas to ensure Multilingual Learners attain English proficiency quickly and effectively.*

ESL Services: *PCSST offers a high-intensity ESL program led by certified ESL teachers to support multilingual learners through both push-in and pull-out models. Instruction is aligned with WIDA English Language Development Standards and correlated with content area standards to ensure language acquisition across disciplines. Students receive targeted support through accommodations and modifications, and all general education teachers receive training in effective ESL strategies to promote academic growth.*

Special Education Services: *Certified Special Education teachers provide a range of services through inclusion, pull-out, and co-teaching models to meet students' IEP goals. Instructional support is further enhanced by paraprofessionals, as needed, to deliver individualized academic and behavioral support in the least restrictive environment. Behavior interventions and related services—such as speech-language therapy, counseling, and occupational therapy—are provided*

in accordance with each student's IEP. Counseling services by school psychologists and social workers are also provided based on IEP mandates.

Integration of Online Educational Subscriptions: To enrich the educational experience, PCSST integrates various online educational subscriptions throughout the curriculum. These subscriptions, including Pearson/Savvas products, Realize Math, Into Reading & Amira, NEWSELA, Flocabulary, NGSS-STEM scopes, and others, provide students with access to digital textbooks and reading books from different genres, which can be accessed both at school and from home.

c) If applicable, provide information regarding the school's unique academic goals related to the school's mission using the guidelines and format below. Note: Mission-specific goals are optional. Schools that do not have mission-specific academic goals may leave this section of the annual report blank. Further, these goals may have changed from the school's original charter application.

N/A

1.2 Curriculum

a) All charter schools are required to adopt and implement curricula aligned to the New Jersey Student Learning Standards. To affirm the charter school's commitment to this requirement, complete and submit Appendix A, available at the end of this document.

b) Pursuant to *N.J.A.C.* 6A:8-3.1(a)3, charter schools are required to make their board-approved curriculum pacing guides and citations for core instructional materials publicly available on their website. Embed the website link to these items below.

https://www.pcsst.org/curriculum/

1.3 Instruction

a) What constitutes high-quality instruction at this school?

At PCSST, we believe that every child deserves high-quality instruction and should graduate fully prepared for college and career. A wide range of educational and instructional practices define high-quality instruction at PCSST. Central to our approach is a culturally responsive philosophy that shapes classroom structures and routines, fostering positive learning environments. Our curriculum, instruction, and assessments are aligned with the New Jersey Student Learning Standards (NJSLS). Teachers use a standards-based curriculum across all subjects, ensuring that instruction and assessments are consistently aligned with grade-level expectations. This shift to standards-based instruction enables educators to track student mastery of standards throughout the school year.

In early elementary grades, we prioritize high-quality literacy instruction, focusing on foundational skills such as phonemic awareness, phonics, word study, vocabulary, reading comprehension, and writing. These skills are essential for developing lifelong learners. This year, we expanded the R.O.A.R. (Reaching Our Aspirations by Reading) initiative to our 2–3 Campus, building on its successful launch at the 4–7 Campus. R.O.A.R. dedicates twenty minutes, four days a week, for all individuals in the building to engage in independent reading.

Our full-time math and literacy supervisors support teachers through coaching cycles, professional development workshops, collaborative lesson planning, and resource sharing. PCSST also partners with William Paterson University as a Professional Development School (PDS), benefiting from the guidance of a Professor in Residence (PIR) who supports improved teaching practices and student outcomes districtwide.

At the secondary level, a robust and diverse course offering prepares students for post-secondary success. These include CTE programs, honors and Advanced Placement courses, specialized electives, and dual enrollment opportunities. This year, our dual enrollment program grew to include 131 students taking college-level courses at nine institutions.

PCSST emphasizes hands-on STEM education from an early age. Beginning in kindergarten, students are introduced to STEM challenges through integrated learning experiences. All students in grades K–7 participated in up to five hands-on maker space projects embedded in the science curriculum, each lasting one week. These collaborative tasks sparked intellectual engagement and curiosity in students across all campuses.

This year, PCSST received a Climate Change Education Grant from the New Jersey Department of Education (NJDOE). In partnership with higher education institutions, teachers received training and developed a curriculum to raise climate change awareness among middle school students. As part of this effort, our annual science and social studies fairs were combined under the theme of climate change. Students explored causes, solutions, political implications, and current policies related to the issue. NJDOE representatives visited our middle school to observe and discuss the progress made through the grant initiative.

To enhance our STEAM offerings, we provided three engineering classes at the high school level—two using Project Lead The Way (PLTW) curricula—and introduced a STEAM course for 8th graders. One of the high school engineering classes was offered as a dual enrollment course in partnership with NJIT. The year concluded with our district-wide STEAM Festival, hosted on a Saturday and open to the community. Students and families participated in interactive exhibits, science experiments, and live demonstrations.

Differentiation remains a cornerstone of our instructional model. PCSST teachers are expected to tailor content, process, and product to meet the needs of diverse learners through strategies such as guided reading, learning centers, cooperative learning, small group instruction, and tiered assignments and assessments.

Social-Emotional Learning (SEL) is a critical part of student development. SEL strategies are integrated into daily instruction, and students in grades 4–12 have dedicated advisory periods for SEL lessons and relationship building. Counselors and mental health providers also meet regularly with students, offering individualized support and connecting families with resources.

PCSST is deeply committed to closing achievement gaps. During summer orientation and in-service days, PLCs analyze student data to identify trends, plan instruction, and determine intervention needs. Throughout the year, we continue to monitor growth using NWEA MAP assessments in ELA, math, and science. Students in grades K–1 are additionally assessed with Acadience to evaluate early literacy development.

All teachers are evaluated using the Marzano Focused Teacher Evaluation Model, which emphasizes standards-based planning and instruction. Teachers receive ratings across four domains: standards-based planning, standards-based instruction, conditions for learning, and professional responsibility. These ratings, combined with Student Growth Objectives (SGOs) and, when applicable, Median Student Growth Percentiles (MSGPs), contribute to each teacher's final summative rating. Student growth remains the most significant indicator of instructional quality,

with SGOs based on teacher-developed assessments and benchmark data collected throughout the year.

PCSST proudly upholds its mission to deliver high-quality, responsive instruction that prepares every student to thrive academically and contribute meaningfully to society.

b) Provide a brief description of the school's common instructional practices.

At PCSST, teachers are trained to develop rigorous, relevant objectives by unpacking academic standards into clear, measurable Student Learning Objectives (SLOs). Across the district, teachers are expected to post, review, and discuss these objectives with students at the start of each lesson. Objectives are broken down into tiered, student-friendly language to support student understanding and encourage self-assessment.

To ensure instructional consistency, lesson plans follow the "I Do, We Do, You Do" model, which emphasizes direct instruction and modeling, guided practice, and independent application. Student learning is assessed through formative tasks, each supported by specific rubrics that clarify expectations for both guided and independent work. Providing timely, individualized feedback on assessments is a districtwide practice that helps students reflect on and improve their learning.

Teachers at PCSST use both formative and summative assessment data to identify students who need additional support or intervention to master specific learning standards. To enhance student engagement, staff are encouraged to implement total participation techniques that ensure all learners are actively involved in the lesson.

PCSST places a strong emphasis on inclusive education. Collaboration between general education and special education teachers is prioritized to support diverse learning needs. In grades 2–3, PCSST uses a fully inclusive model that ensures students with special needs receive appropriate support within the general education classroom, benefiting all learners. Through co-teaching strategies and targeted instructional methods, teachers create equitable, engaging environments where every student can succeed.

Multilingual learners (MLs) receive targeted support through both push-in and pull-out instructional models. All teachers implement ESL strategies and apply modifications and accommodations based on students' language proficiency levels. PCSST staff receive annual training on ESL practices to ensure MLs are supported effectively and equitably across all grade levels.

c) If applicable, please describe the school's policies regarding instruction for students who were required to quarantine during the 2024-2025 school year.

During the 2024–25 academic year, no students at PCSST were required to quarantine. However, the district maintains clear procedures to ensure instructional continuity for students who may require remote learning due to health-related reasons. PCSST has adopted District Policy 2425 – Emergency Virtual or Remote Instruction Program and District Policy 2412 – Home Instruction Due to Health Condition. These policies are designed to support students by providing access to instruction through virtual or home-based learning when necessary. Instructional methods may include the distribution of learning packets, access to Chromebooks, use of Google Classroom, and scheduled check-ins via Google Meet to ensure students receive the necessary academic support.

d) Provide the number of students, by grade level, that the school retained and did not promote to the next grade for the 2025-2026 school year. For each identified student, specify the

justification for retention, referencing the criteria in the school's board-approved promotion/retention policy submitted as **Appendix M**.

Kindergarten	9
1st Grade	2
2nd Grade	3
3rd Grade	5
4th Grade	0
5th Grade	0
6th Grade	3
7th Grade	0
8th Grade	2
9th Grade	2
10th Grade	2
11th Grade	0
12th Grade	2
Total	30 Students

e) If applicable, indicate the number of students with an Individualized Education Plan (IEP) or a Section 504 Plan who will be retained for the 2025-2026 school year. Explain how the retention process for these students differed from the process used for students retained without an IEP or Section 504 Plan.

Kindergarten	4
1st Grade	2
2nd Grade	0
3rd Grade	2
4th Grade	0
5th Grade	1
6th Grade	0
7th Grade	0
8th Grade	0
9th Grade	0
10th Grade	0
11th Grade	0
12th Grade	0
Total	7 Students

f) What support services will the school offer to retained students during the 2025-2026 school year?

The following support services will be provided to retained students during 2025-26 academic year;

- After-school tutoring
- Small group and one-on-one academic interventions, both in class and after school.
- Differentiated instruction in the classroom
- Meetings with guidance counselors to discuss strategies for academic success
- Social-emotional support through counseling
- Increased professional development for teachers on differentiated instruction and intervention strategies
- Parent meetings to provide strategies for home support
- Encouragement for students to attend after-school tutoring programs
- Ongoing intervention by teachers and the Child Study Team

1.4 Assessment

a) In tables 4 and table 5, fill in the table to show year-over-year trends in the proportion of students meeting or exceeding expectations on the New Jersey Student Learning Assessment (NJSLA) for ELA and Math, as well as the proportion of students that achieved proficient or advanced proficiency on the NJSLA for Science administered by the school, if applicable. *Note: If the results of the Spring 2025 NJSLA have not been released to schools by July 15, 2025, leave the Spring 2025 column blank.*

Table 4: 3-Year NJSLA ELA and Math Assessment Results (Percentage of Students That Met or Exceeded Expectations)

Assessment	Spring 2023	Spring 2024	Spring 2025
ELA 3	23	30	38
ELA 4	26	17	44
ELA 5	26	40	42
ELA 6	49	50	56
ELA 7	33	50	50
ELA 8	27	38	37
ELA 9	25	45	31
MAT 3	31	34	33
MAT 4	8	10	17
MAT 5	7	12	28
MAT 6	16	13	19
MAT 7	16	20	24
MAT 8	4	3	6
Algebra I	9	20	20
Geometry	0	0	20

Assessment	Spring 2023	Spring 2024	Spring 2025
Algebra II	NA	NA	NA

Table 5: 3-Year NJSLA Science Assessment Results (Percentage of Students That Achieved Proficient or Advanced Proficiency)

Assessment	Spring 2023	Spring 2024	Spring 2025
SCI 5	11	8	Not Available
SCI 8	1	0	Not Available
SCI 11	4	1	Not Available

b) Explain the steps the school has taken, or plans to take, to ensure progress in each subject by grade level and by subgroup (i.e., students eligible for free and reduced-price lunch, Multilingual learners, students with disabilities, and racial/ethnic groups).

PCSST has implemented a range of strategic actions to ensure academic progress in both Math and ELA across all grade levels and student subgroups, including students eligible for free and reduced-price lunch, multilingual learners, students with disabilities, and various racial/ethnic groups. To monitor and support progress, PCSST implements common assessments in ELA and Math to track growth by grade and subgroup. Instruction is further supported through the Multi-Tiered System of Supports (MTSS), which is applied in grades 4–7 to identify and assist struggling learners.

Certified staff engage in ongoing professional development through in-house sessions, virtual trainings, and external workshops focused on effective instructional strategies, assessment development, and addressing students' social-emotional learning needs in the aftermath of the pandemic. Teachers also receive coaching to differentiate instruction in alignment with students' EIPs, and all lesson plans are required to include accommodations and modifications for students with disabilities and multilingual learners. Professional Learning Communities (PLCs) are leveraged to strengthen collaboration among teachers in addressing the specific needs of student subgroups.

PCSST supports student progress beyond the classroom by offering afterschool programs across grades K–12 that provide small-group instruction in Math and ELA, prioritizing students with academic gaps. In addition, a Saturday Academy serves students in grades 2–7 for targeted academic intervention. During Summer 2024, PCSST offered a robust Enrichment Program, delivering academic instruction in the morning and athletic and SEL-based activities in the afternoon. The district also offers an Extended School Year (ESY) program for students with disabilities, aligned with IEP goals, and a summer ESL enrichment program for multilingual learners who enroll.

These efforts collectively aim to close achievement gaps and ensure that all students—particularly those in historically underserved subgroups—have access to the resources and support they need to succeed.

c) In table 6, please provide the total number of students who were eligible to participate in the WIDA ACCESS and Dynamic Learning Maps (DLM) assessments and the number of students who took the assessments during the 2024-2025 school year.

Table 6: Number of Students Eligible and/or Participating in WIDA ACCESS or DLM Assessment

Assessment	Number of eligible students	Number of students administered the assessment
WIDA ACCESS	139	139
DLM-ELA	0	0
DLM-Math	0	0
DLM-Science	0	0

d) In table 7 and table 8, if applicable, provide information on the local benchmark assessments administered for ELA and Math during the 2024-2025 school year. Local benchmark assessment results may be submitted as **Appendix O.**

Table 7: ELA Local Benchmark Assessments Information for the 2024-2025 School Year

Time of School year	Date of administration	Name of assessment	Grade(s) administered	Are assessments solely charter created, vendor created, or a combination of charter and vendor created?
Beginning	September 16, 27, 30, 2024 October 11, 2024	NWEA and Acadience	Grades 2-12 and K-1	Vendor created
Mid	January 27, 2025 February 7, 2025	Acadience	Grades K-1	Vendor created
End	March 3, 10, 18, 2025 April 9, 2025	NWEA and Acadience	Grades 2-12 and K-1	Vendor created

Table 8: Math Local Benchmark Assessments Information for the 2024-2025 School Year

Time of School year	Date of administration	Name of assessment	Grade(s) administered	Are assessments solely charter created, vendor created, or combination of charter and vendor created?
Beginning	September 16, 27, 30, 2024 October 11, 2024	NWEA and IXL	Grades K-7 and Grades 8-12	Vendor created
Mid	N/A	N/A	N/A	N/A
End	March 3, 10, 18, 2025 April 9, 2025	NWEA and IXL	Grades K-7 and Grades 8-12	Vendor created

e) Describe the school's process for selecting the local benchmark assessments. Explain how they align to the New Jersey Student Learning Standards (NJSLS) and the school's chosen curricula.

PCSST uses a combination of benchmark and local assessments to track student progress. The district uses MAP from NWEA as a district-wide benchmark assessment to track student growth over time. Acadience was used as a universal reading screener at the K-1 Campus. Classroom assessments are created individually and as PLCs. Classroom assessments are standards-based and help teachers identify areas of the student's strengths and weaknesses. This data is used regularly so that teachers can modify their instruction as needed to help students achieve mastery of the NJSLS.

f) Compare student results on local benchmark assessments with student results on statewide assessments (NJSLA). Explain any notable disparities.

English Language Arts (ELA):
Several grade levels demonstrated notable gains in ELA proficiency when comparing NJSLA scores to local benchmark assessments (NWEA). The following summarizes the percentage increase in students meeting or exceeding expectations on the NJSLA:

- 3rd Grade: 5% increase
- 4th Grade: Strong improvement with a 10% increase
- 5th Grade: 7% increase
- 6th Grade: Most significant gain, with a 20% increase
- 7th Grade: Substantial improvement of 19%
- 8th Grade: Modest increase of 2%
- 9th Grade: In contrast, a 4% decrease was observed

These results indicate that, with the exception of 9th grade, students generally outperformed their local benchmark scores on the state assessment, suggesting alignment between instruction and state standards in ELA.

Mathematics:
Math performance across grade levels showed greater variation when comparing NJSLA to local assessment data:

- 3rd Grade: 14% decrease
- 4th Grade: 6% decrease
- 5th Grade: 8% increase
- 6th Grade: 8% decrease
- 7th Grade: No change; performance remained consistent
- 8th Grade: 14% decrease
- Algebra I: Significant improvement with a 14% increase
- Geometry: Marked decrease of 20%
- Algebra II: Not included in the comparison, as it is not universally offered in 9th grade, and students enrolled are not required to take the NJSLA due to their grade level.

Overall, the math data reflect mixed outcomes, with notable declines in several early grade levels but strong gains in Algebra I. These findings highlight the need for targeted instructional adjustments in earlier grades while reinforcing the effectiveness of Algebra I instruction.

g) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2024-2025 school year. If any of the identified assessments were partially or fully created by a vendor, please cite the vendor's full name.

Kindergarten:

- MAP (Math)
- Acadience(Reading)
- Into Reading & Amira
- BrainPop Jr.
- Savvas Math
- Teacher created quizzes, tests, and projects.

1st grade:

- MAP (Math)
- Acadience (Reading)
- BrainPop Jr.
- Savvas Math
- Into Reading & Amira
- Teacher created quizzes, tests, and projects.

2nd grade:

- MAP
- Freckle (Math/ELA)
- Into Reading & Amira
- Savvas Math
- Teacher created quizzes, tests, and projects.

3rd grade:

- MAP
- BrainPop Jr.
- Freckle (Math/ELA)
- Flocabulary
- Into Reading & Amira
- Savvas Math
- Teacher created quizzes, tests, and projects.

4th grade:

- MAP
- BrainPop Jr.
- Into Reading & Amira
- Savvas Math Assessments

- Flocabulary
- EdPuzzle
- Teacher created quizzes, tests, and projects.

5th grade:

Math:

- MAP
- Savvas Math
- Teacher created quizzes, tests, and projects.

ELA:

- MAP
- Teacher created quizzes, tests, and projects.
- Reading Reconsidered
- Amira

6th grade:

Math:

- MAP
- Savvas Math
- Teacher created quizzes, tests, and projects.

ELA:

- MAP
- Teacher created quizzes, tests, and projects.
- Reading Reconsidred
- Amira

7th grade:

Math:

- MAP
- Teacher made formative assessments (do nows, exit slips, quizzes, classwork, homework)
- Teacher made summative assessments (tests and projects)

ELA:

- MAP
- Teacher made formative assessments (do nows, exit slips, quizzes, classwork, homework)
- Teacher made summative assessments (tests and projects)
- Reading Reconsidred

8th grade:

Math:

- IXL
- Teacher made formative assessments (do nows, exit slips, quizzes, classwork, homework)
- Teacher made summative assessments (tests and projects)

ELA:

- MAP
- Teacher made formative assessments (do nows, exit slips, quizzes, classwork, homework)
- Teacher made summative assessments (tests and projects)
- Reading Reconsidered

9th - 12th Grade:

Math:

- IXL
- Teacher made formative assessments (do nows, exit slips, quizzes, classwork, homework)
- Teacher made summative assessments (tests and projects)

ELA:

- MAP
- Teacher made formative assessments (do nows, exit slips, quizzes, classwork, homework)
- Teacher made summative assessments (tests and projects)

h) Describe how results from the assessments listed above were used to improve instructional effectiveness and student learning.

Teachers enhanced instructional effectiveness and student learning by collaboratively analyzing assessment data during PLCs and conducting in-depth data dives. This process involved examining individual student performance and developing targeted action plans to address specific academic needs. Based on these findings, teachers also revised curriculum materials, pacing guides, and lesson plans to focus instruction on priority standards to support student mastery. Assessment data further informed the creation of after-school and Saturday tutoring groups, where teachers provided small-group, skills-based instruction and supported students in completing assessments.

i) Describe how the school disseminated or otherwise made assessment results accessible to stakeholders (i.e., parents, students, board members, administration).

Assessment results were disseminated through multiple channels to ensure accessibility for all stakeholders. Individual student reports were sent directly to parents, providing personalized information on their child's performance. Grade-level data was shared with building administrators and their academic teams to inform instructional planning and support. District-wide summary results were presented to the Lead Person and subsequently shared with the Board of Trustees and the public during board meetings. Additionally, NJSLA results were posted on the district website for community access. These results were also reviewed during the Title I Stakeholders Meeting to help identify and prioritize academic focus areas.

1.5 Organizational Capacity - School Leadership/Administration

a) Fill in the requested information in Table 9 below regarding school leadership. Include staff directly employed by the school as well as staff employed through contracted providers, if

applicable. For any administrator employed through a contracted provider, please also provide the name of the contracting entity. Add or delete rows as necessary.

Table 9: School Leadership/Administration Information

Administrator Name	Title	Employment Status (Employed by School/Contracted Provider)	Start Date	Annual Salary/ Contract Fee (2024-2025)
Mr. Gurcanli	Lead Person (CSA)	Employed by School	08/14/2009	$193,104
Mr. Anar	School Business Administrator	Employed by School	09/01/2016	$176,091
Ms. Scott	Elementary School Coordinator	Employed by School	09/01/2005	$139,694
Mrs. Coban	Elementary School Principal	Employed by School	08/29/2016	$129,715
Mr. Demir	Middle School Principal	Employed by School	07/01/2022	$145,019
Dr. Coskun	High School Principal	Employed by School	10/01/2010	$147,688
Mrs. Leach	K-12 Director of HUMANITIES Curriculum/Evaluation	Employed by School	08/17/2021	$136,674
Mr. Aytas	K-12 Director of STEM Curriculum/Evaluation	Employed by School	07/18/2022	$137,858
Dr. Gunes	District Testing/Data and Curriculum Director	Employed by School	07/01/2010	$134,162
Mrs. Guvercin	District Supervisor of Supplemental Education Programs and Special Services	Employed by School	09/01/2009	$128,046

School Culture & Climate

The following questions are aligned to the *Organizational Performance Framework*, Performance Area 2: School Culture & Climate.

2.1 School Culture and Climate

a) Fill in the requested information in Table 10 below regarding the learning environment at the school.

Table 10: School Culture and Climate Learning Environment

Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	94%
Elementary School Attendance Rate (grades K-5)	94%
Middle School Attendance Rate (grades 6-8)	95%
High School Attendance Rate (grades 9-12)	93%
Student to Certified Teacher Ratio	12:1

b) Fill in the requested information in Table 11 below, regarding the professional environment at the school.

Table 11 School Culture and Climate Professional Environment

Teacher Retention Rate between July 1, 2024, to July 1, 2025	87%
Total Staff Retention Rate from July 1, 2024, to July 1, 2025	91%
Frequency of teacher surveys and date of last survey conducted	Once a year, March 24, 2025
Percent of teachers who completed the most recent survey	67.25%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment on the most recent survey	81.33%

c) What actions did the charter school take to ensure that teachers complete the culture and climate surveys, and what specific expectations does the charter school have regarding teacher participation in these surveys?

Based on the actions taken across all PCSST campuses, the following summarizes how the charter school ensured teacher completion of the culture and climate surveys and the expectations around participation:

1- Dedicated Time for Survey Completion

Teachers were given time during scheduled professional learning communities (PLC) or advisory blocks to complete the survey, ensuring it was integrated into their regular routines without adding extra burden.

2- Clear Expectation for Full Participation

The school set the expectation that all teachers should complete the survey, reinforcing the importance of their input in shaping school culture and decision-making.

3- Consistent Reminders and Communication

Multiple reminder emails and announcements were shared across campuses, including mentions during staff meetings, to keep survey completion a priority and maintain high response rates.

d) What were the three main positive aspects teachers identified in the latest survey?

Based on the survey data across all PCSST campuses, the three main positive aspects identified by teachers are:

1- Positive School Environment and Safety

Teachers consistently reported feeling safe on school grounds and recognized the environment as clean and supportive. This was noted at both the 2–3 and 8–12 campuses, highlighting a physically and emotionally secure workplace.

2- Supportive Leadership and Student-Centered Vision

Teachers acknowledged that school administrators actively promote the success of all students. This was a top-rated item at both the K–1 and 8–12 campuses, reflecting alignment with the school's mission.

3- Strong Staff Morale and Workplace Culture

Across campuses, staff expressed pride in working at PCSST and viewed it as a good place to work and learn. Many also noted collaborative relationships among colleagues and a shared respect for diversity and inclusion.

e) What were the three main challenges that teachers identified in the latest survey?

Based on the survey data across all campuses, the three main challenges identified by teachers at PCSST are:

1- Student Behavior and Social-Emotional Needs

Teachers across multiple campuses expressed concerns about student behavior. Only 25% of teachers at the 2–3 Campus and 54.9% at the 8–12 Campus agreed that students are well behaved. Additionally, teachers at the 4–7 Campus noted spending significant time addressing students' social and emotional challenges.

2- Safety and School Environment

At the K–1 Campus, 66% of staff reported not feeling safe outside the school grounds, and 52% felt the school environment was not clean, safe, or well maintained. These issues point to broader concerns around physical safety and building conditions.

3- Staff Inclusion and Parent Engagement

Teachers at the 2–3 Campus indicated low involvement in decision-making processes, with only 30% agreeing that administration includes them in problem solving. Additionally, 42% of K–1 staff felt more parent involvement was needed, suggesting a gap in school-home collaboration.

These concerns reflect a need for continued focus on student behavior support, physical and emotional safety, inclusive leadership, and increased family engagement.

f) Fill in the requested information below regarding the school's discipline environment in 2024-2025.

Table 12: Discipline Environment 2024-2025

Grade Level	Number of students enrolled as of Oct. 15, 2024	Number of students receiving an out-of-school suspension (unique count)	Number of students receiving an in-school suspension (unique count)	Number of students expelled
K	135	3	6	0
1	130	2	3	0
2	143	3	8	0
3	143	3	6	0
4	146	1	3	0
5	145	1	1	0
6	144	5	10	0
7	144	6	5	0
8	144	39	11	0
9	141	16	11	0
10	93	14	5	0
11	94	8	4	0
12	100	4	5	0

g) If applicable, please provide the grade level and number of students with IEPs or Section 504 Plans who received an in-school or out-of-school suspension in the 2024-2025 school year.

Grade	**IS/OS Suspensions**
Kindergarten	0 Students
1st Grade	0 Students
2nd Grade	3 Students
3rd Grade	1 Student
4th Grade	2 students
5th Grade	3 Students
6th Grade	7 Students
7th Grade	4 Students
8th Grade	6 Students
9th Grade	6 Students
10th Grade	2 Students

11th Grade 1 Student

12th Grade 0 Students

h) If the suspensions and expulsions in 2024-2025 increased or decreased by ten percentage points or more than those in 2023-2024, please describe the reasons for the change.

In the 2024–2025 school year, both the 4–7 and 8–12 campuses experienced a significant decrease—greater than ten percentage points—in suspensions compared to the 2023–2024 school year. At the 4–7 Campus, out-of-school suspensions (OSS) dropped by 63%, from 36 students to 13 students. This decline is attributed to the increased implementation of restorative and proactive practices. Teachers were encouraged to apply restorative approaches before and after incidents, which led to stronger relationships with students, earlier conflict resolution, and a more caring, accountable school climate.

At the 8–12 Campus, overall suspensions fell by 40%, with fight-related suspensions decreasing by 47%. The number of physical altercations was reduced by half. These improvements were largely the result of continued implementation of Restorative Practices and a greater emphasis on parent engagement through increased parent meetings. Together, these strategies contributed to improved student behavior and reduced disciplinary incidents.

i) All charter schools are required to develop and implement suspension and expulsion policies that are aligned with state law and regulation. To affirm the charter school's commitment to this requirement, complete and submit Appendix A, available at the end of this document.

See Appendix A, affirming the PCSST's commitment to this requirement.

j) Pursuant to *N.J.S.A.* 18A:17-46, each charter school must post its Department-issued 2023-2024 HIB Grade Report to the school website. Please provide the link to the school's report below.

https://www.pcsst.org/wp-content/uploads/2025/07/PCSST-HIB-Grade-Report.pdf

2.2. Family and Community Engagement

a) Fill in the requested information in Table 13 below regarding family involvement and satisfaction.

Table 13: Family Involvement and Satisfaction

Number of parents or guardians currently serving on the school's board out of the total number of board members	2
Frequency of parent/guardian surveys	Once a year
Date of last parent/guardian survey conducted	Beginning of April
Percent of parents/guardians who completed the most recent survey (consider one survey per household)	Approximately 13%
Percent of parents/guardians who expressed satisfaction with the overall school environment on the most recent survey	Approximately 91%

b) What actions did the charter school take to ensure that parents completed the culture and climate surveys, and what specific expectations does the charter school have regarding parent participation in these surveys?

To promote strong parent participation in the culture and climate surveys, PCSST implemented a coordinated, multi-campus communication strategy. The survey link was shared with families through Bloomz, the school's primary communication platform. At the K–1 Campus, teachers and guidance counselors regularly posted reminders on their Bloomz pages to encourage survey completion. At the 2–3, 4–7, and 8–12 campuses, consistent follow-up reminders were also sent via Bloomz to ensure families remained informed and engaged.

PCSST expects active participation from parents in completing the culture and climate surveys, as their feedback is essential for informing school improvement efforts and shaping a positive learning environment. The school remains committed to promoting engagement through consistent communication and multiple points of contact.

c) What were the three main positive aspects identified by parents/guardians in the latest survey?

Based on the latest parent and guardian survey results, three key positive aspects were consistently identified across PCSST:

High-Quality Instruction and Expectations: Parents expressed strong confidence in the quality of education, highlighting that teachers deliver effective instruction and maintain high academic expectations for all students.

Positive Relationships with Staff: Families reported that their children have positive, supportive relationships with teachers and school staff, contributing to a safe and welcoming school environment.

Supportive and Inclusive School Culture: Parents recognized the school's efforts to meet students' social and emotional needs and appreciated the emphasis on respect, inclusivity, and cultural awareness throughout the school community.

d) What were the three main challenges identified by parents/guardians in the latest survey?

Based on the latest parent and guardian survey results, the following three main challenges were identified across PCSST:

Limited Awareness of Support Services: Many parents indicated uncertainty about where to turn for help with specific challenges, particularly those related to immigration or adjusting to a new country or state. This suggests a need for clearer communication about available school-based support resources.

Concerns About Student Support and Responsiveness: A portion of families expressed concern that teachers and staff may not always recognize when their child needs extra academic or emotional support, highlighting an opportunity to strengthen early intervention and communication strategies.

Logistical and Facility-Related Challenges: Some parents raised concerns related to the school's physical location, including issues with parking and the surrounding grounds, which may affect daily routines and access to the school environment.

e) List and briefly describe the major activities or events the school offered to parents/guardians during the 2024-2025 school year and how those events were offered, i.e., in-person, virtually, hybrid, etc.

PCSST conducted a variety of family engagement events throughout the year to strengthen the home-school connection and further its mission of building a collaborative, inclusive, and

academically focused community. These events were offered in-person, virtually, or in a hybrid format, with many including active parent participation and volunteerism. Key events included:

- **Academic Support & Communication Events**
  - *Back to School Night, Report Card Nights, and Parent-Teacher Conferences* – Held in person to build early connections, share academic expectations, and discuss student progress.
  - *Parent Academy Sessions, Title I Services Presentation, ESL and Special Education Workshops* – Provided families with resources and guidance to support their children's learning needs.
  - *NJSLA Parent Information Night* – Helped parents understand state testing and how to support their children academically.
- **Literacy and Learning Events**
  - *Literacy Night, Vocabulary Parade (virtual), Spelling Bee (virtual), Read Across America Week* – Encouraged a love for reading through fun, themed activities and allowed families to participate virtually and in person.
  - *K–3 STEAM/STEM Nights, Science and Art Shows, STEAM Festival* – Hands-on learning events involving both students and families to promote science, technology, engineering, arts, and math.
  - *Career Day* – Parents and community members volunteered to share their professions, exposing students to a wide range of career paths.
- **Cultural and Community-Building Events**
  - *Multicultural Night, Muslim Heritage Night – Celebrated diversity and inclusion by highlighting family cu*ltures and traditions.
  - *Trunk or Treat, Healthy Eating Workshop/Game Show Night, Thanksgiving Potluck, Halloween Haunted House* – Built community through engaging, themed family nights.
  - *Turkey and Food Drives, Blood Drives* – Families contributed to service initiatives that support the wider community, modeling compassion and civic responsibility.
- **Parent Recognition and Volunteer Events**
  - *National Parent Involvement Day* – Parents volunteered in classrooms and during lunch/recess, supporting learning and building relationships with students.
  - *Parent/Scholar Paint Nights, Parent Breakfasts, Scholastic Book Fairs* – Strengthened family-school bonds through volunteerism and interactive activities.
  - *Honor Roll Assemblies, Awards Ceremonies, JROTC and NHS Dinners* – Recognized student achievement with family attendance and participation.

Student Showcases and Performances

- *Winter and Spring Concerts, PCSST Musicals, Talent Shows* – In-person performances that engaged families in celebrating student talents.
- *Virtual Ceremonies (e.g., 3rd Grade Stepping Up)* – Allowed families to attend milestone events remotely.

Event Formats:

- Most events were **offered in person**, promoting face-to-face engagement and community building.
- Select events, such as **Spelling Bees, Vocabulary Parades, and stepping-up ceremonies**, were **offered virtually** to increase accessibility.
- A few events may have been **hybrid**, allowing families to participate based on their preference or availability.

These family-centered activities reflect PCSST's commitment to fostering inclusive partnerships, academic support, and community connection.

f) List and briefly describe the major activities or events conducted by parents/guardians to further the school's mission and goals and how events were offered, i.e., in-person, virtually, hybrid, etc.

PTO Fundraisers: Parents actively participated in PTO-led fundraising efforts such as Miss Chocolate and Krispy Kreme Donut sales. These initiatives helped raise funds to enhance student programs and school-wide events. Activities were conducted in person.

Seasonal Celebrations: Parents at the 4–7 Campus co-hosted spring parties alongside school staff, contributing to a positive school culture and fostering stronger family-school partnerships. These events were held in person.

Community Support Initiatives: Parents played a key role in supporting the school's Thanksgiving food drive, helping to promote values of service and social responsibility among students. This initiative was coordinated in person.

g) Fill in the requested information in Tables 14 and 15 below regarding community involvement. Add or delete rows as necessary.

Table 14: Community Involvement with Education Institutions

Partnering Organization	Description of the Partnership	Year Partnership was Established	Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.
William Paterson University	Professor in Residence Program/PDS (Professional Development School) Network	2019-2020	Weekly meetings with new teachers and coaching them at all campuses. Also, heading the implementation of the Learning Stations by facilitating PDs, small group workshops, etc.
William Paterson University	ART Program	2023-2024	50 students throughout the year- 5 hours a month
University of Penn	Dual Enrollment	2024-25	19 Scholars enrolled in Financial Wellness
Howard University	Dual Enrollment	2022-23	21 Scholars enrolled in College Algebra course
University of Arizona	Dual Enrollment	2022-23	20 Scholars enrolled in Intro to Sociology course

Partnering Organization	Description of the Partnership	Year Partnership was Established	Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.
NJIT	Dual Enrollment	2022-23	22 Scholars enrolled in FED & MET Engineering courses
Seton Hall University	Dual Enrollment		13 Scholars enrolled in Spanish IV course
University of Delaware	Dual Enrollment	2022-23	10 Scholars enrolled in Entrepreneurship course
Ramapo College	Dual Enrollment		14 Scholars enrolled in African American History course
Passaic County Community College	Dual Enrollment	2022-23	11 Scholars enrolled in College Math, Comp 101 or Accelerated Alg/Basic Ela, Intro to Psychology & Intro to Philosophy, Juvenile Justice, Intro to Criminal Justice,
William Paterson University	Dual Enrollment	2022-23	1 Scholar

Table 15: Community Involvement with Community Institutions

Partnering Organization	Description of the Partnership	Year Partnership was Established	Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.
Eva's Village	Holiday Toiletries Drive	2024-2025	Students and Staff collected travel size toiletries for the shelter
Boys and Girls Club Afterschool program	After school Program	2017-2018	22 students were bussed to the Boys and Girls club for after school care.
Paterson Fire Dept.	Fire Prevention Month	2017-2018	Explained the importance of fire safety. Demonstrated steps if caught in a fire.
Oasis- Safe Haven for Women and children	Toy Drive	2018-2019	Staff collected new toys for the shelter
Omega Psi Phi Fraternity Inc the Rho Lambda Lambda Chapter	Read Across America	2017-2018	*Men from the organization read to*
Senator Benjamin	Read Across	2024-2025	*Explained the importance of reading and getting a*

Partnering Organization	Description of the Partnership	Year Partnership was Established	Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.
Wimberly	America		*great education.*
CUMAC	Holiday Food Drive	2023-2024	*our students for 15-20 min.*
Mayor's Office	Read Across America		*They explained the importance of*
Dr. Toni Raymond DDS	Dental Hygiene Presentations	2023-24	*reading and getting a good education.*
Oasis- Safe Haven for Women and children	Sock and Glove drive	2022-23	
ZETA PHI BETA	Turkey Drive	2021-22	local sorority chapter collected donations of turkeys along with staff members at PCSST 2-3 campus to distribute to families in the community
Boys/Girls Club	Afterschool Program	2022-23	the 2-3 campus has partnered with the Boys/Girls Club to assist approx. 25 scholars and their families with extended afterschool care.
Paterson Fire Dept.	Career Day		Representative from the Fire Department shared their profession with our students and present on Fire Safety
Paterson Police Dept	Career Day		Representative from the Police Dept. shared their profession with our students
Paterson Fire Department	Career Day	*on going*	*Representative from the Fire Department for the annual Career Fair*
Paterson Police Department	Career Day	*on going*	*Representative from the Police Department for the annual Career Fair*
NJ YMCA State Alliance	Healthy U Program - a program aimed at preventing childhood obesity through improved nutrition, increased physical activity, and parental involvement.	*on going*	All Grade Levels were part of the program which consisted of Kick Off Assembly and lesson plans throughout the school year. This was led by the PE/Health Department Teachers.
Oasis - A Haven for Women & Children	SEL| Community Outreach		Community Service- collect toiletries for donations
Care Plus	Mental Health Partners| Students Clearance		13 Students

Partnering Organization	Description of the Partnership	Year Partnership was Established	Level of involvement: i.e., number of students and/or staff involved, hours per month, resources involved, etc.
St Joseph Pediatric	Neurological Evaluations		9 Students
Learn Well	Bedside Tutoring Tier 3-Mental Health		13 Students
Bergen County Animal Shelter	CCP-Community Service [Fieldtrip]		11 Students
Paterson Recreation	Summer Transition Program	on going	60 Students/Staff Costello Pool Field Trips
Family Support Organization of NJ	Mental Health Awareness Community Outreach		2 Students
Circle of Care	At risk Tier 3 Services		4 Students
Vitalant	Blood Drive| Community Service [Presenters]		65 Students & 12 Staff Members-Donation
Teen Thrive	Substance Abuse		4 students
New Hope	Long Term Substance Abuse Treatment		1 Student
Westchester Psychological Testing Center	Dyslexia Evaluations (3)		3 Students
Learning Tree-Multilingual Evaluation	Multilingual Evaluations (8)		8 Students
Youth Services Bureau	Court Services		1 Student
Department of Correction	Court Services		1 Student
New Bridge	Drug Screening		26 Students

k) Briefly describe how the educational and community partnerships further the school's mission and goals.

The Paterson Charter School for Science and Technology (PCSST) leverages a wide array of educational and community partnerships to reinforce its mission of fostering academic excellence, character development, and college and career readiness.

Educational Partnerships: PCSST collaborates with various universities and colleges to enhance its academic offerings. The Professor in Residence Program with William Paterson University provides professional development and coaching for teachers, supporting high-quality instruction. Dual enrollment opportunities with institutions like the University of Penn, Howard University, NJIT, Seton Hall University, University of Delaware, Ramapo College, Passaic County Community College, and William Paterson University allow students to take college-level courses, exceeding state graduation requirements and preparing them for post-secondary success. These partnerships directly contribute to the school's mission of graduating responsible, self-directed citizens with the core knowledge and skills needed for college and careers.

Community Partnerships: PCSST engages with numerous community organizations to provide holistic support and real-world experiences for its students. Collaborations with organizations such as Eva's Village, Oasis-Safe Haven for Women and Children, and CUMAC through initiatives like toiletries and food drives instill values of service and civic responsibility. Partnerships with the Boys and Girls Club offer after-school care, supporting student well-being and engagement. Career Day events with the Paterson Fire Department and Police Department expose students to diverse career paths, aligning with the school's goal of preparing students for various contributions to society. Additionally, partnerships with health and mental health organizations like Care Plus, St. Joseph Pediatric, and Teen Thrive provide essential support services for students, contributing to their overall development and addressing challenges that may hinder academic success. The Healthy U Program with NJ YMCA State Alliance promotes student health and well-being. These community collaborations extend the school's reach beyond the classroom, enriching the student experience and developing well-rounded individuals.

Board Governance

The following questions are aligned to the Organizational Performance Framework, Performance Area 3: Board Governance.

3.1 Board Capacity

a) Fill in the requested information in Table 16 below regarding board governance.

Table 16: Board Governance

Number of board members required by the charter school's bylaws	The Board of Trustees has 7 voting and 2 ex-officio (non-voting) members totaling nine members. (P0141)
Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as **Appendix B**)	June 11, 2025
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as **Appendix C**) (If the SBA receives a written evaluation, please include a copy of the tool as **Appendix C**)	June 11, 2025
If applicable, date of the latest evaluation of the charter school's contracted education service provider (ESP) such as a charter management organization (CMO) or education management organization (EMO) (Include a copy of the board's evaluation tool for this contracted organization as **Appendix D** and as **Appendix E**, provide a signed and dated CMO or EMO contract with the ESP's EIN number and current business address for the 2025-2026 school year.)	N/A

b) If the current number of board members does not meet the minimum required by the charter school's bylaws, please explain the reason. Additionally, describe the recruitment strategies the board is using to achieve compliance with the bylaws.

The current number of board members meets the minimum required by the charter school's bylaws as the Board remains in full compliance. Additionally, the board secretary monitors regularly to ensure that requirements are met, and succession planning is in place to recruit qualified and mission-aligned candidates for upcoming vacancies due to term limits or resignations

c) List the amendments to bylaws that the board adopted during the 2024-2025 school year.

P 0141 Board Member Number and Term (Revised)

P 0167 Public Participation in Board Meetings (Revised)

d) List the critical policies adopted by the board during the 2024-2025 school year.

P 2365 Acceptable Use of Generative Artificial Intelligence (AI) (New)

P 8420 Emergency and Crisis Situations (M) (Revised)

P 2200 Curriculum Content (M) (Revised)

P 5460 High School Graduation (M) (Revised)

P 5710 Student Grievance (Revised)

e) What were the board's three main strengths identified in the latest board self-evaluation?

Financial Prudence: The board has consistently exercised sound financial stewardship, contributing to the school's long-term fiscal health and accountability.

Collaborative Governance: Trustees have demonstrated a deep appreciation for the administrative team's leadership, fostering a constructive and respectful governance environment.

Mission Alignment: The board has shown a shared commitment to the school's mission and strategic vision, supporting initiatives that advance educational goals and student success.

f) What were the board's three main challenges identified in the latest board self-evaluation?

Building Stronger Partnerships with Local Organizations: Although individual relationships exist, the board sees an opportunity to deepen institutional partnerships with local businesses, nonprofits, and civic groups to enhance visibility and support for the school's mission.

Developing a More Strategic Outreach Plan: The board acknowledged the absence of a cohesive outreach and branding strategy to engage local stakeholders, prospective families, and community leaders.

Deepening Oversight of Academic Performance: The board identified a need to strengthen its engagement with academic data to better monitor student outcomes and support instructional improvement.

3.2 Board Compliance

a) Fill in the requested information in Table 17 below regarding the board. To ensure compliance, consult the New Jersey School Board Association's (NJSBA) mandated trainings at: https://www.njsba.org/training/mandated-training/#goviv. Add or delete rows as necessary.

Table 17: Board of Trustee Information

Name	Start Date	Term Expiration Date	Number of Terms Served	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
Legna Y. Garcia Rodriguez	08/25/18	09/30/27	3	President – Parent Member / Voting	lyanira_garcia@pcsst.org	09/19/2018	7/2/19 7/14/21 9/8/22 4/22/23
Richard Dejesus	01/20/21	01/31/27	2	Parent Member	richard.dejesus@pcsst.org	03/23/21	6/17/21 7/24/23

Name	Start Date	Term Expiration Date	Number of Terms Served	Role on Board	Email Address	Date of Criminal Background Check	Date of all NJSBA Trainings
				/ Voting			1/15/25
Melikan Turkileri	09/23/20	09/30/26	2	Community Member / Voting	mel.turk@pcsst.org	12/22/2020	6/18/21 10/3/23 1/15/25
Ali Kutlu	12/21/22	12/31/25	1	Community Member / Voting	ali.kutlu@pcsst.org	1/20/2023	1/8/24 11/8/24 1/15/25
Keisha Smith	07/19/23	7/31/26	1	VP, Community Member / Voting	keisha.smith@pcsst.org	12/23/2011	2/7/12 1/1/13
Fatma Arik-Copur	07/19/23	7/31/26	1	Community Member / Voting	fatma.arik-copur@pcsst.org	8/25/2023	6/11/25
Vacant							

b) Pursuant to *N.J.A.C.* 6A:11-4.12 (c) *Board of Trustees and Open Public Meetings Act*, which states "the board of trustees shall post a copy of all meeting notices and meeting minutes to the school's website;" please provide the link to the school's board meeting minutes below.

https://www.pcsst.org/board/minutes/

c) Please provide the month and year of the latest board meeting minutes posted on the school's website and New Jersey Homeroom OCRS repository.

May 2025

d) Pursuant to *N.J.S.A.* 18A:36A-15, *Complaints to board of trustees*, please provide as **Appendix F** the current board policy for the establishment of the grievance committee. Please embed the link to the policy on the charter school's website.

Provided as **Appendix F**.

e) Provide the number of grievances presented to the board in the 2024-2025 school year.

None.

Access and Equity

The following questions are aligned to the *Organizational Performance Framework*, Performance Area 4: Access and Equity.

4.1 Access and Equity

a) Fill in the requested information in Table 18 below regarding the timeline of the school's application process for prospective students for school year 2024-2025.

Table 18: School Year 2024-2025 Application Process Timeline

Date the application for school year 2024-2025 was made available to interested parties	09/23/2024
Date the application for school year 2024-2025 was due back to the school from parents/guardians	03/07/2025
Date and location of the lottery for seats in school year 2024-2025	03/13/2025 Lottery held in-person at the High School Gymnasium, located at 196 W. Railway Avenue, Paterson, NJ 07503

b) Provide the URL to the school's application for prospective students for the school year 2025-2026. As **Appendix G**, provide copies of the 2024-2025 and 2025-2026 initial application in as many languages as available.

https://www.pcsst.org/admission/apply-now/

c) List all venues where, prior to the lottery, interested parties could access the school's application for prospective students for school year 2024-2025 and school year 2025-2026. -

Our application was available online on our website and printed copies were available at our central district office.

d) List all languages in which the application is made available. If the school participates in Newark or Camden's enrollment process, please state that below.

English and Spanish

e) List all ways in which the school advertised that applications for prospective students for school year 2024-2025 and school year 2025-2026 were available prior to the enrollment lottery.- **-**

- Billboards around the city of Paterson as part of Paterson Charter Schools Roundtable (PCSR)
- Advertisement (Newspaper, Mass Mailer/Direct Mail, TV Commercial, Digital Display Ads,
- Print Display Ads, Direct Emails),
- PCSR's website,

- PCSR's social media accounts,
- School website,
- School social media accounts (Facebook, Instagram, Twitter)
- Multiple school text messages and voice messages to all our applicants
- An open invitation to attend our live results of our lottery event was emailed to all applicants.

f) Fill in the requested information in Table 19 below regarding student enrollment and attrition rates by grade level in 2024-2025.

The student enrollment and attrition rates by grade level in 2024-2025 is provided in Table 19.

g) Explain the school's enrollment backfilling policy, then, as **Appendix H**, include the school's board-approved policy.

Since the existing Admission and Enrollment Policy 5111 already comprehensively addresses the backfilling procedures, a separate policy specifically dedicated to backfilling was deemed unnecessary. Policy 5111 serves as the sole reference for all matters related to backfilling within the school's admission and enrollment process.

Backfilling is conducted based on the school's Policy 5111 Admission and Enrollment Policy's subsection called "Waiting List":

According to Policy 5111, if the school conducts an admissions lottery, and all available grade level spaces are filled, a waiting list will be formed. The waiting list comprises the names of grade eligible students who submitted applications to PCSST within the published recruitment period(s) but were not selected in the lottery. These students on the waiting list may be admitted to the PCSST if an opening in the grade level for which they applied becomes available.

In accordance with the backfilling procedure outlined in Policy 5111, parents/guardians of students whose names are on the waiting list will be contacted in the order in which their names appear. The school will make three attempts to contact the parent/guardian via telephone. If there is no response, the next person on the waiting list will be contacted.

To ensure fairness and prioritize certain applicants, the waiting list is divided into three groups: sibling students, resident students, and non-resident students. Enrollment priority is given first to sibling students (those with siblings already attending the school) and then to resident students (those who live in the school's designated area). Non-resident students, who come from outside the area, are considered last in the priority sequence.

The waiting list is actively maintained from the beginning of the annual initial recruitment period until the end of the subsequent school year, ensuring that eligible students who were not initially selected have the opportunity to be admitted if vacancies arise during that period.

Table 19: Student Enrollment and Attrition

Grade Level	Number of student withdrawals (for any reason) during the school year	Number of students enrolled after the first day of school year 2024-2025	Number of students enrolled in school year 2024-2025 who continued enrollment in school year 2025-2026
K	7	8	11
1	6	8	124
2	3	12	128
3	3	11	145
4	9	10	139
5	7	5	138
6	4	5	143
7	4	5	139
8	4	3	143
9	8	20	116
10	0	1	143
11	2	0	91
12	1	0	94

b) If applicable, please identify and/or explain the primary causes of student attrition during the 2024-2025 school year.

- Some of the primary causes identified as reasons why our students leave our school before the end of the academic year include a variety of factors. The primary causes often fall into a few broad categories:
- Family life changes due to relocation of work, housing instability, or family circumstances are one of the most common reasons. Also, family emergencies or changes (e.g., divorce, illness, incarceration, or death of a guardian).
- Parent preference for alternative education (community schools, private religious schools, homeschooling) or desire for different programs or specialized support (e.g., gifted, special education, or bilingual services).
- Transportation and accessibility issues with long commutes, unreliable transportation, especially for families with limited resources or working parents.
- Academic challenges, fear of retention concerns (students held back may leave due to embarrassment or stigma).
- Behavior and discipline issues where students are suspended repeatedly or face expulsion may disengage.

Compliance

The following questions are aligned to the *Organizational Performance Framework*, Performance Area 5: Compliance.

5.2 Office of Charter and Renaissance School Compliance

Provide the requested information for each school location. Copy Table 20 below and fill it out for each school site if the school has more than one site.

Table 20: School Site Facility Information

Site name	8-12
Site address	196 West Railway Avenue Paterson NJ 07503
Facility lease information	Long Term Lease renewable every five years contingent upon charter renewals
Landlord name	Silk City Education Alliance, Inc.
Lease commencement date	3/05/2025 (New landlord - ownership transferred)
Lease termination date	6/30/2027
2025-2026 annual lease cost	$1,262,112
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2025	N/A
Latest date of appraisal	10/18/24
Appraised value of property	$ 19,760,000
If the facility is shared with any other entity, please identify the entity. Describe the shared areas and detail the days and time when these shared areas are used by the other entity.	N/A

Site name	4-7
Site address	276 Wabash Avenue Paterson NJ 07503
Facility lease information	Long Term Lease renewable every five years contingent upon charter renewals
Landlord name	Silk City Education Alliance, Inc.
Lease commencement date	3/05/2025 (New landlord - ownership transferred)
Lease termination date	6/30/2027

2025-2026 annual lease cost	$1,003,942
Facility mortgage/bond information	N/A
Purchase date	N/A
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2025	N/A
Latest date of appraisal	10/28/24
Appraised value of property	$ 15,410,000
If the facility is shared with any other entity, please identify the entity. Describe the shared areas and detail the days and time when these shared areas are used by the other entity.	N/A

Site name	2-3
Site address	53 East 34th Street Paterson 07514
Facility lease information	The school owns the building
Landlord name	N/A
Lease commencement date	N/A
Lease termination date	N/A
2025-2026 annual lease cost	N/A
Facility mortgage/bond information	Mortgage on property – $4 million construction loan provided by New Jersey Community Capital
Purchase date	9/21/2021
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2025	$3,767,920
Latest date of appraisal	09/01/2022
Appraised value of property	$ 5,330,000
If the facility is shared with any other entity, please identify the entity. Describe the shared areas and detail the days and time when these shared areas are used by the other entity.	N/A

Site name	K-1
Site address	55 Main Street Paterson 07501
Facility lease information	The school owns the building
Landlord name	N/A
Lease commencement date	N/A
Lease termination date	N/A
2025-2026 annual lease cost	N/A
Facility mortgage/bond information	There is no mortgage on the property. It was purchased in full value by the school funds.
Purchase date	6/7/2019
Mortgage lender/Bond Issuer(s)	N/A
Outstanding loan amount as of July 1, 2025	N/A
Latest date of appraisal	4/23/2019
Appraised value of property	$ 2,700,000
If the facility is shared with any other entity, please identify the entity. Describe the shared areas and detail the days and time when these shared areas are used by the other entity.	N/A

Table 21: School Site Facility Information Lease Summary

Total number of leased facilities	2
Total annual cost of all leases	$2,742,500
Total lease amount budgeted for 2025-2026	$2,852,770

Table 22: School Site Facility Information Mortgage/Bond Summary

Total number of mortgaged facilities	1
Total mortgage/bond amount	$4,000,000
Mortgage principal budgeted for 2025-2026	$97,913
Mortgage payment interest budgeted for 2025-2026	$186,900

a) All charter schools are required to maintain facilities compliant with health and safety standards. To affirm the charter school's commitment to this requirement, complete and submit **Appendix A** available at the end of this document.

Provided as Appendix A.

b) As **Appendix I**, provide the valid, unexpired Certificate of Occupancy with "E" usage, Annual Sanitary Inspection Report with satisfactory rating, and Fire Inspection Certificate with "Ae" code for each approved campus, and current leases.

Provided as Appendix I as a merged documents.

5.3 Other Compliance

a) Provide a description of the educator evaluation system the school has implemented. In accordance with *N.J.A.C. 6A:11-6.2*, in your description, include the required number and duration of observations conducted for tenured teachers, non-tenured teachers, tenured administrators and non-tenured administrators.

The school uses Marzano's iObservation Focus Teacher Evaluation Model. This system evaluates teachers on a four-point scale ranging from highly effective to ineffective. Teachers are evaluated on four domains: standards-based planning, standards-based instruction, conditions for learning, and professional responsibilities. Configurations in the system are based on the NJ ACHEIVE Model set forth by the DOE.

b) If the school leader evaluation system differs from the educator evaluation system described above, provide a description of the school leader evaluation system that the school has implemented.

The school uses the Chief School Administrator (CSA) Evaluation Tool developed by New Jersey School Board Association. Provided as Appendix C.

c) As **Appendix J,** provide the board resolution approving the teacher and school leader evaluation systems.

Provided as Appendix J.