Paterson Charter School for Science and Technology

District: Paterson CS for Sci/Tech
School Identification: NA
County: CHARTERS
Targeted Student Group(s):
Team: NA
CDS: 807503970
CAP: Y
SW: Y

Annual School Planning
2026-2027

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	Alexis Zamora	Yes	Yes	Yes		
Community Member	Jenniffer Zicherman	Yes	Yes	Yes		
Student Representative	Sabrina Fernandez	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 Data Director	Mursel Gunes	Yes	Yes	Yes		
Humanities Director	Amanda Leach	Yes	Yes	Yes		
Guidance Director	Patricia Stephenson	Yes	Yes	Yes		
K-1 Campus Teacher Representative	James Fox	Yes	Yes	Yes		
2-3 Campus Teacher Representative	Marina Tornabene	Yes	Yes	Yes		
4-7 Campus Teacher Representative	Sherouk Youssef	Yes	Yes	Yes		
8-12 campus Teacher Representative	Sophie Kuriakose	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
11/11/2025	Prior Year Evaluation	Yes	Yes
02/10/2026	Prior Year Evaluation,Comprehensive Data Analysis and Needs Assessment	Yes	Yes
04/28/2026	Priority Performance Needs and Root Cause Analysis	Yes	Yes
06/02/2026	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
Expand and enhance Summer Academies in 2026-27, 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

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 2026-27, 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
Expand and enhance the Extended Day/Saturday Academy in 2026, 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

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 Academies in 2026 by utilizing math programs and strategies such as manipulative, 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 2026-27, 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 2026, 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 2026. 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 2026-27, 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
Early Warning	HS Students	All Students	Yes	Yes	Yes	College enrollment and transcripts	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
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.		Paterson Charter School for Science and Technology (PCSST) demonstrated notable progress in academic proficiency across core subject areas. According to federal accountability metrics, the school's overall English Language Arts (ELA) proficiency rate climbed from 28.1% in the 2021–22 school year to 37.6% in 2023–24. More recent data indicates that the 2024–25 ELA proficiency rate grew to 42.4%, showing a sustained trajectory of annual improvement. Mathematics performance also exhibited steady gains, moving upward from a 10.8% federal proficiency rate in 2021–22 to 15.9% in 2023–24, before reaching 21.6% in 2024–25. These figures showcase consistent enhancements in overall classroom instruction and academic development over a multi-year period. Beyond foundational proficiency rates, student growth metrics underscore that PCSST scholars are learning at an accelerated	An analysis of federal accountability data reveals a steady, upward trend in English Language Arts proficiency at the school level over several consecutive academic years. ELA proficiency rates for federal accountability initially stood at 28.1% during the 2021–22 school year, climbing incrementally to 30.0% in 2022–23, and reaching 37.6% by 2023–24. This positive momentum carried directly into the 2024–25 school year, where overall ELA proficiency experienced its largest jump to date, settling at 42.4%. Student growth trends mirror this progress; the median Student Growth

Student Group	ELA	Math	Alg1	Alg2	Geo
Schoolwide	42.4%	21.6%	20.7%	*	20%
White	42.3%	36.5%	*	*	*
Hispanic	44.5%	23.5%	21.5%	*	*
Black or African American	35.4%	12.4%	18.9%	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*
Two or More Races	*	*	*	*	*
Female	47.3%	19%	19.2%	*	*
Male	37.6%	24.1%	22.1%	*	*
Economically Disadvantaged Students	43.8%	21.7%	22.6%	*	*
Non-Economically Disadvantaged Students	34.5%	20.8%	11.5%	*	*
Students with Disabilities	17%	10.4%	*	*	*
Students without Disabilities	46.4%	23.3%	23.1%	*	20%
English Learners	27.4%	16.8%	20%	*	*
Non-English Learners	44%	22.1%	20.7%	*	20%

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	Alg1	Alg2	Geo
Homeless Students	*	*	*	*	*
Students in Foster Care	*	*	*	*	*
Military-Connected Students	*	*	*	*	*
Migrant Students	*	*	*	*	*
Non-Binary / Undesignated Gender	*	*	*	*	*

pace compared to their academic peers. The school achieved an ELA median Student Growth Percentile (mSGP) of 55.5 and a Math mSGP of 58 in the 2024–25 school year. In the framework of New Jersey's accountability metrics, any score between 35 and 65 is classified as typical growth, positioning the school above the baseline statewide median score of 50 in both disciplines. Certain student segments recorded even higher gains; for example, sixth-grade students recorded a "high growth" ELA score of 72, and seventh-grade students achieved a "high growth" Math mSGP of 69.

The district's secondary education performance is highlighted by robust graduation success rates that frequently exceed state baselines. For the state version of the graduation rate, which tracks all students receiving a state-endorsed diploma, PCSST achieved a 4-year graduation rate of 96.2% with Cohort 2024, beating the state average of 91.3%. Furthermore, the school achieved perfect 100.0%

Percentile (mSGP) for ELA advanced from a typical score of 51 in 2022–23 to a stronger typical mark of 55.5 in 2024–25, helping the district narrow the gap toward the New Jersey state proficiency baseline of 53.0%.

Mathematics proficiency has also followed a consistent multi-year upward trajectory, though its baseline growth rates remain visibly lower than those observed in literacy. Federal accountability metrics show that the schoolwide math proficiency rate rose from 10.8% in 2021–22 to 13.5% in 2022–23, reached 15.9% in 2023–24, and ultimately hit 21.6% during the 2024–25 academic cycle. While the school's math

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			graduation rates for its Cohort 2023 5-year and Cohort 2023 6-year indicators. Simultaneously, the institution reduced its high school dropout rate to 0.0% during the 2023–24 and 2024–25 academic cycles. This performance enabled the school to meet its federal accountability targets and maintain a status of "Not in Status" for federal intervention. While the quantitative data paints a picture of academic progress, qualitative feedback gathered via the New Jersey School Climate Improvement Survey reveals structural community vulnerabilities. A primary point of concern revolves around peer interpersonal dynamics within the student body. Specifically, 59.26% of surveyed parents highlighted a critical need for the school to improve peer relationships among students. This feedback corresponds with observations made by the academic faculty, who pointed out a distinct lack of consistency regarding the implementation of student disciplinary measures across	proficiency rate still sits below the state average of 42.0%, the underlying pace of student development is accelerating. The schoolwide median Student Growth Percentile for math shifted from 46 in the 2022–23 reporting period up to a typical growth high of 58 in 2024–25, indicating that the instructional adjustments and interventions implemented by the district are driving meaningful annual progress.

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			different classrooms and campuses. Furthermore, the qualitative data outlines significant well-being and lifestyle challenges that disrupt the foundational stability of the learning environment. The climate report noted that widespread student sleep deprivation and general mental well-being concerns act as obstacles to daily student engagement. These personal health challenges are exacerbated by severe external socioeconomic stressors within the local Paterson community. Specifically, the survey highlighted that families are battling systemic obstacles like housing insecurity and food scarcity. These factors complicate the school's broader operational goal of establishing a completely supportive and equitable educational environment.	

<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>9.2%</td><td>9%</td><td>11%</td></tr>
<tr><td>White</td><td></td><td></td><td></td></tr>
<tr><td>Hispanic</td><td>9.6%</td><td>12%</td><td>7.8%</td></tr>
<tr><td>Black or African</td><td>9.1%</td><td>0%</td><td>14.3%</td></tr>
<tr><td>Asian, Native Hawaiian, or</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>7.2%</td><td>7.1%</td><td>13.9%</td></tr>
<tr><td>Male</td><td>11.1%</td><td>10.8%</td><td>9.1%</td></tr>
<tr><td>Economically Disadvantag</td><td>7.4%</td><td>10.3%</td><td>9.8%</td></tr>
</table>
</td>
<td>A quantitative review of the district's science assessment trends reveals strong pockets of high proficiency, particularly within secondary education. According to the data, 11th-grade scholars made significant strides on the New Jersey Student Learning Assessment for Science (NJSLA-S), pushing their combined proficiency rate (Level 3 and Level 4) up to 15% during the 2023–24 school year. While a standard proficiency metric offers a valuable baseline, a multi-year look at the underlying achievement tiers paints an even more encouraging picture of growth. Specifically, the proportion of 11th graders scoring at the absolute lowest performance level (Level 1) shrank dramatically over a three-year period, dropping from 85% in the 2021–22 cycle down to 67% by 2023–24. This represents a notable 18% reduction in the school's lowest-performing secondary cohort, demonstrating that remediation and targeted science interventions are successfully moving students up the academic ladder.</td>
<td>A longitudinal analysis of the district’s science performance reveals a stark divergence between elementary and secondary growth paths over recent academic cycles. At the secondary level, the 11th-grade cohort has demonstrated a powerful positive trend on the NJSLA-Science exam, steadily dismantling its historical concentration of low-performing students. In the 2021–22 school year, a staggering 85% of 11th graders scored at Level 1. By the 2022–23 cycle, this dropped slightly to 81%, and by 2023–24, it plunged down to 67%, signaling a massive shift of students into higher tier levels. Concurrently, the overall proficiency rate for 11th graders grew from 0% in 2022-23 to 15% in 2023-24,</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	Grade 5	Grade 8	Grade 11
Non-Economically	20%	0%	
Students with	10%	8.3%	
Students without	9.1%	9.1%	11.9%
English Learners			
Non-English Learners	9.6%	9.4%	11.8%
Homeless Students			
Students in Foster Care			
Military-Connected			
Migrant Students			
Non-Binary / Undesignate			

Furthermore, demographic subgroup performance within elementary science highlights areas where the school is successfully outpacing state accountability baselines. On the 5th-grade NJSLA-S exam, several historically underserved student populations achieved competitive proficiency rates. For instance, Hispanic or Latino 5th graders reached a combined science proficiency rate of 7%, while their Black or African American peers achieved a 5% proficiency rate. When evaluating these numbers against broader state trends, the school's 5th-grade cohorts effectively outpaced or closely matched the corresponding statewide averages for those exact demographics. These incremental gains in the upper elementary grades reflect a solid foundation as the district scales its hands-on science curriculum and climate-focused initiatives.

Despite clear pockets of secondary school growth, the district faces widespread quantitative challenges in science proficiency across the elementary

showcasing a clear upward trend in high school science instruction and curriculum delivery.

Conversely, the quantitative trends for elementary and middle school grade bands highlight an entrenched performance stagnation that has resisted immediate correction. In 5th grade, while the total percentage of proficient students (Levels 3 and 4) saw a marginal increase from 1% in 2021–22 to 8% in 2023–24, the vast majority of the student body remains heavily bottlenecked in the non-proficient tiers. Specifically, those trapped at Level 1 shifted from 47% up to a peak of 59%, before returning to 47%. A far more critical downward trend is visible

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			and middle school grade bands. The 5th-grade NJSLA-S summaries reveal a severe performance bottleneck, with a staggering 93% of all tested students failing to achieve state proficiency standards during the 2023–24 cycle. Specifically, 47% of 5th graders scored at Level 1 and 46% scored at Level 2, leaving only 8% of the student body meeting or exceeding grade-level benchmarks. This stands in stark contrast to the New Jersey state average, where 27% of 5th-grade testers statewide successfully achieved proficiency. The institutional gaps are even more pronounced among economically disadvantaged 5th graders, a staggering 71% of whom scored at Level 1, meaning they did not yet meet basic elementary expectations. The quantitative deficits intensify by the time students reach the middle school level, presenting an acute areas of concern for the district. On the 8th-grade NJSLA-S assessment, the overall student proficiency rate dropped to 0.0%, with absolutely no testers scoring	in the 8th-grade data, where total student proficiency systematically collapsed from 12% in 2021–22, to 4% in 2022–23, and finally plummeted to 0% in 2023–24. This sliding baseline in the lower campuses heavily underpins the district's recent decision to designate science as a critical priority area for the upcoming Annual School Plan.

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			in the Level 3 or Level 4 proficient categories during the 2023–24 school year. Instead, the student population was entirely divided between the two lowest tiers, with 67% of 8th graders stranded at Level 1 and 33% at Level 2. This total absence of middle school proficiency places the school drastically behind the state benchmark, where 19% of New Jersey 8th graders scored as proficient. This steep middle school decline underscores an urgent need for the corrective action planning, daily curriculum restructuring, and vertical instructional alignment currently being mapped out by the stakeholder committee.	

<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>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>55.5%</td><td>58%</td></tr>
<tr><td>White</td><td>43.5%</td><td>40.5%</td></tr>
<tr><td>Hispanic</td><td>60%</td><td>62%</td></tr>
<tr><td>Black or African American</td><td>51.5%</td><td>54%</td></tr>
<tr><td>Asian, Native Hawaiian, or Pacific Islander</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>56%</td><td>58%</td></tr>
<tr><td>Male</td><td>55%</td><td>58.5%</td></tr>
<tr><td>Economically Disadvantaged Students</td><td>57%</td><td>58%</td></tr>
<tr><td>Non-Economically Disadvantaged Students</td><td></td><td></td></tr>
</table>
</td>
<td>An analysis of the 2024–25 subgroup performance data reveals a massive, positive turnaround in mathematics growth metric rankings across several historically vulnerable student populations. Most notably, the "Students with Disabilities" demographic demonstrated a drastic academic acceleration; this subgroup's median Student Growth Percentile (mSGP) in math skyrocketed from a "low growth" mark of 34.8 in the 2023–24 cycle to a much stronger "typical growth" high of 45.0 in 2024–25. This shift allowed the group to successfully meet its state-mandated growth standard. Similarly, the broader schoolwide student population saw its math mSGP advance significantly to a commanding score of 58, comfortably outperforming the New Jersey statewide median baseline of 50. These surging growth trajectories indicate that the district’s targeted mathematics interventions and intensive tutoring infrastructure are creating immediate upward mobility.

Conversely, the data highlights</td>
<td>A comparative longitudinal review of the data reveals a stark contrast between steady multi-year academic growth and volatile environmental regressions. Schoolwide federal proficiency rates in ELA and mathematics have climbed sequentially every single year, moving from 28.1% to 42.4% in ELA, and from 10.8% to 21.6% in math between the 2021–22 and 2024–25 academic cycles. Similarly, the federal four-year adjusted graduation rate achieved an exceptional upward trend, surging from 86.0% to a high of 98.8% before settling into a strong baseline of 91.8%. However, this positive academic momentum did not insulate the district from sudden, severe</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	ELA	Math	stark performance disparities and a critical cooling trend within the English Language Arts (ELA) proficiency categories, especially when tracking specific racial and ethnic subgroups. While the district's overall federal ELA proficiency rate grew to 42.4%, individual subgroup success rates fractured significantly along demographic lines. For example, the Black or African American student subgroup achieved an impressive 95.2% "Graduation Ready" rate on the 11th-grade New Jersey Graduation Proficiency Assessment (NJGPA) for ELA. However, the Hispanic or Latino subgroup lagged behind substantially, recording a drastically lower graduation readiness rate of 76.9%. Furthermore, an acute language-based proficiency gap remains deeply entrenched within the district; while non-multilingual students achieved a solid 44.0% federal ELA proficiency rate, the "Multilingual Learners" subgroup plummeted to a low of 24.7%. This persistent divide leaves the district's language-learning scholars performing at nearly half	climate setbacks. Most notably, the districtwide chronic absenteeism rate deteriorated drastically from year to year; after maintaining a low baseline of 12.0% in 2021–22, student absenteeism spiked dramatically to 20.2% the following year, signaling a persistent post-pandemic attendance crisis that forced the district into a state-mandated corrective action status.
		Students with Disabilities	46%	45%		
		Students without Disabilities				
		English Learners	57%	67%		
		Non-English Learners				
		Homeless Students	*	*		
		Students in Foster Care				
		Military-Connected Students				
		Migrant Students	*	*		
		Non-Binary / Undesignated Gender				

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			the efficiency of their English-speaking peers.	

<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>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>100%</td><td>100%</td><td>99%</td><td>0%</td></tr>
<tr><td>1</td><td>100%</td><td>100%</td><td>100%</td><td>0%</td></tr>
<tr><td>2</td><td>100%</td><td>100%</td><td>98.5%</td><td>0%</td></tr>
<tr><td>3</td><td>100%</td><td>100%</td><td>99%</td><td>0%</td></tr>
<tr><td>4</td><td>94%</td><td>100%</td><td>99%</td><td>0%</td></tr>
<tr><td>5</td><td>91%</td><td>100%</td><td>100%</td><td>0%</td></tr>
<tr><td>6</td><td>94%</td><td>100%</td><td>94%</td><td>0%</td></tr>
<tr><td>7</td><td>93%</td><td>100%</td><td>99%</td><td>0%</td></tr>
<tr><td>8</td><td>99%</td><td>100%</td><td>100%</td><td>0%</td></tr>
<tr><td>9</td><td>94%</td><td>100%</td><td>100%</td><td>0%</td></tr>
</table>
</td>
<td>According to federal accountability metrics, schoolwide student growth at Paterson Charter School for Science and Technology reached a competitive tier, with median Student Growth Percentiles (mSGPs) positioning the institution above the baseline state average in both core subjects. For the 2024–25 academic cycle, the school achieved an overall ELA mSGP of 55.5 and a Math mSGP of 58 across the tested grade bands. Under New Jersey's state plan framework, these scores fall squarely into the "typical growth" classification (defined as an SGP between 35 and 65) and successfully exceed the statewide standard median of 50. Content performance varied notably by grade level; the school recorded its most substantial growth surges in the middle school cohorts, highlighted by a "high growth" ELA mSGP of 72 among sixth graders and a corresponding "high growth" Math mSGP of 69 among seventh-grade students. Conversely, fourth-grade cohorts presented an acute area for instructional intervention, slipping into the "low</td>
<td>A longitudinal review of state assessment data from year to year reveals a clear upward trend in schoolwide growth performance, particularly as the district rebounded from previous instructional baselines. In English Language Arts, the schoolwide median Student Growth Percentile (mSGP) advanced from a typical baseline of 51 in the 2022–23 school year to a stronger typical mark of 55.5 in 2024–25. Mathematics growth trends experienced an even more dramatic shift across the testing grade bands. After tracking at a lower typical mSGP of 46 in 2022–23, the schoolwide math growth metric surged to a commanding high of 58 in 2024–25. This trajectory indicates that</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	Cyclle 2	Cycle 3	Cycle 4
10	100%	100%	100%	0%
11	91%	100%	100%	0%
12	93%	100%	100%	0%

Math

Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4
K	100%	100%	100%	0%
1	100%	100%	100%	0%
2	96%	100%	100%	0%
3	100%	100%	100%	0%
4	91%	100%	100%	0%
5	92%	100%	100%	0%

growth" category with a math mSGP of 32.

The data further highlights a critical interaction between a student's prior academic proficiency tier and their subsequent rate of annual growth on state assessments. When tracking student performance levels from the preceding NJSLA cycle, the school proved highly effective at accelerating the growth of its lowest-performing students, particularly in mathematics. Students previously classified in the lowest performance bracket (Level 1) generated a "typical growth" math mSGP of 60, significantly outperforming peers who had already achieved mid-tier proficiency. In contrast, a distinct ceiling effect was visible in English Language Arts, where student growth rates correlated inversely with high initial achievement. Tested students starting at Level 1 or Level 2 posted high typical growth scores of 56 and 61.5 respectively, whereas those entering the year at the advanced Level 5 proficiency tier decelerated into a lower typical growth track,

the district's collective learning momentum is accelerating over time, consistently positioning PCSST above the baseline New Jersey statewide growth median of 50 in both content areas.

The data also reveals changing historical trends in the interaction between student proficiency levels and their subsequent growth rates. In previous evaluation cycles, such as the 2023–24 school year, student growth patterns in mathematics were heavily compressed, with students who previously scored at the lowest proficiency level (Level 1) struggling to break out of a "low growth" mSGP track of 32.5. However, by the 2024–25 cycle,

<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>Grade</th><th>Cycle 1</th><th>Cycle 2</th><th>Cycle 3</th><th>Cycle 4</th></tr>
<tr><td>6</td><td>94%</td><td>100%</td><td>94%</td><td>0%</td></tr>
<tr><td>7</td><td>93%</td><td>99%</td><td>100%</td><td>0%</td></tr>
<tr><td>8</td><td>100%</td><td>100%</td><td>92%</td><td>0%</td></tr>
<tr><td>9</td><td>100%</td><td>100%</td><td>95%</td><td>0%</td></tr>
<tr><td>10</td><td>94%</td><td>100%</td><td>95%</td><td>0%</td></tr>
<tr><td>11</td><td>100%</td><td>99%</td><td>91%</td><td>0%</td></tr>
<tr><td>12</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
</table>
</td><td>yielding an mSGP of 50.5.</td><td>this negative trend completely reversed. The school successfully shifted its growth focus to the bottom of the achievement spectrum, enabling those entry-level scholars to achieve a high typical math mSGP of 60. Conversely, growth trends among upper-tier students have remained remarkably stable over time. For instance, students entering with Level 4 proficiency maintained a consistent growth pace across multiple years, recording an ELA mSGP of 57.5 in both the 2023–24 and 2024–25 reporting periods.</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
Benchmark Assessment Participation*	Please list any cycles where the 95% participation rate was not met. Please provide explanation. *Identify patterns by student group *Identify patterns by grade	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Data not yet provided for 6/4/2026 to make an on the data table, the district's assessment participation rates showcase major programmatic strengths during the initial testing blocks. In both English Language Arts (ELA) and Mathematics, the school achieved an exceptional 100.0% participation rate across virtually all grade levels in Cycle 1 and Cycle 2. This perfect compliance means the school easily exceeded the state and federal 95% participation mandates required for standardized accountability tracking. This flawless turnout across Grades K–9 in ELA and Grades K–8 in Math during Cycle 1 provides a highly reliable, comprehensive data baseline for the instructional teams to map out early interventions and curriculum adjustments. However, the dataset reveals a sharp, systemic testing drop-off that presents an administrative challenge for upper-grade tracking. In Cycle 1 ELA, student participation completely collapsed to 0.0% for Grades 10, 11, and 12, marking a drastic departure from	A longitudinal review of the testing data highlights a clear pattern of strong early-cycle execution followed by a complete breakdown in high school and late-year data tracking. In both ELA and Mathematics, the district established a highly successful trend of near-perfect participation in the lower grade levels, maintaining a steady 100.0% standard across Cycles 1 and 2 for all elementary and middle school cohorts. However, this reliable data trend completely disintegrated in the high school grade bands, moving from a severe tracking gap of 0.0% participation across Grades 10–12 in Cycle 1 ELA to a full recovery of 100.0% in Cycle 2. Ultimately, the most disruptive trend observe is the absolute
		K	30%	57%	73%	0%		
		1	53%	47%	67%	0%		
		2	50%	54%	59%	0%		
		3	25%	38%	41%	0%		
		4	32%	0%	40%	0%		
		5	32%	0%	41%	0%		
		6	28%	0%	35%	0%		
		7	32%	0%	32%	0%		
		8	32%	0%	39%	0%		
		9	33%	0%	41%	0%		
		10	20%	0%	47%	0%		

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	26%	0%	53%	0%
12	24%	0%	51%	0%

the perfect engagement seen in the lower grades. Although these high school cohorts successfully rebounded to a perfect 100.0% participation rate during Cycle 2, a different minor anomaly surfaced in the Math data, where Grade 7 participation dipped slightly to 99.0%. While a 99.0% participation rate still comfortably satisfies the federal 95% threshold, it indicates a minor, isolated breakdown in student tracking or testing attendance for that specific middle school cohort during the mid-year window.

The most glaring challenge identified is the total structural omission of data for the latter half of the academic assessment cycle. Across every single grade level (Kindergarten through 12th grade) and in both ELA and Mathematics, assessment reporting completely flatlines at 0.0% for both Cycle 3 and Cycle 4. The only outlier is a negligible 0.6% reporting trace for Grade 3 ELA in Cycle 4, which is statistically insufficient for any real data analysis. This total lack of late-cycle data indicates that

deceleration of data collection in the latter half of the year, where schoolwide reporting plummeted from maximum capacity to a flat 0.0% for all student groups in both Cycles 3 and 4.

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			assessments for Cycles 3 and 4 were either not administered, or their results were not finalized and logged into the reporting system at the time of this publication. This missing data prevents the stakeholder committee from conducting a complete, year-end longitudinal progress review across all four analysis.	

<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 student groups.
*Identify patterns by grade/student groups
*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">The district's baseline assessment data reveals substantial structural gains and milestone achievements in mathematics proficiency. Overall student achievement on the state assessment for grades 3–9 climbed from 16% in Spring 2024 to 22% in Spring 2025. This upward trend was fueled by dramatic proficiency surges in specific elementary and middle school cohorts, with Grade 5 proficiency skyrocketing from 12% to 28% and Grade 6 advancing from 13% to 19%. Additionally, the Grade 4 cohort expanded its proficiency from 10% to 17%, while the high school Geometry cohort recorded a 20% proficiency rate after sitting at 0% the previous year. By the mid-year diagnostic checkpoint, the district's implementation of digital learning tools drove massive skills mastery, resulting in a staggering 47,654 total math skills practiced and 30,724 skills proficiently mastered schoolwide. Upper-elementary and middle school students on the 4–7 campus led the district by averaging an exceptional 0.9 proficient skills per student per week, successfully pacing ahead</td><td rowspan="12">A year-over-year comparison reveals that while English Language Arts (ELA) and mathematics have established positive upward trends, science continues to follow a stagnant or downward trajectory. Schoolwide proficiency rates on state assessments for grades 3–9 advanced sequentially from last year, climbing from 37% to 42% in ELA and from 16% to 22% in mathematics. This growth was heavily mirrored in early literacy diagnostics, where mid-year tracking showed a higher volume of primary scholars successfully moving out of the lowest risk bands and into on-level benchmarks compared to last year's starting baselines. Conversely, the district's</td></tr>
<tr><td>K</td><td>45%</td><td>87%</td><td>61%</td><td>0%</td></tr>
<tr><td>1</td><td>56%</td><td>76%</td><td>48%</td><td>0%</td></tr>
<tr><td>2</td><td>51%</td><td>67%</td><td>60%</td><td>0%</td></tr>
<tr><td>3</td><td>37%</td><td>83%</td><td>34%</td><td>0%</td></tr>
<tr><td>4</td><td>29%</td><td>58%</td><td>28%</td><td>0%</td></tr>
<tr><td>5</td><td>17%</td><td>58%</td><td>19%</td><td>0%</td></tr>
<tr><td>6</td><td>22%</td><td>51%</td><td>29%</td><td>0%</td></tr>
<tr><td>7</td><td>27%</td><td>56%</td><td>31%</td><td>0%</td></tr>
<tr><td>8</td><td>13%</td><td>40%</td><td>18%</td><td>0%</td></tr>
<tr><td>9</td><td>0%</td><td>75%</td><td>6%</td><td>0%</td></tr>
<tr><td>10</td><td>4%</td><td>43%</td><td>6%</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	5%	48%	15.1%	0%
12	0%	0%	0%	0%

of early-year implementation targets.

Despite these localized mid-year achievements, the cycle reviews exposed deeply entrenched learning gaps and widespread tier deficiencies across multiple campuses. The initial state assessment baseline highlighted a stagnation in high-level math mastery, with Grade 8 proficiency remaining bottlenecked at a critically low 6% and Algebra I stalling entirely at 20%. Furthermore, the Grade 3 cohort experienced a negative proficiency trend, slipping from 34% down to 33%. Mid-year diagnostic data dives highlighted a severe tracking deficit on the early childhood campuses; the K–1 campus recorded a slow implementation rate, with students averaging a low 0.2 proficient skills per week. This learning bottleneck was mirrored on the high school campus, where an overwhelming 79% of students in grades 8–12 tested as "far below grade level" in math skills, emphasizing that the vast majority of secondary students are missing the critical foundational knowledge

overall science proficiency trends failed to replicate this upward mobility, remaining heavily bottlenecked at a low 10% met-or-exceeded rate. This stagnation is driven by a critical downward trend in the middle school tier, where 8th-grade science proficiency systematically collapsed from 9% last year down to a stark 0% in the current cycle, cementing science as a primary area for curriculum restructuring.

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			required for standard grade-level mathematics.	

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
Benchmark Assessment (Proficiency) Math Rates*	Please share results of analysis of % passing, including YTD analysis by grades and student groups. *Identify patterns by grade/student groups *Identify patterns by chronic absenteeism *Identify patterns by students with chronic disciplinary infractions	Percent of English Learners Making Expected Growth to Proficiency	33.3%	The district's baseline assessment data reveals substantial structural gains and milestone achievements in mathematics proficiency. Overall student achievement on the state assessment for grades 3–9 climbed from 16% in Spring 2024 to 22% in Spring 2025. This upward trend was fueled by dramatic proficiency surges in specific elementary and middle school cohorts, with Grade 5 proficiency skyrocketing from 12% to 28% and Grade 6 advancing from 13% to 19%. Additionally, the Grade 4 cohort expanded its proficiency from 10% to 17%, while the high school Geometry cohort recorded a 20% proficiency rate after sitting at 0% the previous year. By the mid-year diagnostic checkpoint, the district's implementation of digital learning platforms drove massive skills mastery, resulting in a staggering 47,654 total math skills practiced and 30,724 skills proficiently mastered schoolwide. Upper-elementary and middle school students on the 4–7 campus led the district by averaging an exceptional 0.9 proficient skills per student per week, successfully	A year-over-year trend analysis reveals that while the district has established a positive trajectory in foundational math proficiency, an expanding achievement gap separates the early elementary grades from the upper campuses. Schoolwide performance on state assessments for grades 3–9 has followed a clear upward trend, climbing sequentially from a 16% proficiency baseline to 22% in the current evaluation cycle. This growth is heavily supported by strong performance trends in upper-elementary diagnostics, where mid-year tracking showed second and third graders achieving high proficiency rates on their unit assessments. However, this early momentum triggers a

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			pacing ahead of implementation targets. Despite these localized mid-year achievements, the cycle reviews exposed deeply entrenched learning gaps and widespread tier deficiencies across multiple campuses. The initial state assessment baseline highlighted a stagnation in high-level math mastery, with Grade 8 proficiency remaining bottlenecked at a critically low 6% and Algebra I stalling entirely at 20%. Furthermore, the Grade 3 cohort experienced a negative proficiency trend, slipping from 34% down to 33%. Mid-year diagnostic data dives highlighted a severe tracking deficit on the early childhood campuses; the K–1 campus recorded a slow implementation rate, with students averaging a low 0.2 proficient skills per week. This learning bottleneck was mirrored on the high school campus, where an overwhelming 79% of students in grades 8–12 tested as "far below grade level" in math skills, emphasizing that the vast majority of secondary students are missing the critical foundational knowledge	steep downward trend as students advance into the higher grade levels. Middle school tracking metrics reveal that grade 8 mathematics proficiency has stagnated at a critically low 6%, a deficit that ultimately compounds on the secondary campus where a staggering 79% trend line of high school scholars remain stranded in the "far below grade level" tier.

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			required for standard grade-level mathematics.	

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
ACCESS for ELL's	Student progress to English Language Proficiency (Grades K-12).		The district's qualitative narratives emphasize a comprehensive, culturally responsive educational model that heavily prioritizes social-emotional learning (SEL) alongside structural and community supports to target the achievement gap. For instance, the school provides an extensive 90 minutes of daily English as a Second Language (ESL) instruction, incorporates dual-enrollment opportunities, and partners with community organizations to offer family resources, such as ESL and GED classes, designed to overcome localized barriers like housing and food scarcity. However, when evaluating these intensive qualitative strategies against the quantitative reality captured in the state accountability dashboard, a distinct performance gap becomes visible. The screenshot shows that only 33.3% of English Learners are making their expected annual growth to proficiency on the ACCESS for ELLs assessment under the ESSA framework (Grades K-12). While this metric reflects a slight decline from the previous year's 33.8%	A multi-year trend analysis of language acquisition metrics reveals that English language progress has reached a clear performance plateau despite shifting state baselines. The percentage of multilingual learners meeting their expected growth targets on the ACCESS for ELLs assessment experienced an initial positive trend, rising from 24.5% in the 2021–22 and 2022–23 cycles to a peak of 33.8% in 2023–24. However, this upward trajectory stalled in the current cycle, experiencing a minor downward turn to 33.3% as captured. While this plateau allows the school to consistently outperform the stagnant state average trends—

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			performance mark, it demonstrates that despite highly structured support systems, expansive daily language blocks, and dedicated community outreach programs, nearly two-thirds of the district's multilingual scholars are still struggling to meet their targeted annual benchmarks toward English proficiency.	which hovered between 26.6% and 30.1% over the same four-year period—it confirms that the long-term momentum for the district's language-learning population has flattened out.

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 student group	1574 0 0	While the total multi-year PK–12 cumulative enrollment reached a peak of 1,687 students during the 2024–25 school year dashboard audit, the current operational enrollment for this year sits at 1,574 students. This active total reflects ongoing roster fluctuations and cross-campus alignment across the district's K–1, 2–3, 4–7, and 8–12 facilities.	While the total multi-year PK–12 cumulative enrollment reached a peak of 1,687 students during the 2024–25 school year dashboard audit, the current operational enrollment for this year sits at 1,574 students. This active total reflects ongoing roster fluctuations and cross-campus alignment across the district's K–1, 2–3, 4–7, and 8–12 facilities.

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	99.52%	In addition to navigating the long-term chronic absenteeism challenges detailed in the state performance metrics, the district has achieved an exceptionally strong baseline of daily engagement this year, with the overall year-to-date (YTD) student attendance rate reaching a commanding 99.52%. This high daily turnout demonstrates that while a specific segment of the student body requires ongoing corrective action planning to minimize cumulative absences, the vast majority of the 1,574 actively enrolled scholars are consistently present and engaged in instructional activities across all four campuses on any given school day.	A year-over-year look at the district's attendance trends reveals a sharp divergence between daily turnout metrics and long-term absenteeism profiles. After maintaining a low chronic absenteeism rate of 12.0% in the 2021–22 cycle, the district experienced a severe post-pandemic spike to 20.2% in 2022–23 and 18.9% in 2023–24, consistently landing above the state average baseline. While the chronic absenteeism rate successfully compressed down to 16.4% during the 2024–25 dashboard cycle, the current year-to-date daily attendance rate of 99.52% marks a drastic positive trend, showcasing a highly stabilized return to daily classroom compliance across the school community.
		Subgroup 1 YTD Student Attendance	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)		Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
STATE Chronic Absenteeism (Students) * Note: Data rolled over from ASP Reporting tab	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	Overall YTD Chronic Absenteeism	39.49%	While the district's overall year-to-date daily attendance numbers remain resilient, evaluating the metrics through the lens of state-defined thresholds reveals an acute vulnerability in long-term attendance consistency, with Paterson Charter School for Science and Technology's current state chronic absenteeism rate sitting at a troubling 39.49%. This metric represents a drastic negative trend when compared to historical performance data, which showed the schoolwide chronic absenteeism rate compressing down to 16.4% during the 2024–25 dashboard cycle after hitting a previous peak of 20.2% in 2022–23. This steep climb to 39.49% places the district significantly far behind the most recent New Jersey statewide average baseline of 14.4%, triggering an immediate and critical need to re-evaluate the district's attendance marketing, investigate the root causes of cumulative student absences, and intensify the deployment of the state-mandated Corrective Action Plan (CAP) across the vulnerable	A multi-year evaluation of the district's tracking metrics reveals an alarming and highly volatile trend in long-term student attendance stability. After maintaining a relatively stable chronic absenteeism rate of 12.0% in the 2021–22 cycle, the school experienced a post-pandemic surge to 20.2% in 2022–23 before making gradual progress downward to 16.4% in 2024–25. However, the current explosion to a 39.49% state chronic absenteeism rate shatters that positive trajectory, completely reversing multiple years of steady declines and cementing a severe downward trend that places the district further behind the historical New Jersey state average baseline of 14.4% than ever before.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

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

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
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: 99.13%	The district's qualitative narratives emphasize a holistic approach to student engagement, outlining a variety of structural interventions and supportive services aimed at stabilizing student attendance across diverse demographic groups. Supported by ESEA and ARP ESSER funding, the district implemented comprehensive character education, advisory programs, and extended before- and after-school care through the "Lion Pride" and local Boys and Girls Club partnerships to reduce barriers for working families. Furthermore, the school deployed a private counseling service to provide targeted social-emotional screenings and crisis interventions designed to address personal stressors such as sleep deprivation and mental well-being. In response to severe localized environmental challenges, the district also established direct community collaborations to support families navigating housing insecurity, food scarcity, and multilingual communication barriers. However, when comparing these	A year-over-year review of the federal accountability data reveals distinct and divergent trends in attendance stability among specific student subgroups. Historically vulnerable demographics, such as the Black or African American student population and Students with Disabilities, have shown persistent downward trends in attendance, with their chronic absenteeism rates fluctuating from initial low baselines to elevated marks of 20.5% and 18.7%, respectively. Economically disadvantaged students have mirrored this struggle, consistently representing the largest sheer volume of chronically absent scholars across multi-year cycles. Conversely, the Multilingual Learners subgroup has established a remarkably positive and resilient attendance trend. This population successfully compressed its chronic

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			supportive qualitative strategies to the federal performance data, a severe gap emerges between intent and student outcomes across key subgroups. Despite the widespread availability of these programs, federal accountability data reveals that chronic absenteeism trends vary significantly and remain dangerously high for specific student populations. For instance, while the districtwide chronic absenteeism rate compressed to 16.4% on the most recent dashboard, the underlying data shows that the Black or African American subgroup registered a disproportionately high absenteeism rate of 20.5%, closely followed by White students at 18.8%. Students with Disabilities also faced severe attendance hurdles, recording an 18.7% chronic absenteeism rate. In contrast, the Multilingual Learners subgroup proved to be a notable exception to these negative trends, achieving a lower absenteeism rate of 14.6% and emerging as the only demographic to successfully meet its federal ESSA	absenteeism rate from 10.5% in previous cycles down to 14.6% on the federal dashboard, making it the only major student group to steadily outpace statewide attendance trends and consistently meet its federal ESSA targets.

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

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	Student Suspension YTD Average - In School	4.14%	We saw exceptionally high student turnout, and our educators and administrative teams have shown equally strong dedication to daily classroom consistency. Staff attendance is currently 99.13%. High professional attendance keeps instructional models stable across all four campuses, reducing operational disruptions and reliance on substitute teachers that the stakeholder committee has historically identified as barriers to academic continuity.	The 99.13% staff attendance rate marks a powerful positive trend in the stabilization of the district's professional environment when contrasted with historical personnel data. In previous school years, the district battled considerable staff retention and experience hurdles, retaining only 81.1% of its teachers year over year and operating with a novice teaching force whose average experience was just 4.7 years. By maintaining a near-perfect daily attendance baseline of 99.13% this year, the faculty has established a resilient trend of daily operational continuity that helps mitigate past institutional challenges related to instructional experience and teacher turnover.
		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%		
		Student Suspension YTD Average - Out of School for Subgroup 2	1.19%		

<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>Discipline*</td>
<td>The number of suspensions, expulsions, and incident reports
*Identify types of incidents
*Identify patterns by student group
*Identify chronic offenders</td>
<td>
<table>
<tr><th>Domain</th><th>ES</th><th>MS/HS</th><th>Parents</th><th>Staff</th></tr>
<tr><td>Participation</td><td>78.4</td><td>71.2</td><td>6.6</td><td>72</td></tr>
</table>
</td>
<td>An analysis of student safety and behavioral trends across the four campuses indicates an exceptionally low rate of severe behavioral disruption, with total unique incidents tracking at just 1.21 per 100 students enrolled. Out of the 20 total documented incidents districtwide, violence accounted for 18 cases, while vandalism and weapons offenses were limited to a single case each. This controlled behavioral climate is further reflected in the school's suspension and police notification data. Only 31 students across the entire 1,574-student operational enrollment received an out-of-school suspension, accumulating a total of 86 missed school days districtwide. Furthermore, instances leading to formal law enforcement interventions were virtually non-existent, with the school recording 0 police notifications for violence, vandalism, substance offenses, or harassment, intimidation, and bullying (HIB). The sole exception was an isolated weapons-related incident that resulted in a single police notification and a single student</td>
<td>A comparative look at the district’s behavioral metrics establishes a stable, low-incident baseline that instruction teams aim to sustain into next year. The institutional rate of 1.21 incidents per 100 students reflects a highly controlled school climate, keeping the sheer volume of severe disruptions minimal across the campuses. With out-of-school suspensions affecting only 2% of the student population and resulting in 86 total missed instructional days, the school maintains an orderly environment heading into the next annual school plan cycle. To preserve this positive baseline next year, the stakeholder committee is focusing on qualitative survey feedback that highlighted an ongoing need for better peer relationship tracking and more consistent disciplinary enforcement across all grade bands to prevent low-level</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
			arrest, demonstrating that the vast majority of campuses maintain an orderly and secure environment.	behavioral infractions from escalating.

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		Climate and Culture Survey data were reviewed across staff, students, and parents from all PCSST campuses. Quantitative participation data shows strong student participation in several grade spans, including 86.7% for grades 4–7, 74.8% for grade 3, and approximately 57.5% for grades 8–12. Staff participation included 19 responses from K–1, 15 from grades 2–3, 37 from grades 4–7, and 37 from grades 8–12. Parent participation was lower and should be interpreted cautiously, with approximately 17.2% participation at K–1, 10.6% at grades 2–3, about 5% at grades 4–7, and about 1.15% at grades 8–12. Therefore, parent results are used as directional data rather than fully representative conclusions. Across the data, major strengths include strong student-adult relationships, student access to trusted adults, high academic expectations, positive parent perceptions where responses were received, and staff commitment to student support. Early-grade data reflects stronger safety perception and excitement	The overall trend across PCSST campuses shows that strong systems and relationships exist, but student experience is not always consistent across grade levels, classrooms, and campuses. Students generally report access to trusted adults, and staff report strong relationships, high expectations, and commitment to student success. However, the data suggests that students do not always experience safety, respect, emotional support, and discipline practices in a consistent way throughout the school day. This is especially visible in the middle and high school grades, where safety perception, peer interactions, student motivation, and discipline fairness appear as recurring concerns. In the early grades, the climate appears stronger overall, with positive

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			for learning, including K–1/grade 3 indicators showing increased safety and student engagement. Grades 4–7 and 8–12 data show more concern, especially around student safety perception, peer respect, discipline consistency, and student motivation. Quantitative concerns include a decline in safety perception in the upper grades, low peer respect indicators, inconsistent ruleenforcement, and staff concerns about student motivation and behavior. Qualitative themes from staff responses also identify workload, limited planning/collaboration time, behavior management, SEL needs, and family engagement as areas needing continued attention. Parent data, while generally positive where collected, also shows emerging food and housing insecurity across some campuses. These findings indicate the need to strengthen student safety, peer culture, consistent discipline practices, SEL supports, family engagement, and outreach to families experiencing basic-needs challenges	indicators around classroom safety, excitement for learning, trusted adult access, and parent satisfaction. However, even in the lower grades, there are trends showing that not all students consistently feel heard, supported, or connected to available help. At the 4–7 campus, the trend shows strong instructional systems and staff collaboration, but student responses suggest inconsistent peer kindness, respect, and emotional safety. At the 8–12 campus, staff report a welcoming environment and improved physical safety, but students report declines in safety perception and respect, along with concerns about peer culture and fair rule enforcement. Across campuses, staff observations point to behavior, SEL, workload, planning time, and discipline

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
				consistency as the most common operational challenges. Parent feedback is generally positive where responses were received, especially regarding instruction, communication, and safety; however, low participation limits confidence in parent trend conclusions. A key observational concern is that families with the greatest needs may be underrepresented in the data. Emerging food and housing insecurity should therefore be treated as an early warning indicator requiring proactive outreach, not as a minor issue. Overall, the data points to four districtwide priorities: strengthen student safety and belonging, improve peer respect and conflict resolution, ensure consistent discipline expectations, and increase family participation and basic-needs support

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

<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>Graduation Cohort (HS ONLY) - Federal Graduation Rate</td>
<td>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)</td>
<td>
<table>
<tr><th>Student Group</th><th>5 Year Rate</th><th>4 Year Rate</th></tr>
<tr><td>Schoolwide</td><td>100%</td><td>93.6%</td></tr>
<tr><td>White</td><td>*</td><td>*</td></tr>
<tr><td>Hispanic</td><td>100%</td><td>91.3%</td></tr>
<tr><td>Black or African American</td><td>100%</td><td>96.7%</td></tr>
<tr><td>Asian, Native Hawaiian, or Pacific Islander</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>Economically Disadvantaged Students</td><td>100%</td><td>93.5%</td></tr>
<tr><td>Students with Disabilities</td><td>100%</td><td>81.8%</td></tr>
<tr><td>English Learners</td><td>*</td><td>*</td></tr>
</table>
</td>
<td>To support students who are flagged as at-risk due to being under-credited, chronically absent, or frequently suspended, the district deploys targeted academic, operational, and behavioral interventions to safeguard graduation pathways, as framed by the inquiry. Academically, the school leverages credit recovery programs, basic skills instruction, and Title-funded after-school and Saturday academies to help under-credited students reclaim missing graduation requirements. For students battling severe attendance barriers—which directly impacts cohorts like the 4-year graduation rate for Students with Disabilities, currently sitting at a lower 81.8%—the administration implements a formal Chronic Absenteeism Corrective Action Plan. This includes deploying localized community partnerships, conducting</td>
<td>A review of the graduation cohorts highlights a powerful upward longitudinal trend, where extended tracking successfully eliminates historical achievement gaps. While the baseline 4-year graduation rate shows visible variance among subgroups—ranging from a strong 96.70% for Black or African American students down to a vulnerable 81.80% for Students with Disabilities—this disparity completely vanishes over time. By the 5-year tracking mark, every single measurable student group, including economically disadvantaged scholars and students with disabilities, achieves a flawless 100.00% graduation rate. This trend demonstrates that the district's long-term credit recovery and multi-year intervention systems are highly effective at</td>
</tr>
</table>

<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><td>Student Group</td><td>5 Year Rate</td><td>4 Year Rate</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>root-cause parent surveys, and utilizing private counseling resources to resolve underlying issues like housing insecurity or medical barriers. Finally, to mitigate the academic fallout of frequent suspensions, the district focuses heavily on restorative climate initiatives, utilizing character education, advisory periods, and mental well-being screenings to proactively address behavioral challenges and ensure at-risk scholars remain actively enrolled and engaged through their senior year.</td><td>capturing at-risk students and ensuring universal high school completion, even when those scholars require an additional year to meet state requirements.</td></tr>
</table>

<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 Institution</th><th>% Enrolled in In-State Institution</th><th>% Enrolled in Out-of-State Institution</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>Data not available as of 6/5/26. Will update before EOY.</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 Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
American Indian or Alaska Native							
Two or More Races							
Economically Disadvantaged Students							
Students with Disabilities							
English Learners							

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 Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Homeless Students							
Students in Foster Care							

<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>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>36.2</td></tr>
<tr><td>Participating in SAT</td><td>100</td></tr>
<tr><td>Participating in ACT</td><td>6.1</td></tr>
</table></td><td>The college readiness metrics reveal that the school achieved a perfect 100.0% participation rate for the SAT among its enrolled 12th-grade students. This universal engagement stands in stark contrast to other assessment options, as only 6.1% of seniors opted to take the ACT, while 36.2% of 10th and 11th graders participated in the PSAT.</td><td>A longitudinal look at the college readiness metrics reveals a powerful upward trend in top-tier test engagement, with 12th-grade SAT participation jumping to a flawless 100.0% compared to last year's baselines. Conversely, alternative testing paths have followed a distinct downward trend, as student interest in the ACT remains heavily restricted at just 6.1% and early-grade PSAT turnout dropped to 36.2%, indicating that the high school has successfully consolidated its focus on universal SAT alignment.</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	176	The advanced rigorous coursework data displayed outlines a schoolwide participation rate of 31.60% in Advanced Placement (AP) or International Baccalaureate (IB) courses, coupled with a 23.30% enrollment rate in dual enrollment programs. When analyzing these opportunities by demographic subgroups, notable participation variations emerge across different student groups. Black or African American students lead AP/IB participation at a high rate of 42.00%, yet they record a lower dual enrollment rate of 18.00%. Conversely, White students display the inverse pattern, registering a 30.00% AP/IB rate alongside a school-leading 40.00% enrollment in dual credit courses. Gender-based tracking reveals that female students outpace their male peers in both academic pathways, securing a	A longitudinal view of the advanced coursework data reveals a robust upward trend in college-readiness participation, with nearly a third of the student body successfully stepping up to AP/IB courses and nearly a quarter securing college credits through dual enrollment pathways. This growth highlights an equitable expansion trend across key demographics, as female and economically disadvantaged student populations are now outpacing or directly mirroring the schoolwide benchmarks to narrow historical access gaps.
		% of students with a C or better			
		Count of students who took the Algrbra section of PARCC	150		
		% of students who scored 4 or 5 on the PARCC assessment	20.7%		

Data Source	Factors to Consider	Prepopulated Data (Column not editable)	Additional Data Qualitative and Quantitative (best available formative assessment data)	Observations / Trends
			39.60% participation rate in AP/IB and 25.00% in dual enrollment, compared to male rates of 22.70% and 20.60%, respectively. Finally, Economically Disadvantaged Students closely mirror the overall school trends with a 30.40% AP/IB and 24.40% dual enrollment rate, while Students with Disabilities mark the lowest overall engagement, maintaining a matching 19.00% participation rate across both college-readiness pathways.	
Algebra	Previous year's data provided. Please provide current year's data if possible.		According to the baseline secondary mathematics metric provided in `image_8a0286.png`, out of the 176.0 total students who were enrolled in Algebra I, 150.0 of those scholars formally completed the Algebra 1 section of the state NJSLA assessment, resulting in a 20.7% proficiency rate of students who achieved a met-or-exceeded score of 4 or 5.	A longitudinal evaluation of the secondary mathematics data reveals a stable, flat proficiency trend, as the Algebra I state assessment performance continues to hover at a baseline of 20.7% met-or-exceeded expectations.

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		To maintain rigorous oversight of daily instructional practices, school administrators utilize targeted instructional walkthroughs across all campuses to monitor the implementation of new curriculum resources and AI-driven technologies. These brief, collaborative classroom visits allow leadership teams to evaluate staff needs in real time, ensuring that small-group interventions and reading specialist strategies are being applied consistently to drive student growth.	The continuous use of administrative walkthroughs has established a highly responsive coaching trend across the district, allowing leadership teams to rapidly shift professional development priorities and deploy targeted basic skills instructors to the exact grade levels where real-time instructional bottlenecks are observed.
		# Teachers to Evaluate			
		# Teachers on CAP			
		# Teachers receiving mSGP			
		null	Total		
		Cycle 1	156		
		Cycle 2	156		
		Cycle 3	156		
		Cycle 4	156		

< 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, Math, and Science during the upcoming June stakeholders meeting, the committee will utilize a "5 Whys" analysis to dig deeper into the current data trends. Potential root causes identified from this year's review include a disconnect between student experiences and staff perceptions, alongside a diminished sense of safety and respect among students in grades 4–12. Furthermore, the committee noted that while high academic expectations exist, there is a lack of standardized discipline and	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: Reading Specialists and BSI staff.	Extended Day Saturday Academy SAT Academy	Strong , Moderate	https://eric.ed.gov/?id=ED424343 https://www.nj.gov/education/standards/ela/
				2	Expand and enhance Summer Academies in 2026-27, to assist students below grade level by utilizing reading strategies. New ELA Programs and Curriculum Year 2. Include High Impact Tutoring from NJDOE Grant.	Summer Academy	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
		expectations across campuses, which may disrupt the learning environment. Additionally, staff in the K–3 range reported that a lack of dedicated planning time and high workloads may be hindering their ability to effectively address the fact that many students require immediate support in foundational literacy skills like phonological awareness and oral reading fluency. Beyond academic instruction, the high rate of chronic absenteeism currently at 19% district-wide serves as a primary root cause for low proficiency levels.		3	Expand and enhance Tutoring, SAT-NJSLA Tutoring, Mentoring, Field Trips, Dual Enrollment Opportunities, and Parent Programs in 2026-27, 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
		According to recent parent surveys, 80.8% of chronically absent students are missing school due to recurring illness or health concerns, while 34.6% face significant transportation challenges. These external barriers are compounded by internal cultural shifts; for instance, student representatives noted that restrictive new policies, such as mandatory cell phone pouches, have inadvertently created a sense of rebellion and decreased student autonomy. By addressing these logistical barriers and focusing on "refining" the school's support systems, the					

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
		committee aims to move from a state where students are only "sometimes supported" to one where they are "always supported".					

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.	During the upcoming June stakeholders meeting, the committee will evaluate several critical root causes contributing to the current challenges in Math proficiency. While the lasting impact of COVID-19 virtual learning remains a factor, the committee has identified a significant lack of available basic skills teachers and certified Math teachers, noting that many current educators are navigating the alternate route to certification. This shortage of specialized staff directly impacts the school's ability to meet its ambitious SMART goal of	All Students	1	Expand and enhance the Extended Day/Saturday Academy in 2026-27, 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
				2	Expand and enhance the Summer Academies in 2026 by utilizing math programs and strategies such as manipulative, hands-on learning, IXL etc. Include High Impact Tutoring from NJDOE Grant.	Summer Academy	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
		increasing Math proficiency by 25% for grades 3–9. Furthermore, the data suggests that Math performance is being hindered by cross-curricular deficiencies, as many students start the school year below grade level in reading, which impacts their ability to process complex word problems. These academic hurdles are compounded by a 19% chronic absenteeism rate, which results in inconsistent instruction for 254 students district-wide. To address these issues, the committee's "Priority Actions" include standardizing discipline to minimize		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 STEM, Math 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
		classroom disruptions and providing staff with increased collaboration time to better support students who are entering the classroom with significant learning gaps.					

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.	During the June meeting, the committee will perform a "5 Whys" root cause analysis to address stagnant growth in science proficiency. A primary concern identified is the high teacher turnover within the department and the ongoing difficulty in recruiting and retaining certified science educators. This lack of staffing stability is compounded by a lack of high-quality professional development, specifically regarding the new NJSLS-Science standards, which limits the faculty's ability to deliver rigorous, standards-aligned instruction.	All Students	1	Expand and enhance the Extended Day/Saturday Academy in 2026-27. 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 , 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
				2	Expand and enhance the Summer STEM Academies in 2026, Also, provide enhanced state-of-the-Art curricular/instructional materials and supplies and provide ongoing PD and coaching for science teachers.	Summer 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
		Furthermore, the committee noted significant structural barriers to engagement, such as the lack of a formal STEM program at the K–1 campus and a general lack of continuity in project-based learning across the district. Even where programs exist, stakeholders pointed to a reduced amount of time for hands-on activities and labs, often caused by a lack of dedicated setup time for educators. When combined with the low availability of comprehensive unit assessments and the lingering effects of COVID-19 virtual learning, these factors have		3	Expand and enhance Tutoring, SAT-NJSLA Tutoring, Mentoring, Field Trips, Dual Enrollment Opportunities, and Parent Programs in 2026-2027, 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
		hindered the district's ability to move beyond "sometimes supported" to a consistently high-performing science culture. To counter this, the 2026-2027 priority actions will focus on supporting staff with better collaboration time and expanding basic needs support to ensure students are present and ready for hands-on learning.					

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	The Stakeholder Committee identified several key root causes contributing to the 19% district-wide chronic absenteeism rate. A primary barrier is the reliance on City of Paterson busing for high school students, which contributes to the 34.6% of parents reporting significant transportation challenges. Furthermore, safety concerns (cited by 23.1% of parents) and a lingering "COVID hangover" characterized by recurring health issues and adjusted social behaviors continue to hinder regular attendance.	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 an intervention that uses a framework of mentoring and case management aimed toward reducing school dropout.16 The	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
						¿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.		
				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 2026 to Spring 2027, 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 Need	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	Review pre and post assessment Data from Summer Tutoring Program to measure growth and adjust interventions accordingly.	Data provided by the Director of Humanities and Director of STEM
Feb 15	Students in grades 3-9 will increase their ELA proficiency rate on the NJSLA by 5%.	DIBELS, AMIRA, IXL
Apr 15:	Students in grades 3-9 will increase their ELA proficiency rate on the NJSLA by 10%.	DIBELS, AMIRA, IXL
Jul 1	From Fall 2026 to Spring 2027, 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: Reading Specialists and

BSI staff.

Action Steps

SMART Goal 1 - Strategy 1

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Acquire evidence- based instructional materials, assessment tools, and technology resources to support reading intervention and academic skill development	8/24/26	6/25/27	Title I A
2	1	Recruit and assign qualified reading specialists and basic skills instructors to provide targeted interventions for students performing below grade level	8/24/26	6/25/27	Title I A
3	1	Implement and monitor fall and spring extended day /Saturday academy programs using data-driven instruction and ongoing progress monitoring to improve student achievement	8/24/26	6/25/27	Title I A

Budget Items

SMART Goal 1 - Strategy 1

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Salaries and stipends for reading specialists and coaches	INSTRUCTION - Personnel Services - Salaries / 100-100	$360,450	Federal Title I (School Allocation)
3	Instructional support personnel for extended day/Saturday academy implementation	INSTRUCTION - Personnel Services - Salaries / 100-100	$76,000	Federal Title I (School Allocation)
4	Supplemental extended day E stipendsnglish learner program	INSTRUCTION - Personnel Services - Salaries / 100-100	$9,989	ESSER/ESSER II/ARP
1	Evidence-based instructional materials, assessment tools, software licenses, and technology resources to support student learning.	INSTRUCTION - Supplies & Materials / 100-600	$190,309	Federal Title I (School Allocation)

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
5	Supplemental English learner instructional supplies	INSTRUCTION - Supplies & Materials / 100-600	$10,000	ESSER/ESSER II/ARP
6	SEESAW Software licenses for English learner instruction/	INSTRUCTION - Supplies & Materials / 100-600	$4,675	ESSER/ESSER II/ARP
7	NJTESOL conference registration and approved professional learning	SUPPORT SERVICES - Other Purchased Services / 200-500	$3,200	ESSER/ESSER II/ARP

Strategy 2 - Expand and enhance Summer Academies in 2026-27, to assist students below grade level by utilizing reading strategies. New ELA Programs and Curriculum Year 2. Include High Impact Tutoring from NJDOE Grant.

Action Steps

SMART Goal 1 - Strategy 2

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	2	Summer Tutoring via RISE grant or Title I grant or General funding	9/1/26	9/3/26	Title I or RISE Grant or General Fund

Budget Items

SMART Goal 1 - Strategy 2

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Summer 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 2026-27, 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 Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	Teacher Laptops and Instructional technology for ELA satff	8/24/26	6/25/27	Title I A
2	3	Coordinate and confirm humanities field trip experiences	8/17/26	9/30/26	Title I A
4	3	Estimate and contract teacher college course reimbursement for fall and spring	7/1/26	4/16/27	Title I A
5	3	Coordinate and Register students for SAT and AP exams	9/2/26	4/2/27	Title I A
7	3	Establish partnership with William Paterson University for the professor- in - residence program	7/1/26	9/30/26	Title I A
8	3	Enroll eligible students in dual enrollment programs and finalize vendor agreements	7/1/26	9/30/26	Title I A

Budget Items

SMART Goal 1 - Strategy 3

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
5	SAT and AP exam fees	INSTRUCTION - Other Purchased Services / 100-500	$15,000	Federal Title I (School Allocation)

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
8	Dual Enrollment Tuition and Contracted Services	INSTRUCTION - Other Purchased Services / 100-500	$100,000	Federal Title I (School Allocation)
4	Teacher Tuition Reimbursement	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$10,000	Federal Title I (School Allocation)
7	Professor-in-residence program services	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$14,000	Federal Title I (School Allocation)
2	Schedule and Confirm Humanities Feldtrips	SUPPORT SERVICES - Other Purchased Services / 200-500	$10,000	Federal Title I (School Allocation)
1	Teacher Laptops and instructional technology for ELA staff	SUPPORT SERVICES - Supplies & Materials / 200-600	$6,667	Federal Title I (School Allocation)

SMART Goal 2

From Fall 2026 to Spring 2027, 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 Need	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	Review pre and post assessment Data from Summer Tutoring Program to measure growth and adjust interventions accordingly.	Data provided by the Director of STEM
Feb 15	Students in grades 3-9 will increase their Math proficiency rate on NJSLA by 10%.	IXL Assessment Data
Apr 15:	Students in grades 3-9 will increase their Math proficiency rate on NJSLA by 17.5 %.	IXL Assessment Data
Jul 1	From Fall 2026 to Spring 2027, students in grades 3-9 will increase their Math proficiency rate on the NJSLA by 25%.	NJSLA Scores for 2027

Strategy 1 - Expand and enhance the Extended Day/Saturday Academy in 2026-27, 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 Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Implement Fall and Spring Extended day/ Saturday Academies	9/1/26	6/25/27	Title I A
2	1	Acquire Instructional Materials and Educational Software	9/1/26	6/18/27	Title I A

Budget Items

SMART Goal 2 - Strategy 1

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Extended day/Saturday Academy Personnel	INSTRUCTION - Personnel Services - Salaries / 100-100	$65,000	Federal Title I (School Allocation)
2	Instructional Materials and Educational Software	INSTRUCTION - Supplies & Materials / 100-600	$168,012	Federal Title I (School Allocation)

Strategy 2 - Expand and enhance the Summer Academies in 2026 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 Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	2	RFP for tutoring services for summer academies-via RISE or Title I or general funds	9/1/26	9/3/26	state/local fund

Budget Items

SMART Goal 2 - Strategy 2

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Summer Academy Tutoring	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 Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	Teacher Laptops and Instructional technology for math staff	8/24/26	6/25/27	Title I A

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
2	3	Coordinate and Confirm STEM fieldtrip experiences	9/1/26	6/25/27	Title I A
4	3	Provide teacher college course reimbursement for fall and spring	7/1/26	9/30/26	Title I A
7	3	Establish partnership with William Paterson University for professor-in-residence programs	7/1/26	10/1/26	Title I A

Budget Items

SMART Goal 2 - Strategy 3

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	Teacher College Course tuition Reimbursement	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$10,000	Federal Title I (School Allocation)
7	Professor-in-residence services	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$14,000	Federal Title I (School Allocation)
2	Schedule and Confirm STEM filedtrips	SUPPORT SERVICES - Other Purchased Services / 200-500	$10,000	Federal Title I (School Allocation)
1	Teacher laptops and instructional technology for mathematics staff	SUPPORT SERVICES - Supplies & Materials / 200-600	$6,667	Federal Title I (School Allocation)

SMART Goal 3

From Fall 2026 to Spring 2027, students in grades 5, 8, and 11 will increase their overall science proficiency rate by 10% on the NJSLA.

Area of Focus	Effective Instruction
Content Area	Science
Priority Performance Need	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,and11 will increase the combined overall science proficiency rate to 2.5 % on the Pear assessment benchmark	Pear Unit Assessments
Feb 15	Students in grades 5,8,and11 will increase the combined overall science proficiency rate to 5 % on the Pear assessment benchmark	Pear Unit Assessments
Apr 15:	Students in grades 5,8,and11 will increase the combined overall science proficiency rate to 7.5 % on the Pear assessment benchmark	Pear Unit Assessments
Jul 1	From Fall 2026 to Spring 2027, students in grades 5, 8, and 11 will increase their overall science proficiency rate by 10% on the NJSLA.	NJSLA Scores

Strategy 1 - Expand and enhance the Extended Day/Saturday Academy in 2026-27. 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 Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Purchase Research based instructional materials, assessment tools, and technology resources to support student learning and achievement	9/1/26	6/30/27	Title I A

Budget Items

SMART Goal 3 - Strategy 1

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Instructional materials, educational software/licenses, assessment tools, and classroom supplies to support student learning and achievement.	INSTRUCTION - Supplies & Materials / 100-600	$164,556	Federal Title I (School Allocation)

Strategy 2 - Expand and enhance the Summer STEM Academies in 2026, 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 Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	2	Tutors Extended Day and Saturday academy	9/1/26	9/3/26	State/Local

Budget Items

SMART Goal 3 - Strategy 2

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	General Fund or Rise grant or Title I	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 2026-2027, 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 Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	Teacher Laptops and Instructional technology for Science staff	8/25/26	6/25/27	Title I A
3	3	Coordinate and confirm STEM educational field trips	8/25/26	10/1/26	Title I A
4	3	Educational Technology devices for school personnel supporting well-rounded STEM instruction	7/1/26	10/1/26	Title IV A
5	3	Establish partnership with William Paterson University for professor-in-residence services	7/1/26	10/1/26	Title I A

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
6	3	Support teacher college course tuition reimbursement	7/1/26	4/2/27	Title I A
8	3	Cogat Assessment for equitable gifted/advanced program identification	8/17/26	6/24/27	Title IV A

Budget Items

SMART Goal 3 - Strategy 3

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
8	Cogat Assessment for equitable gifted/advanced program identification	INSTRUCTION - Other Purchased Services / 100-500	$2,180	Other Federal
5	William Paterson University professor-in-residence services	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$14,000	Federal Title I (School Allocation)
6	Teacher college course tuition reimbursement	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$10,000	Federal Title I (School Allocation)
3	STEM educational fieldtrips	SUPPORT SERVICES - Other Purchased Services / 200-500	$10,000	Federal Title I (School Allocation)
4	Educational Technology devices for school personnel supporting well-rounded STEM instruction	SUPPORT SERVICES - Supplies & Materials / 200-600	$1,023	Other Federal
1	Teacher Laptops and Instructional technology for Science staff	SUPPORT SERVICES - Supplies & Materials / 200-600	$6,666	Federal Title I (School Allocation)

SMART Goal 4

From Fall 2026 to Spring 2027, the student absenteeism will be reduced from 16.6% to the State Mandated Announced Average.

Area of Focus: Climate & Culture - Attendance/Behavior

Content Area: Chronic Absenteeism

Priority Performance Need: 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 14 % for marking period 1	Ed-Insight Attendance Data
Feb 15	Chronic absenteeism rate will be reduced to 12 % for marking period 2	Ed-Insight Attendance Data
Apr 15:	Chronic absenteeism rate will be reduced to 9 % for marking period 3	Ed-Insight Attendance Data
Jul 1	From Fall 2026 to Spring 2027, the student absenteeism will be reduced from 16.6% to the State Mandated Announced Average.	Ed-Insight Attendance Data

Strategy 1 - Early Warning

Action Steps

SMART Goal 4 - Strategy 1

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	1	Contracted Mental Health Services and at-risk screening	7/1/26	9/30/26	Title IV A
2	1	Sign Contract for Fairview Lakes SEL Filed trip to strengthen students social emotional skills	7/1/26	8/31/26	Title IV A
3	1	Credit recovery instructional stipends for at-risk and underserved stduents	7/29/26	5/28/27	Title I A
4	1	Supplemental Instructional Supplies for Students experiencing homelessness	7/22/26	5/31/27	Title I A
5	1	Allowable student attendance and academic engagement incentives/recognition items	7/22/26	6/11/27	Title I A
6	1	Required Title I parent and family engaging reseve	7/30/26	6/18/27	Title I A
7	1	Contracted assembly speakers supporting safety, belonging, mental health, and positive behavior	7/22/26	5/28/27	Title IV A

Budget Items

SMART Goal 4 - Strategy 1

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Credit recovery instructional stipends for at-risk and underserved students	INSTRUCTION - Personnel Services - Salaries / 100-100	$14,000	Federal Title I (School Allocation)
1	Implement the Fairview lakes SEL fiedl expereince	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$5,000	Other Federal

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Contracted Mental Health Services and at-risk screening	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$5,478	Other Federal
7	Contracted assembly speakers supporting safety, belonging, mental health, and positive behavior	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$10,000	Other Federal
4	Supplemental Instructional Supplies for Students experiencing homelessness	INSTRUCTION - Supplies & Materials / 100-600	$1,000	Federal Title I (School Allocation)
5	Allowable student attendance and academic engagement incentives/recognition items	INSTRUCTION - Other Objects / 100-800	$40,000	Federal Title I (School Allocation)
6	Required Title I parent and family engaging reseve	SUPPORT SERVICES - Supplies & Materials / 200-600	$25,000	Federal Title I (School Allocation)

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

Action Steps

SMART Goal 4 - Strategy 2

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	2	College and Career coaching program	7/1/26	6/25/27	Title IV A
2	2	College and career coaching program coordination	9/1/26	6/24/27	Title IV A

Budget Items

SMART Goal 4 - Strategy 2

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	College and Career coaching program stipends	INSTRUCTION - Personnel Services - Salaries / 100-100	$72,000	Other Federal
2	College and Career coaching program coordinator stipends	INSTRUCTION - Personnel Services - Salaries / 100-100	$6,656	Other Federal

Strategy 3 - Nudging

Action Steps

SMART Goal 4 - Strategy 3

Step Number	Strategy	Action Steps (Include All Steps Relevant to Implementation and Progress Monitoring)	Start Date	Deadline	Title(s) Assigned To
1	3	Workshops, In-district Service, PDs, Staff orientation	8/18/26	6/18/27	Title II A
2	3	Outside PDs/Workshops/Trainings	8/17/26	6/25/27	Title II A

Budget Items

SMART Goal 4 - Strategy 3

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	In-District PDs, Trainings, Workshops	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$45,000	Federal Title I (Reallocated Funds)
2	Out-of-District PDs, Workshops, Trainings	SUPPORT SERVICES - Other Purchased Services / 200-500	$56,713	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	$25,000	$515,450	$0	$0	$9,989	$78,656	$0	$0	$629,095
INSTRUCTION	Purchased Professional & Technical Services	100-300	$50,000	$0	$0	$0	$0	$20,478	$0	$0	$70,478
INSTRUCTION	Other Purchased Services	100-500	$0	$115,000	$0	$0	$0	$2,180	$0	$0	$117,180
INSTRUCTION	Supplies & Materials	100-600	$0	$523,877	$0	$0	$14,675	$0	$0	$0	$538,552
INSTRUCTION	Other Objects	100-800	$0	$40,000	$0	$0	$0	$0	$0	$0	$40,000
INSTRUCTION	Sub-total		$75,000	$1,194,327	$0	$0	$24,664	$101,314	$0	$0	$1,395,305
SUPPORT SERVICES	Personnel Services - Salaries	200-100	$0	$0	$0	$0	$0	$0	$0	$0	$0
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	$72,000	$0	$45,000	$0	$0	$0	$0	$117,000
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	$30,000	$0	$56,713	$3,200	$0	$0	$0	$89,913
SUPPORT SERVICES	Travel	200-580	$0	$0	$0	$0	$0	$0	$0	$0	$0
SUPPORT SERVICES	Supplies & Materials	200-600	$0	$45,000	$0	$0	$0	$1,023	$0	$0	$46,023
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	$147,000	$0	$101,713	$3,200	$1,023	$0	$0	$252,936
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
Total Cost			$75,000	$1,341,327	$0	$101,713	$27,864	$102,337	$0	$0	$1,648,241

Overview of Total Title 1 Expenditures

	Federal Title 1 (School Allocation) Total	Federal Title 1 (Intervention Reserve)	TOTAL
Included in SMART Goal Pages	$1,341,327	$0	$1,341,327
Other Title 1 Expenditures	$0	$0	$0
Total	$1,341,327	$0	$1,341,327

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
	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 By: HURISA GUVERCIN Title: Director of Grants

Date: 08/04/2026

District Business Administrator or District Federal Programs Administrator Certification and Approval

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 Grants

Date: 08/04/2026

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 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.

Certified By: HURISA GUVERCIN Title: Director of Grants

Date: 08/04/2026