



---

**PATERSON ARTS AND SCIENCE CHARTER SCHOOL**

---

**(Paterson-ASCS)**

---

# **NEW JERSEY CHARTER SCHOOL ANNUAL REPORT 2016**

## **PATERSON ARTS AND SCIENCE CHARTER SCHOOL ELEMENTARY**

151 East 33<sup>rd</sup> Street, Paterson, NJ 07514

Tel: (862) 336-1550

Fax: (862) 336-1551

## **CENTRAL OFFICE**

465 Boulevard

Elmwood Park, NJ 07407

Tel: (201) 773-9140

Fax: (201) 773-9141

This report is transmitted to the Commissioner of Education, the County Superintendent  
and the Board of Education of the district residence

## BASIC INFORMATION ABOUT THE SCHOOL

Fill in the requested information below about the basic information of the school:

BASIC INFORMATION	
Name of School	Paterson Arts And Science Charter School
Year School Opened	2013-2014
Grade Level(s) served 2016-17	K-8
Enrollment (as of June 30, 2016, or the last day of school)	464
Maximum Enrollment in 2016-17 (allowed per the school's charter)	540
Current Waiting List for 2016-17 students (as of June 30, 2016, or the last day of school)	795
District(s) / Region of Residence	Paterson
Website Address	<a href="http://patersoncharter.ilearnschools.org">http://patersoncharter.ilearnschools.org</a>
Name of Board President	Murat Teke
Board President email address	board@patersoncharter.org
Board President phone number	(201) 773-9140
Name of School Leader	Nihat Guvercin
School Leader email address	nguvercin@ilearnschools.org
School Leader phone number	(201) 773-9140
Name of SBA	Recep Ornek
SBA email address	rornek@ilearnschools.org

SBA phone number	(201) 773-9140
------------------	----------------

SCHOOL SITE 1	
Site Name	Paterson-ASCS
Year Site Opened	2013
Grade Level(s) Served at this site in 2015-16	K-7
Grade Level(s) to Be Served at this site in 2016-17	K-8
Site Street Address	151 East 33 <sup>rd</sup> Street
Site City	Paterson
Site Zip	07514
Site Phone Number	862-336-1550
Site Lead or Primary Contact's Name	Danny Necimo
Site Lead's Email Address	dnecimo@patersoncharter.org

SCHOOL SITE 2	
Site Name	
Year Site Opened	
Grade Level(s) Served at this site in 2015-16	
Grade Level(s) to Be Served at this site in 2016-17	
Site Street Address	
Site City	
Site Zip	
Site Phone Number	
Site Lead or Primary Contact's Name	
Site Lead's Email Address	

Please add a chart for each additional school site.

## Organizational Performance Areas

### Education Program and Capacity

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 1: Education Program and Capacity.

#### 1.1 Mission and Key Design Elements

a) State the school's mission and give a brief description of the school's key design elements.

Paterson Arts and Science Charter School aims to provide the ideal environment for the intellectual and social development of its students, utilizing the combined effort of students, educators, families, and the community as a whole by providing boundless academic and co-curricular opportunities for individual skills and talents to develop. From the inception of the school, students have been provided a multitude of opportunities extended to them that have guided them on a path to success. Our mission and vision considers the educational goals that the New Jersey Department of Education has established for *all* students.

Our mission and vision is in direct alignment with the **Science, Technology, Engineering, Arts, and Math (STEAM)** philosophy. STEAM is an **interdisciplinary educational philosophy** that is strongly grounded in, and supported by, educational research. Through challenging, project-based learning experiences, core competencies are learned and evidenced by students. **STEAM** challenges our students to not only learn the content standards, but also to apply this new knowledge of 21<sup>st</sup> century skills and discoveries to tackle evolving real-world challenges.

The tenets of the Paterson ASCS mission statement focus on high academic achievement, to be supported by digital literacy and a variety of co-curricular activities, provided in healthy environment that encourages mutual respect and social responsibility, supported by the efforts of students, teachers, families, and the school community/community at large. Within the academic framework, the following explains key design elements and evidence of innovative practices:

1. **Academic Achievement** - concentration is placed on providing a multidimensional curriculum, research-based "best practices" instructional strategies, and student/program assessments. Literacy objectives within the CCSS **must be met** to better prepare students for PARCC assessments, college acceptance, and workforce readiness. Summary writing, analysis of rich and varied literature and non-fiction text, critical research skills, and opinions supported by text-based evidence are the cornerstone elements of the CCSS. In mathematics, lessons are aligned to the CCSS and the content prioritized and supported with online programs for student instruction and assignments. Teachers and students have access to rich, CCSS-aligned, engaging content, and embedded assessments with instant data.

2. **Digital Learning Environment** - concentration is placed on classroom organization, integration of technology, teacher development, and effective instructional programs. This allows the district to provide the most relevant, research-based educational experience to our students. The design of the program currently embraces technological literacy and integration, and in the absence of these resources, curricula cannot be delivered as designed. The rigors of the **New Jersey Student Learning Standards** coupled with the next-

generation digital assessments require us to adjust both the method and mode of instruction to prepare our students for college and careers. The design of the program currently embraces technological literacy and integration; in the absence of technological resources, curricula cannot be delivered as designed. Student assessment data is used to evidence student growth as a result, in part, of digital instruction.

3. **Co-curricular Programs** - concentration is placed on academic and non-academic programs that are designed to meet the needs of the **whole child** (academically, socially and emotionally). Paterson Arts and Science Charter School has a vibrant arts education model, which includes multiple performances including full-length theatrical productions, concerts, cultural dances and festivals. The school is often the host location for a variety of educational presentations, educational guest speakers, science fairs and Olympiads, and math competitions. Additionally, the district participates with its sister schools, Bergen ASCS and Passaic ASCS in an annual summer learning institute, whereby all instructional staff come together in the form of a professional learning community in order to explore best practices in education.

4. **Community Involvement** - concentration is placed on parent programs, community outreach, and fostering school, family and community collaboration/involvement. The students of Paterson ASCS are afforded the benefits of partnerships currently established with local universities, businesses, and community leaders. Paterson ASCS recognizes a school as an anchor in a community; we believe the school is the anchor that this community needs. All children deserve the opportunity to be educated in a rich, nurturing environment that promotes inquiry-based learning and innovation in an equitable, culturally-sensitive atmosphere.

b) Some schools have a specialized concentration or theme for their educational program which are not assessed by the common measures within the Academic Performance Framework. For example, there may be schools that focus on engineering and technology, the performing arts or second language immersion. Additionally, high schools may also have additional academic goals for graduation.

**If applicable**, provide information regarding school-specific academic goals related to the school’s mission using the guidelines and format below. Include the goal, measure/metric, target, and outcome. **These academic goals may have changed from the school’s original charter application.**

**Note:** Mission-specific goals are **optional, rather than mandatory**, and dependent on each individual school. Schools that do **not** have mission-specific academic goals may leave the below section blank in the annual report.

- All goals must be (SMART), e.g. specific, measurable, ambitious and attainable, relevant and time-bound.
- All measurements must be valid and reliable, and must demonstrate rigor.
- Without exception, academic goals must be outcome-driven.
- If possible, provide an explanation of whether or not the school has met these goals and how the school is progressing towards the goal attainment.

<b>Goal</b>	<i>Ex: As a college-preparatory academy, our goal is to prepare students for the rigor of college-level coursework.</i>
<b>Measure / Metric</b>	<i>Ex: Year over year growth in the pass rate on AP tests</i>

<b>Target</b>	<i>Ex: Increase the percentage of students passing AP tests by 10% from SY 2012-13 to 2013-14</i>
<b>A c t u a l Outcome</b>	<i>Ex: in 2014-15, 50 AP exams were taken and 30 were passed, so the pass rate was 60% (30/50). In 2015-16, 54 AP exam were taken, and 40 were passed, giving us a pass rate of 74% (40/54), which is 14% increase. <b>GOAL HAS BEEN MET.</b></i>

Goal #1:

<b>Goal</b>	As a school district with a large at-risk student population, our goal is to increase reading fluency in order to see improvement of student growth towards meeting grade level benchmarks.
<b>M e a s u r e / Metric</b>	Running Records according to the Fountas and Pinnell Literacy approach.
<b>Target</b>	By the end of 6 <sup>th</sup> grade, 80% (48 out of 60) of our sixth graders will be at or above reading level V on the final running record assessment in June.
<b>A c t u a l Outcome</b>	By the end of the 2015-16 academic school year, 95% (57 out of 60) of sixth graders are reading at or above a level V according to the Fountas and Pinnell Literacy approach to high-quality literacy instruction. GOAL ACHIEVED.

Goal #2:

<b>Goal</b>	As a school district with a large at-risk student population, our goal is to increase reading comprehension in order to see improvement of student growth towards meeting grade level benchmarks.
<b>M e a s u r e / Metric</b>	Measures of Academic Progress testing
<b>Target</b>	By the end of 7 <sup>th</sup> grade, 70% (42 out of 60) students in the 7 <sup>th</sup> grade will reach a mean score of 218.1 or above on the end of the year MAP assessment.
<b>A c t u a l Outcome</b>	By the end of the 2015-16 academic school year, 41% (25 out of 60) students reached a mean score of 218.1 on the end of the year Reading MAP assessment.

## 1.2 Curriculum

All charter schools are required to adapt and implement their curriculum to align with the Common Core State Standards (NJ Student Learning Standards).

- a) Please submit [Appendix A](#).

## 1.3 Instruction

- a) Provide a brief description of the school's instructional practices and how the school defines high quality instruction.

Paterson Arts and Science Charter School (Paterson ASCS) defines high quality instruction as instruction that encompasses and considers the wellbeing of the learner, the content being taught, the process and manner in which the content is being taught, the learning environment, and the learning outcomes.

In light of the aforementioned, Paterson ASCS takes initiatives to ensure that all learners are ready to receive instruction by acknowledging the findings that NAEP performance is lowest in schools with high concentrations of children on free and reduced lunch, and therefore ensures that all learners are well nourished (offering a breakfast program for to its free and reduced lunch population). Additionally, Paterson ASCS ensure that all learners are able to access the materials that they are being taught by offering free tutorials and support programs that are personalized to the learner's needs. At Paterson ASCS the learning environment considers the needs of all learners and provides adequate resources and facilities for each child that it serves.

The school based administration works closely with the Chief Academic Officer, District Chairs, Coaches and Lead Teachers of ELA, Mathematics, and Science to ensure that the curricula is robust and considers the digital resources and materials needed for the acquisition of basic skills as well as those needed to reach the depths and complexities of high ability learners, especially in the areas of literacy, numeracy. Collectively, the academic team (individuals outlined above) and school based administrators work closely to monitor and measure the processes through which highly trained teachers use child-centered teaching approaches and skills assessments that are linked to national standards to facilitate learning and reduce disparities.

In order to meet the needs of all students, Paterson ASCS uses a blended approach that considers various instructional methods. This pedagogical approach is deeply embedded in the instructional philosophy of the Paterson ASCS and embraces various teaching strategies. These include:

- Direct Instruction
- Indirect Instruction
- Experiential Learning
- Independent Study
- Interactive Instruction

The instructional strategies that are used are understood to be techniques and methods that a teacher uses to meet learning objectives, as well as the needs of his/her learners. Data is used to determine instructional strategies that will be selected with the intent of having students be independent learners and strategic thinkers. With this approach, the Paterson ASCS equips teachers to make learning intentional, rigorous, and helps students to awaken their intrinsic desire to learn. This approach allows teachers to focus on methods and the environment while considering multiple intelligences and the learning styles of his/her students. In addition to students' development level and experience, data is used as a means to determine the appropriate learning strategy. Please see below for an explanation of learning strategies and methods that are employed at the Paterson ASCS.

## **Direct Instruction**

Direct Instruction is the most commonly used teaching method and its main focus is on teacher-directed approaches/direct instruction. Here, teachers will use data to drive and prepare the content that will be presented. Knowledge is delivered to students in a step-by-step, structured way and involves active student participation.

## **Indirect Instruction**

Indirect Instruction is student-oriented and is used to complement direct instruction methods. Through this strategy, students are more involved by observing, questioning, problem solving, forming inferences, exploring their desire to learn etc. Through indirect instruction, the teacher acts as a facilitator or supporter rather than an instructor. At the Paterson – ASCS, teachers prepare for indirect instruction by clearly defining the problem/ situation and teacher-student roles are specified with clear instructions.

## **Experiential Learning**

Experiential Learning is activity based and offers opportunities for students to apply their experience to other contexts. Experiential Learning is more about the process of learning rather than focusing on the content, and the approach truly considers learning styles and multiple intelligences. Students participate in activities, reflect and share their experiences, analyze and infer the solutions, and formulate plans to apply their learning in new situations. At the Paterson – ASCS, teachers are cognizant of providing this environment for learning and encourage students to be active.

## **Independent Study**

Independent Study encompasses a range of teaching methods that develop student skills like initiative, self-belief, time management and self-improvement. At the Paterson – ASCS, Independent Study requires students to undertake a planned activity under the supervision of a teacher. It involves group study or learning with an assigned partner. These methods are designed carefully by the teacher and address the specific requirements of a group.

## **Interactive Instruction**

Interactive Instruction is a highly interactive strategy and involves discussion and sharing amongst students, explores their higher-thinking process, and gives opportunity to develop social skills.

Under the guidance of the school leadership team, all Paterson Arts and Science Charter School teachers recognize that classroom management refers to all of the things that a teacher does to organize students, space, time and materials so that instruction in content and student learning can take place (Wong, 2001). The following are recognized, school-wide, as the characteristics of a well-managed classroom.

- Students are deeply involved with their work, especially with academic, teacher teacher-led instruction.
- Students know what is expected of them and are generally successful.
- There is relatively little wasted time, confusion, or disruption.
- The climate of at the classroom is work-oriented, but relaxed and pleasant

Well-managed classrooms must be in place at Paterson Arts and Science Charter School in order for any pedagogical approach to be effective. The following three instructional methods are employed to ensure the most effective, instructionally managed classroom:

1. Teacher Coaching
2. Checks for Understanding

## Teacher Coaching

Teachers of core content areas assigned a content-specific coach to support them in analyzing student data, planning lessons, and implementing best practices in pedagogy. This coaching model emphasizes professional growth by providing teachers with opportunities to collaborate with content-area specialists in a manner that is not punitive and offers collaborative, co-constructed evaluations that include multiple opportunities to reflect, self-assess, and set personal goals for growth. Through this coaching model, teachers develop trusting relationships with education professionals who have been identified as highly effective in their practices.

Content-area coaches at Paterson-ASCS:

- conduct weekly, two-hour long meetings, (including weekly, course-based Professional Learning Community {PLC} sessions) with teachers for the purpose of discussion, planning, data-gathering, and reflecting
- facilitate weekly, course-based PLCs and other professional development sessions as noted during work sessions, which include:
  - teaching model lessons
  - team-teaching (when appropriate)
  - providing guidance on the inclusion of New York Common Core Learning Standards and tech-enhanced opportunities during lessons
  - STEAM implementation
  - collaboration
  - task selection that targets specific standards and/or skills
  - analyzing student work and review of data
  - formative/summative assessments
  - questioning techniques for the purpose of developing higher-order thinking skills
  - professional development related to Standard 3 (Instructional Practice) of the New Jersey State Teaching Standards

A study narrated by John A. Boss notes, “Previous research on coaching offers consistent evidence of positive outcomes. For example, Bennett’s (1987) meta-analysis showed that coaching combined with other training techniques produced implementation effects surpassing those of other methods.” (Boss, 1992). In this study of 7th and 8th grade history teachers, “The first hypothesis of the study, that student achievement would be higher in the classrooms of teachers who interacted more extensively with their coaches, was confirmed” (Boss, 1992.)

Beverly Showers further explored the effects of coaching programs and found the following results:

### Effects of Coaching Programs

- Results of coaching programs have been reported in detail elsewhere (Baker and Showers, 1984; Showers, 1983a, 1983b, 1984). The brief summary here merely reviews those results. Coaching effects fall into two broad categories: facilitation of transfer of training and development of norms of collegiality and experimentation. Coaching appears to contribute to transfer of training in five ways.

Coached teachers:

- Generally (though not always) practice new strategies more frequently and develop greater skill in the actual moves of a new teaching strategy than do uncoached teachers who have experienced identical initial training.
- Use the new strategies more appropriately in terms of their own instructional objectives and the theories of specific models of teaching (Showers, 1982; 1984).

- Exhibit greater long-term retention of knowledge about and skill with strategies in which they have been coached and, as a group, increase the appropriateness of use of new teaching models over time (Baker, 1983).
- Are much more likely than uncoached teachers to teach the new strategies to their students, ensuring that students understand the purpose of the strategy and the behaviors expected of them when using the strategy (Showers, 1984).
- Exhibit clearer cognitions with regard to the purposes and uses of the new strategies, as revealed through interviews, lesson plans, and classroom performance than do uncoached teachers (Showers, 1982; 1984). We are currently examining more closely teachers' progression of thinking as they learn and apply new models. We would like to accelerate the speed with which teachers can "learn how to learn" new strategies.

It is the goal of the Paterson Arts and Science Charter School for teachers to professionally grow through the coaching model and implement effective instructional practices in each classroom.

Checks for Understanding

There are key techniques that are used in all lessons that allow teachers to track learning and adapt instruction simultaneously as learning is occurring in the classroom. Checking for understanding is an important step in the teaching and learning process, which is why it is an integral part of Paterson Arts and Science Charter School’s formative assessment system.

In all content areas, each teacher is expected to incorporate the following into his or her instructional practices in order to truly meet the needs of the individual learner:

- teacher modeling
- guided reading
- open-ended questions
- multiple-intelligence grouping
- real world, problem based learning
- peer assessment
- learning stations
- portfolios/self-assessment
- interactive skill practice
- performance based projects
- tiered activities

**4. Assessment**

a) Discuss the school’s 2014-15 statewide assessment results (PARCC) with regard to absolute, comparative and growth measures.

• **Absolute Measures**

	ELA % Meeting or Exceeding Standards
Schoolwide	39.3%
African American	40.3%

Hispanic	39.6%
Economically Disadvantaged	38.5%

	Math % Meeting or Exceeding Standards
Schoolwide	20.3%
African American	22.2%
Hispanic	19.7%
Economically Disadvantaged	19.7%

- **Comparative Measures**

	Passaic ASCS % Meeting or Exceeding Standards	Paterson City % Meeting or Exceeding Standards
ELA	39.3%	22.5%
Math	20.3%	17.4%

A c a d e m i c Achievement	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or E x c e e d e d Expectation	39.3%	78	26

As illustrated in the table above, Paterson ASCS had a higher passing percentile in ELA than the sending district Paterson City by 16.8%. Paterson ASCS had a higher passing percentile in Math than the sending districts Passaic City by 2.9%.

- **Growth Measures**

Student Growth Indicators	Schoolwide Performance	P e e r Percentile	Statewide Percentile	M e t Target
Student Growth on Language Arts	62	94	82	Yes
Student Growth on Math	54	84	56	Yes

As illustrated in the table above, Paterson ASCS had a median student growth score of 62 in English Language Arts and a median student growth score of 54 in Math. Paterson ASCS is in 94<sup>th</sup> percentile in English Language Arts and in 84<sup>th</sup> percentile in Math among its peer groups.

Paterson ASCS met the statewide growth target of 35 both in English Language Arts and Math by being in 82<sup>nd</sup> percentile in English Language Arts and 56<sup>th</sup> percentile in Math.

- b) Provide a list of diagnostic, formative, and summative assessments by grade level administered during the 2015-16 year and describe how results from these assessments are used to improve instructional effectiveness and student learning.
- Measures of Academic Progress (MAP) exams in grades 2-12
  - MAP for Primary Grades (MPG) in grades K-1
  - Bi-weekly reading comprehension benchmarks in all grades
  - Monthly writing assessments in all grades
  - Unit assessments in all grades
  - PARCC assessment simulation tests in grades 3-12.

Data from all of these assessments is used to monitor the progress of students and to guide teachers in the design of individual action plans for student improvement. The iLearn Education Management and Information System (iLEMIS), provides an advanced data warehouse that allow teachers, department chairs/coaches, the vice principal, the school principal, testing coordinators, content-area specialists, the Chief Academic Officer, the CEO/Lead Person, students, and parents to monitor current student performance in real-time. Once data is compiled into user-friendly reports which provide targeted analysis by grade level, class section, individual student performance, and by specific learning standard and/or question, the following questions to guide the instructional staff include, but are not limited to, the following:

- How well did the class perform as a whole?
- What are the strengths and weaknesses evidenced within specific standards/skills?
- Do results differ depending on question types (multiple-choice vs. open-ended, comprehension vs. writing)?
- Identify students performing at different levels of the state test simulation; how can teachers best create flexible-skill groups for students that have distinguished, strong, moderate, or partial command of the learning standard?
- How can we utilize our students to best support one another?
- Targeted distractors: Did students all select the same incorrect answer?
- Compare similar standards/skills; do results in one domain influence the others?
- Unwrap each standard and defragment each skill; did students perform similarly on lower-order vs. higher-order questions?
- Sort data by performance in specific items/specific-standards; do trends in the data emerge?
- Examine data horizontally by student; are there any anomalies occurring with individual students?

Following data analysis, each teacher (under the guidance of content-area specialists and school administrators) will design individualized, prescriptive action plans for improvement based upon demonstrated levels of student mastery per standard. Teachers will consider standards/skills (based upon the percentage of student mastery) for whole-group re-teach, small-group remediation, and for one-on-one instruction.

Next, grade-level teams will complete similar grade-team action plans. In these team action plans, grade-level teachers will design and implement cross-curricular strategies to support students, such as the use of scaffolding based upon prior knowledge, modeling the concept using fresh content from a complementary discipline, and vocabulary reinforcement across the disciplines. Teachers of all content areas will use common academic and content-specific vocabulary in their lessons.

**1.5 Organizational Capacity - School Leadership/Administration**

a) Fill in the requested information below regarding school leadership:

<b>School Leadership / Administration Information</b>		
<b>School Leader / Administrator Name</b>	<b>Title</b>	<b>Start Date at School</b>
Danny Necimoglu	School Director	07/01/2015
Deniz Ismailoff	Curriculum Supervisor	8/19/2013
Lauren Forlong	Curriculum Supervisor	08/19/2013
Ahmet Delibas	Project Coordinator	07/01/2015

**School Culture & Climate**

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 2: School Culture & Climate.

**2.1 School Culture and Climate**

a) Fill in the requested information below regarding the school learning environment including methodology used.

<b>Learning Environment / Professional Environment</b>	
<b>Learning Environment</b>	
Attendance rate: (use the total days present divided by the total days in membership)	96%
Elementary School	
Middle School	
High School	
Student - teacher ratio	10:1
<b>Professional Environment</b>	
Teacher retention rate (year to year)	89%
Total staff retention rate (year to year)	79%
Frequency of teacher surveys and date of last survey conducted	1x a year/January 2016

Percent of teachers who submitted survey responses	71%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	Overall 65% of staff are satisfied with the school environment
List the main positive aspects identified in the survey	<ul style="list-style-type: none"> <li>• Parental Involvement</li> <li>• Close working relationships with teachers including administration</li> <li>• Conflict resolution is effective in student behaviors</li> <li>• Staff trainings are efficient and effective when it is in relation to curriculum, emergency procedures and technology</li> <li>• Opportunity for professional growth</li> </ul>
List the main school challenges identified in the survey	<ul style="list-style-type: none"> <li>• Lack of teacher involvement with the school PTO</li> <li>• Classroom Instruction in regards to differentiation</li> <li>• Various forms of technology changing year to year</li> </ul>

## 2.2. Family and Community Engagement

a) Fill in the requested information below regarding parent satisfaction and involvement.

Parent Satisfaction	
Frequency of parents surveys and date of last survey conducted	1x a year June 24, 2016
Percent of families completing a survey (considering 1 survey per family)	38%
Percent of parents who expressed satisfaction with the overall school environment	84%

<p>List the main positive aspects identified in the survey</p>	<ul style="list-style-type: none"> <li>• Family Efficacy: How confident families are with regard to key parenting skills.</li> <li>• Family Support: Families’ perceptions of the amount of academic and social support that they provide their child with outside of school.</li> <li>• Learning Behaviors: Families’ perceptions of their child’s learning-related behaviors.</li> <li>• School Climate: Perceptions of the overall social and learning climate of the school.</li> <li>• School Fit: Families’ perceptions of how well a school matches their child’s developmental needs.</li> </ul> <p>School Safety: Perceptions of student physical and psychological safety at school.</p>
<p>List the main school challenges identified in the survey</p>	<ul style="list-style-type: none"> <li>• Barriers to Engagement <ul style="list-style-type: none"> <li>◦ Busy schedule of parents</li> </ul> </li> <li>• Family Engagement: The degree to which families become involved with and interact with their child’s school.</li> <li>• Grit: How well students are able to persevere through setbacks to achieve important long-term goals. <ul style="list-style-type: none"> <li>◦ How often does your child stay focused on the same goal for several months at a time?</li> </ul> </li> </ul>
<p><b>Parent Involvement at the School</b></p>	
<p>Number of parents currently serving on the Board of Trustees out of total Board Membership</p>	<p>1</p>

Major activities/events offered to parents during 2015-16 school year (For Example: Monthly Parent University. Topic include...)

In the 2015-2016 academic year, PATERSON ASCSS reached out to both the parents and the community with myriad programs and activities to enhance the experience of the students and school community as a whole. A selection of these activities is provided below. Paterson Arts and Science Charter School believes that family involvement is an integral component of our school culture. Our objective is to continue fostering close and positive relationships and constant communication between school, family and community. A sizeable number of parents were active PTO members in the newly-reorganized/ established PTO in the 2015-2016 school year, which engendered the successful union of parents, families, and the greater community with the school district.

- **PICTURE DAY - TWICE PER YEAR - 5 HOURS EACH (ALL)**

The school activity coordinators arranged dates for picture day by organizing the order forms, passing them out to the families, and volunteering during the day with the help of available staff and parents.

- **BACK-TO-SCHOOL NIGHT - 2 Hours (ALL)**

In September, parents and guardians were invited to meet the PATERSON-ASCS staff and faculty and receive an overview of the course content to be taught for the 2015-2016 school year.

- **K-2 CLASS PLAYS - 1 HOUR (THROUGHOUT THE YEAR)**

PATERSON-ASCS produced a total of nine classroom-hosted plays in the 2015-2016 school year. All homerooms in K-2 were responsible for organizing the projects, and students and parents were invited to see each show during the day.

- **VIP VISITS- THROUGHOUT THE YEAR**

PATERSON ASCS enjoyed visits of many guests this year. Our VIP guests in the 2015-2016 school year were United States Veterans, Ms. Gina, an inspirational Holocaust survivor, and local business and community leaders. Parents are invited to each event.

- **HISPANIC HERITAGE MONTH CELEBRATION - 1.5 Hours (ALL)**

November- PATERSON ASCS had the honor of observing its Hispanic Heritage Celebration in November. The festivities included students reading poems and dances as well as a live mariachi band. Families were invited to enjoy the wonderful event.

- **FOOD DRIVE - NOVEMBER - ONE MONTH (ALL)**

The Paterson-ASCS organized a food drive in the month of November. Families donated non-perishable foods that were boxed and collected to be given to local families for Thanksgiving.

Major activities/events conducted by the parents to further the school's mission and goals, such as fundraising, volunteering, etc.

- **CONCESSION STANDS-Sporting and Theatre Events**

This year, the PTO was the host of all concession stands for the school year. They held raffles and sold drinks and snacks at each event

- **BAKE SALES - THROUGHOUT THE YEAR (ALL)**

There were multiple bake sales sponsored by the PTO. Students paid \$1/\$2 and bought donated baked goods some time during the day. The funds collected during these days were used to finance the purchase of materials for the theatre productions and various activities for students within the school.

- **BOOK FAIRS - TWICE PER YEAR - 18 HOURS**

The PTO at the elementary school organized and ran the school book fairs one week in the school year. Parents volunteered to set up the books prior to the fair beginning, sold the books to students and parents, and organized the books to return them to Scholastic. Monies raised by the Book Fairs are utilized to purchase supplemental instructional materials as requested for approval by the teaching staff.

- **YANKEE CANDLE SALE FUNDRAISER- ONE MONTH**

The PTO held a fundraiser where catalogs were sent home in order for parents to sell Yankee Candles to family and acquaintances. Monies were added to the PTO general fund to support school activities.

- **TRICKY TRAY- FOUR MONTHS**

The PTO hosted its Annual Tricky tray event for parents, students, community members and staff. This event included over 50 baskets, a 50/50 raffle, dinner, and student performances.

- **CANDY GRAMS - February**

The PTO hosted a candy gram sale for the Valentine's Day season. They sold candy grams for parents to send to students and staff.

- **MOVIE NIGHT- February**

In February the PTO hosted a pizza movie night in the gym for all parents and students. They all were able to enjoy the minion movie with popcorn and pizza as a group.

b) Provide a list of the partnerships with other educational or community institutions.

<b>Community Involvement</b>		
<b>Partnering organization</b>	<b>Description of the partnership</b>	<b>Level of involvement: # students or/ and staff involved, approx. # hours per month, resources involved etc.</b>
<b>EDUCATIONAL INSTITUTIONS:</b>		
Rutgers University	In collaboration with Rutgers University, Paterson ASCS participated in the School Systems Improvement Project. This grant enabled school administrators and the school's Master Mentor Teacher to utilize an evaluation instrument that is highly specific and quantitative. Teachers received 3 formal CSS-O reports throughout the year.	School administrators and teachers each completed 3 CSS-T and CSS-O forms, respectively. Each took approximately 30 minutes in length.
Grand Canyon University	Through our partnership with Grand Canyon University, school administrators completed online courses in order to obtain supervisory certification. Tuition costs were reduced due to this partnership.	2 school administrators utilized this partnership in order to further their educations.
<b>COMMUNITY INSTITUTIONS:</b>		

**Board Governance**

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 3: Board Governance.

## 1. Board Capacity

a) Fill in the requested information below regarding the Board of Trustees:

Governance	
# of Board Members required as per charter by-laws	7
Date of Board Self-Evaluation (include a copy of the board self-evaluation tool as a <b>Appendix B</b> )	5/4/2016
Date of School Leader Evaluation (include a copy of the school leader evaluation tool as a <b>Appendix C</b> )	6/15/2016
Provide a list of amendments to the bylaws of the board of trustees adopted during the 2015-16 school year.	Not Applicable
Critical Policies adopted by the Board during 15-16 academic year (list in bullets)	Not Applicable

## 2. Board Compliance

a) Fill in the requested information below regarding the Board of Trustees:

Board of Trustees						
Member's Name	Effective Start Date (when individual started on board)	Current Term Expiration Date (if applicable)	Officer Role (e.g. President, Vice President, Secretary, Treasurer)	Email Address	Date of criminal background check	Date of mandatory N J S B A training
Murat Teke	5/15/13	5/31/16	President	tekemurat100@gmail.com	8/19/13	Gov. I-11/13 Gov. II - Scheduled
Perno W. Young	5/15/13	5 / 3 1 / 1 8 (Resigned 3/16)	Vice President	pyoungiii@aol.com	12/4/13	Gov. I - Scheduled
Nilda Pardo	5/15/13	5/31/18	Voting Member	npardo@bergen.edu	12/4/13	Gov. I-2/14 Gov. II - Scheduled
Ismail Oral	5/15/13	5/31/17	Voting Member	oral72@hotmail.com	11/27/13	Gov. I-1/14 Gov. II-11/15
Tufan Aksahin	10/15/15	5/31/19	Voting Member	taksahin@gmail.com	12/9/15	Gov. I - Scheduled

Sancar Avcioglu	1/22/15	5/31/17	Voting Member	sanavc@gmail.com	10/23/13	Gov.I-1/13 Gov.II-11/15 Gov. III - Scheduled
Juan Infante	1/22/15	5/31/16	Voting Member	ijppavlov@verizon.net	6/22/16	Gov. I - Scheduled
Recep Ornek	7/1/2013	6/30/16	Secretary Non- Voting Member	ronnek@ilearnschools.org	7/22/2009	N/A
Christopher Lessard	7/1/2014	6/30/16	Treasurer Non- Voting Member	clessard.sba@gmail.com	12/23/2004	N/A

### Access and Equity

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 4: Access and Equity.

#### 4.1 Access and Equity

- a) Provide information regarding the school's suspension/expulsion/attrition/backfilling rate

School Suspensions / Expulsions 2015 - 2016			
	Total # Students Enrolled	Total # of Students ( Unique Count ) Suspended	Total # of Students Expelled
K	59	0	0
Grade 1	59	2	0
Grade 2	59	5	0
Grade 3	59	2	0
Grade 4	59	7	0
Grade 5	59	6	0
Grade 6	60	12	0
Grade 7	60	5	0
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
<b>Total</b>			

**Student Mobility and Retention Rates 2015 - 2016**

	Total # of student withdrawals (for any reason) during the year	Total # of students enrolled after the initial start of the year	Total # of students not promoted (retained) in the same grade for SY 2016-17
K	2	1	2
Grade 1	1	0	0
Grade 2	1	0	2
Grade 3	1	0	2
Grade 4	1	0	0
Grade 5	4	1	2
Grade 6	2	2	4
Grade 7	1	1	0
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
<b>Total</b>	<b>13</b>	<b>5</b>	<b>12</b>

b) Provide information regarding the school’s recruitment, application, admissions, lottery and enrollment numbers for the 2015-2016 school year:

<b>Application/Admissions/Lottery/Enrollment</b>	
Provide the URL to the school’s application. If the application is not available online, then, as <b>Appendix D</b> , provide a copy of the schools current application in as many languages as available	<a href="http://www.ilearnschools.org/admission.html">http://www.ilearnschools.org/admission.html</a>

List all of the ways the application is disseminated	<ul style="list-style-type: none"> <li>• School website</li> <li>• Application forms were made available at high visibility locations such as libraries, municipal buildings, community centers, doctor's offices, social service offices, churches, retail stores, or any other location that is appropriate and visible to families residing in the school community.</li> </ul>
List all languages in which the application is available	English, Spanish
Provide the date on which the initial application for prospective students for the school year 2016-17 was made available.	Tuesday, September 1, 2015
What was the deadline for prospective students for school year 2016-17 to return the initial application to the school? Please provide the exact date.	Friday, April 15, 2016
List all of the ways in which initial applications are accepted.	Online or paper application
Provide the date and location of the lottery held in the 2015-16 school year for prospective students for the 2016-17 school year. If the school did not have a lottery, provide a brief explanation why.	<p>Saturday, April 23, 2016</p> <p>Paterson ASCS, 764 11th Ave, Paterson, NJ 07514</p>

List the public avenues that the school utilized to advertise that initial applications are available to enter the school's lottery (e.g. local newspapers, school website).

- Information Packets are being made available and distributed to any parent contacting the school requesting more in depth information about the charter school as well as New Jersey's charter school movement and education reform nationwide.
- School website is designed professionally to provide all necessary information regarding charter schools and application process for existing and prospective parents.
- Parents responding to any of the outreach strategies are being added to the school's database and/or ongoing outreach and communication list, for additional information to be sent to them via direct postal mailing or iContact email system.
- Members of the board of trustees and representative stakeholders are regularly attending community events or other appropriate gatherings that promote the charter school and New Jersey's charter school movement so that parents have the opportunity for interactive contact to answer questions or address concerns not covered through other outreach venues.
- Printed materials such as brochures, flyers, and posters describing the Paterson Arts and Science Charter School are being prominently displayed at high visibility locations throughout the community such as libraries, municipal buildings, community centers, doctor's offices, social service offices, churches, retail stores, or any other location that is appropriate and visible to families residing in the school community.

## 5.1 Compliance

a) Every charter school must develop and implement a high-quality, rigorous [educator evaluation system](#), which must be approved by their board of trustees. Provide the following:

- Provide a description of the teacher evaluation system and school leader evaluation system that aligns with [Department guidance](#); and
- **As Appendix E**, provide a board resolution approving the teacher and school leader/principal evaluation systems.

### Teacher Evaluation System

Bergen ASCS teachers are supported, developed, and evaluated based upon the revised (2015) evaluation instrument that the iLearn Schools District Educator Evaluation Committee (DEAC) developed in 2013, entitled "iLearn Schools Teacher Evaluation System". The iLearn Schools Teacher Evaluation System recognized the recommendations of the NJDOE and OCS. As a result, the iLearn Schools' Teacher Evaluation System includes the following components:

- multiple measures of performance to evaluate teachers, including student achievement and teacher practice
- a method for calculating an overall (summative) evaluation rating that combines the multiple measures of teacher practice and student achievement
- samples of the teacher practice instrument to be used in classroom observations
- clear delineation of differences in the teacher evaluation system between tenured and non-tenured teachers, including the number of observations iLearn Schools requires for tenured and non-tenured teachers

The iLearn Schools' Teacher Evaluation System that Bergen ASCS will be based on well-defined job expectations, uniform performance standards, flexibility and the encouragement of creativity, and individual teacher and administrator initiatives. Improving teacher performance simultaneously ensures that Bergen ASCS is taking a comprehensive approach to raise student achievement. Below are the six competencies that will be measured during each teacher evaluation:

1. Lesson Planning and Design
2. Delivery of Instruction
3. Learning-Focused Environment
4. Student Progress Toward Mastery
5. Family Communication and Outreach
6. Technology Integration

Bergen ASCS uses Teachscape as an observation and evaluation management system to record and archive all of the data that is collected during an evaluation, as well as teacher artifacts, student learning goals, SGOs, and other school-specific measures to ensure that administrators have an accurate and holistic view of the teachers' performance. Ultimately, Teachscape provides Bergen ASCS administrators with easy access to actionable data that is used to continually develop its teachers.

As a result of a partnership with Rutgers and the Rutgers School System Improvement (SSI) Project, Bergen ASCS uses a second, quantitative evaluation tool that complements the qualitative tool. The Rutgers SSI evaluation tool measures both teacher instruction and behaviors.

Instructional measures focus on:

- concept summaries
- academic response opportunities
- academic praise
- academic corrective feedback

Behavioral measures focus on:

- clear one to two-step directives
- vague directives
- behavioral praise
- behavioral corrective feedback

### **School Leader Evaluation System**

It is the view of the New Jersey Department of Education (NJDOE) that teachers and school leaders have the greatest influence on student learning. Since 2010, NJDOE has

been working to improve educator evaluation and support. These efforts have resulted in 2012 TEACHNJ Act which mandates requirements for the new statewide educator evaluation system and links tenure decisions to evaluation ratings.

Under the current law, there is **no statutory requirement** that an equivalent educator evaluation system as defined in 2012 TEACHNJ Act be established for charter schools. However, an effective educator evaluation system in charter schools is required and subject to the review and approval of the Office of Charter Schools.

iLearn Schools have taken a progressive look at evaluation systems and through the intense efforts of the organization's teacher/administrator evaluation committee, a high quality, rigorous administrative evaluation system was researched and implemented prior to the NJDOE cutoff date of June 30, 2013.

iLearn schools have adopted "**The Stronge Leader Effectiveness Performance Evaluation System**" (LEPES) as the tool for administrative evaluations. The primary purposes of the **Stronge Leader Effectiveness Performance Evaluation System** are to:

- optimize student learning and growth;
- contribute to successful achievement of the goals and objectives defined in the vision, mission and goals of the organization;
- provide a basis for leadership improvement through productive administrator performance appraisal and professional growth; and
- encourage collaboration between the administrator and evaluator, and promote self-growth, leadership effectiveness and improvement of overall job performance.

The **LEPES** includes the following distinguishing characteristics:

- benchmark behaviors for each of the administrator performance standards;
- a focus on the relationship between administrative performance and improved student learning;
- the use of multiple data sources for documenting performance, including opportunities for the administrator to present evidence of their own performance as well as student growth;
- a procedure for conducting performance reviews that stress accountability, promotes professional improvement and increase administrative involvement in the evaluation process;
- a support system for providing assistance when needed.

During the 2014 - 2015 school year, the New Jersey Department of Education released the "Approved Principal Practice Evaluation Instruments" and the **Stronge Performance Evaluation System** was listed as approved.

In addition, the **Stronge Leader Effectiveness Performance Evaluation System** is in compliance with "Achieve New Jersey - Principal Evaluation and Support"! Specifically, Achieve NJ relies on multiple measures of both student achievement and principal practice. These measures include:

- **Student Growth Objective Average:** 10% of the school administrator's summative rating is based on the average teacher SGO score in their school.
- **Administrator Goals:** The percent of the school administrator's summative rating based on administrator goals is either 30% or 40% depending on whether the school administrator is an SGP administrator or Non SGP administrator.

- **School Student Growth Percentile (SGP):** Where applicable, 10% of the school administrator’s summative rating is based on SGPs.
- **Principal Practice:** 30% of a school administrator’s overall evaluation is based on observations of school administrator practice that is conducted by the iLearn Schools’ administrative evaluation team. This team is composed of the Lead Person/CEO, Chief of Academics and the administrative coach.
- **Evaluation Leadership:** 20% of the overall evaluation is based the NJDOE Principal Evaluation Leadership Instrument.

The overall evaluation score for iLearn Schools’ administrators combines the multiple measures of administrative practice and student growth. All iLearn Schools’ administrators earn one of four ratings:

- **Highly Effective**
- **Effective**
- **Partially Effective**
- **Ineffective**

It is the intent and direction of the iLearn Schools to provide an administrative evaluation system that is based on well-defined job expectations, uniform performance standards, flexibility and creativity. Improving administrator performance ensures that iLearn Schools will take a comprehensive approach towards leadership effectiveness and overall job performance which will ultimately raise student achievement.

**Note:** You may use <http://www.nj.gov/education/chartsch/info/evaluation.pdf> for guidance.

Appendices	
<a href="#">Appendix A</a>	Statements of Assurance
Appendix B	Board Self-Evaluation Tool
Appendix C	School Leader Evaluation Tool
Appendix D	Admissions Application (all languages)
Appendix E	Board resolution approving the teacher and school leader/principal evaluation systems
Appendix F	2016 - 17 School Calendar
Appendix G	Organizational Chart
Appendix H	Promotion/Retention Policy
Appendix I	Student Discipline Policy
Appendix J	Graduation Policy (if applicable)

Submit each appendix as a separate attachment to the submission email saved by the appendix name. If necessary, submit all appendices and annual report in one zip folder.