



**PATERSON ARTS AND SCIENCE CHARTER SCHOOL  
(Paterson-ASCS)**

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## **NEW JERSEY CHARTER SCHOOL ANNUAL REPORT 2017**

**PATERSON ARTS AND SCIENCE CHARTER SCHOOL**

151 East 33<sup>rd</sup> Street, Paterson, NJ 07514  
Tel: (862) 336-1550 Fax: (862) 336-1551

### **CENTRAL OFFICE**

465 Mola Boulevard Elmwood Park, NJ 07407  
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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
Grade level(s) to be served in 2017-18	K-9
2016-17 enrollment (as of June 30, 2017)	564
Projected enrollment for 2017-18	690
Current waiting List for 2017-18	747
Website Address	http://patersoncharter.ilearnschools.org
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	Mustafa Coban
SBA email address	mcoban@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 2016-17	K-8
Grade level(s) to be served at this site in 2017-18	K-9
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	dncimo@patersoncharter.org

## **Organizational Performance Areas**

### **Education Program and Capacity**

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

#### **1.1 Mission and Key Design Elements**

a) State the school's mission

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.

b) Provide a brief description of the school's key design elements.

**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, Paterson ASCS, Passaic ASCS, and Hudson 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.

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

Guidelines

- 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.
- Explain why the school has or has not met these goals, and what steps the school has taken to ensure progress.

Format

<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</b>	<i>Ex: Year over year growth in the pass rate on AP tests.</i>
<b>Target</b>	<i>Ex: Increase the proportion of students passing AP tests by 10% from SY 2014-15 to 2015-16.</i>
<b>Actual 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 a 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>Measure/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% (50 out of 62) of our sixth graders will be at or above reading level V on the final running record assessment in June.
<b>Actual Outcome</b>	By the end of the 2016-17 academic school year, 90% (56 out of 62) 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.

## 1.2 Curriculum

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

Please see [Appendix A](#).

## 1.3 Instruction

a) What constitutes high quality instruction at this school?

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 ensures that all learners are able to access the materials that they are being taught by providing 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 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 and 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.

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

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, Paterson ASCS equips teachers to make learning intentional and rigorous, and helps students to awaken their intrinsic desire to learn.

This approach also 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 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, and exploring their desire to learn. Through indirect instruction, the teacher acts as a facilitator or supporter rather than an instructor. At 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 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 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 addresses 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 ASCS' 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-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 ASCS in order for any pedagogical approach to be effective. The following three instructional methods are employed to ensure the most effective, instructionally managed classroom:

- Teacher Coaching
- 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 Jersey 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

It is the goal of Paterson ASCS for teachers to professionally grow through the coaching model and to 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 ASCS' 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

### **1.4 Assessment**

- a) Fill in the following table to show year over year trends in the proportion of students meeting or exceeding grade-level expectations ("proficiency rate") on all PARCC assessments administered

by the school. Note: If 2016-17 PARCC results have not been released to schools by July 15, 2017 then leave the 2016-17 column blank.

PROFICIENCY RATES ON PARCC ASSESSMENTS			
Assessment	2014-15	2015-16	2016-17
ELA 3	31%	42.10%	38.70%
ELA 4	38%	50%	39.30%
ELA 5	46%	50%	47.50%
ELA 6	39%	51%	32.80%
ELA 7		62.50%	58.70%
ELA 8			67.70%
ELA 9			
ELA 10			
ELA 11			
MAT 3	12%	24.60%	63.50%
MAT 4	7%	38.30%	39.30%
MAT 5	30%	26.80%	21.30%
MAT 6	31%	22%	13.10%
MAT 7		28.60%	28.60%
MAT 8			16.70%
Algebra I			76.20%
Geometry			
Algebra II			

- b) Explain the main reasons why the school has or has not seen year over year increases in the proficiency rate, and what steps the school has taken, or plans to take, to ensure such progress in both subjects by grade level and by subgroup (i.e., students eligible for free and reduced price lunch, English language learners, students with disabilities, and racial/ethnic groups).

**The main reasons why the school has or has not seen year over year increases in the proficiency rate:**

- Staffing changes (maternity leave, new teachers and staff restructuring)
- Students were over-tested throughout the year resulting in loss of instructional time
- Due to campus relocation, students were not staying for tutoring because of transportation issues
- Behavioral issues, discipline and classroom management concerns

Steps taken to ensure the progress and increase in the proficiency rate by grade level, subject and subgroup:

- Added teacher support from the newly implemented coaching model
- Professional Learning Communities (PLCs) for teachers in the ELA and Math Departments
- Common planning and grade level meetings
- Rigorous curriculum implementation supported by differentiated instruction

- Embedded tutoring
  - Teacher training and professional development opportunities
- c) Describe how results from the assessments listed above were used to improve instructional effectiveness and student learning.
- Grades 3- 8 ELA: Running Records, PARCC Prep Assessments, Writing Benchmarks, MAP Testing, Quizzes
  - Grades 3-8 Math: PARCC Prep Assessments, Skills Check Assessments, MAP Testing, Unit Tests
- d) Describe how results from the assessments listed above were used to improve instructional effectiveness and student learning.

The assessments listed above served as meaningful sources of information for teachers so that they may change and adapt what happens in the classroom; teachers provided feedback while making adjustments to their approach to instruction and the student’s approach to learning. These assessments were followed by quality, corrective instruction designed to remedy exposed learning errors that were identified. In many cases, teachers were able to instruct their students by extending and strengthening previously taught lessons in order to reach the students who struggled to grasp the skills. Enrichment activities were provided to those students who displayed mastery of the skill/concept or those with few learning errors.

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

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

<b>School Leadership / Administration Information</b>		
<b>Administrator Name</b>	<b>Title</b>	<b>Start Date</b>
Danny Necimo	School Director	7/1/2015
Carolina Rosario	Project Coordinator	7/1/2016
Ilker Tekin	Project Coordinator	8/17/2015
Deniz Kochar	Curriculum Supervisor Assistant	8/19/2013
Jaimie Phillips	Curriculum Supervisor	9/15/2014

### 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 learning environment at the school.

LEARNING ENVIRONMENT	
Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	96%
Elementary School Attendance Rate (grades K-5)	96%
Middle School Attendance Rate (grades 6-8)	96%
High School Attendance Rate (grades 9-12)	
Student - Teacher Ratio	10:1

- b) Fill in the requested information below regarding the professional environment at the school.

PROFESSIONAL ENVIRONMENT	
Teacher Retention Rate (from SY 2016-17 to 2017-18)	79.1%
Total Staff Retention Rate (from SY 2016-17 to 2017-18)	81.1%
Frequency of teacher surveys and date of last survey conducted	1x a year/December 2016
Percent of teachers who submitted survey responses	75%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	78%

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

- School leadership
- School culture and climate
- Teacher practice in terms of working collaboratively with ESL and Special Services departments

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

- Professional development opportunities
- Student respect towards teachers
- Students not thinking doing homework is important

- e) Fill in the requested information below regarding the school's discipline environment in 2016-17. If there was a noticeable increase or decrease in suspensions and expulsions in 2016-17 compared to 2015-16, then please describe the reasons for the change below the table.

DISCIPLINE ENVIRONMENT 2016-17			
Grade Level	Number of students enrolled (as of Oct. 15, 2016)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	63	2	0
1	63	0	0
2	62	0	0
3	63	0	0
4	63	0	0
5	61	0	0
6	61	1	0
7	63	0	0
8	63	3	0
9			
10			
11			
12			

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

Learning Environment / Professional Environment	
<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</li> </ul>

	relation to curriculum, emergency procedures and technology <ul style="list-style-type: none"> <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 family involvement and satisfaction.

FAMILY INVOLVEMENT AND SATISFACTION	
Number of parents/guardians currently serving on the school's board, out of the total number of board members	1
Frequency of parent/guardian surveys	1x a year
Date of last parent/guardian survey conducted	June 2017
Percent of parents/guardians completing the survey (consider one survey per household)	21%
Percent of parents/guardians that expressed satisfaction with the overall school environment	95%

- b) What were the three main positive aspects identified by parents/guardians in the latest survey?
- Teachers being very responsive
  - School safety and security
  - Communication with parents
- c) What were the three main challenges identified by parents/guardians in the latest survey?
- Class size increase for grades K-3
  - School spirit
  - Athletic programs
- d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2016-17 school year.

In the 2016-2017 academic year, PATERSON ASCS 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. PTO members 2016-2017 school year in order to ensure a successful joining of parent/family community with the school.

- **PICTURE DAY – TWICE PER YEAR – 5 HOURS EACH (ALL)**  
The school activity coordinators set-up the 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 2016-2017 school year.
- **VIP VISITS- THROUGHOUT THE YEAR**  
Paterson ASCS enjoyed visits of many guests this year. Our VIP guests in the 2016-2017 school year included Glen Ridge Police Officer, Paterson Fire Department, a cultural marble artist, *Real Housewife of New Jersey* Dolores Catania, various professionals from multiple sectors on Career Day, and many more.
- **4<sup>th</sup> ANNUAL FAMILY CARNIVAL PICNIC – 5 Hours (ALL)**  
September- Paterson ASCS K-8 students had their 4<sup>th</sup> Annual Parent Picnic with over 400 people present. The school provided a carnival bouncy-house, popcorn, cotton candy, and music for all students and their families. The picnic was hosted at the Boathouse at Garrett Mountain in Paterson, New Jersey.
- **9/11 Memorial –2 Hours (ALL)**  
September- Paterson ASCS K-8 students had the opportunity to meet with local police officers and security guards to discuss the events of 9/11. All students were part of a schoolwide mural that was presented to the officers who were part of the tragic day.
- **GRANDPARENT’S NIGHT – 3 Hours (ALL)**  
PATERSON ASCS held its 4<sup>th</sup> annual Grandparent’s Night in October. We had a large turnout of participants who enjoyed various activities for all grandparents and their grandchildren to participate in, including picture-frame making, grandparent’s art, family portraits, picture stations, and poster decorating.
- **HISPANIC HERITAGE MONTH CELEBRATION – 1.5 Hours (ALL)**  
In 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.
- **PARENT/TEACHER CONFERENCES – TWICE A YEAR – 3 Hours Each (ALL)**  
November/April- After the first and third marking period, teachers met with parents to discuss the progress of students. Parents visited each classroom to meet with teachers individually.
- **PATERSON ASCS AWARDS CEREMONIES – 4 HOURS, Quarterly (ALL)**  
November/January/April/June- Paterson Arts and Science Charter School celebrated the success of K-8 students for their achievements in each quarter of the 2016-2017 academic school year. Parents were invited to help celebrate the success of our students. Awards were given to the students for distinguished and recognized honor roll achievements, as well as awards for outstanding performance in various academic disciplines and citizenship.
- **THANKSGIVING DINNER/FOOD DRIVE– 4 Hours (ALL)**  
In November, Paterson ASCS held a food drive to benefit our school families and community members in need. Countless community businesses and members of the school community generously donated to the cause. Additionally, a holiday meal was prepared and shared with staff members, families, and the Paterson community.
- **WINTER CONCERTS- 1 Hour Each (ALL)**

In December, Paterson ASCS celebrated the winter season by singing songs in celebration of winter, community and family. Students dressed their best as they stood on the stage in front of their teachers and families. Winter Concerts were hosted on separate days to highlight students in the K-3 and 4-8 grade level groups.

- **4<sup>th</sup> Annual MUFFINS WITH MOMS – 1 Hour (ALL)**  
In January, Paterson ASCS hosted a fabulous morning with mothers (and other special women) alongside their children to enjoy muffins and socialize with other parents and teachers.
- **SCHOOL CHOICE WEEK – 1 Week – 20 Hours- ALL**  
In January, Paterson ASCS celebrated Annual National School Choice Week. The school held themed dress downs, song and dance activities, and its second awards assembly. We also hosted a “Spirit Week” where each grade level section participated in friendly competitions.
- **SCHOOL CHOICE MOVIE NIGHT**  
*The Secret Life of Pets* was shown to promote unity in the school community during School Choice Week for all parents, students, and family members of Paterson-ASCS.
- **4<sup>th</sup> Annual DONUTS WITH DADS – 1 Hour (ALL)**  
In February, Paterson ASCS brought fathers (and other special men) and their children together at breakfast-time in the cafeteria with Donuts with Dads. All were welcome to celebrate with families and staff.
- ***Make Things Happen!* – 6 hours (network-wide)**  
The iLearn Schools’ network hosted this event in April. Parents and students were invited from all campuses to enjoy STEAM stations, competitions, and live performances.
- **SCIENCE OLYMPIAD – 3 months**  
In April, Paterson ASCS participated in an annual, regional Science Olympiad event attended by schools in the iLearn network as well as across the region.
- **SHREK JR. MUSICAL—3 DAYS**  
In April, Paterson ASCS hosted Shrek the Musical, Jr. with 3<sup>rd</sup> through 8<sup>th</sup> grade performers. This show was open to the public and had three live performances, with over a hundred students participating in the project
- **ART SHOWCASE – 3 HOURS (ALL)**  
This year’s Student Art Showcases were held in May. There was no purchase necessary to attend. Families had an opportunity to view their student’s framed artwork, in addition to mixed-medium pieces. Different activities centers including clay art, face painting, origami, drawing centers, and photo booths were offered.
- **CINCO DE MAYO CELEBRATION – 2 Hours (ALL)**  
In May, Paterson ASCS honored the Mexican holiday, Cinco de Mayo, with a morning performance by Spanish club students. Students dressed in traditional Mexican clothing and performed songs and dances for the whole school and parents.
- **DRONE DAY- 4 Hours**  
In May, Drone Day was a day for families and staff to come out and learn all about the iDream Engineering team, drones, and technology.
- **GARDEN STATE INTERNATIONAL HERITAGE FESTIVAL – Yearlong Project (ALL)**  
With over 25 countries represented, food samples, and guest performers, our annual GSIHF was held June 14<sup>th</sup> at the Paterson campus. Families and students had the opportunity to celebrate diversity, heritage, and culture as they toured various country booths, set up by parent volunteers and teachers, each grade or class section from all three districts was assigned a country and student crafts and artwork was displayed at each of the booths.
- **PATERSON IDOL VOCAL COMPETITION- 2 Hours**

In June, the winner of Paterson Idol had the opportunity to showcase their talent, performing for family and friends at a concert during the Garden State International Heritage Festival and raising money for school activities in the process.

- **ICE POP SALE-** Afterschool every Wednesday April-June  
This year, the Physical Education department sold ice pops every Wednesday after school to raise money for field day activities.
  - **KINDERGARTEN GRADUATION – 2 hours (Elementary School)**  
As students end their first official year in school, a Kindergarten graduation was held in June to commemorate this joyous occasion. The school Director gave an inspirational speech and Kindergarten teachers recited a poem. The students sang songs and were awarded their diplomas as well as Student of the Marking Period for each grade section. Families were invited for light refreshments at the conclusion of the ceremony.
    - **EIGHTH GRADE GRADUATION – 2 HOURS (Middle School)**  
The Middle School graduation was held in June on the Paterson Campus. Our keynote speaker presented an inspirational speech to the students, staff, and families in attendance, and the students celebrated with song and recognition of special academic and character achievement awards.
- e) List and briefly describe the major activities or events conducted by parents/guardians to further the school’s mission and goals.
- **WINTER WONDERLAND**  
In December, the Paterson ASCS PTO celebrated the winter season by hosting a wonderland event, including Santa hat decorating, ornament designs, and pictures with Santa.
  - **BOOK FAIRS – TWICE PER YEAR – 18 HOURS**  
The PTO at organized and ran the school book fairs one week in the school year. They advertised the event in the Wednesday Folders and throughout the school. 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 to Scholastic. Monies raised by the book fairs were utilized to buy books for the school libraries.
  - **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 members, colleagues, friends, and acquaintances. This sale lasted a month. The funds collected during these days were used to finance various student activities within the school.
  - **TRICKY TRAY- FOUR MONTHS**  
The PTO hosted their 2<sup>nd</sup> 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.
  - **GRADUATION DONATIONS**  
The PTO purchased books as gifts to all graduating Kindergarten classes. They also set up a refreshment table filled with drinks and desserts for after the 8<sup>th</sup> grade graduation ceremony.
- f) Fill in the requested information below regarding community involvement. Add or delete rows as necessary.

Community Involvement		
Partnering organization	Description of the partnership	Level of involvement: # students or/and staff involved, approx. # hours per month, resources involved etc.
<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.

**3.1 Board Capacity**

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

BOARD GOVERNANCE	
	7

Number of board members required by the charter school's by-laws	
Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as <b>Appendix B</b> )	5/24/2017
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as <b>Appendix C</b> )	5/24/2017

b) List the amendments to by-laws that the board adopted during the 2016-17 school year.

N/A

c) List the critical policies adopted by the board during the 2016-17 school year.

5141.6-Suicide Prevention

### 3.2 Board Compliance

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

BOARD OF TRUSTEE INFORMATION						
Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal Background Check	Date of NJSBA Training
Murat Teke	5/15/13	5/31/19	President	tekemurat100@gmail.com	8/19/13	11/23/16
Nilda Pardo	5/15/13	5/31/18	Vice President	npardo@bergen.edu	12/4/13	1/4/17
Ismail Oral	5/15/13	5/31/17	Trustee	oral72@hotmail.com	11/27/13	1/3/17
Juan Infante	1/22/15	5/31/17	Trustee	ijppavlov@verizon.net	6/22/16	Scheduled 1
Sancar Avcioglu	1/22/15	Res. 3/20/17	Trustee	sanavc@gmail.com	10/23/13	Resigned
Tufan Aksahin	10/15/15	Res. 8-8-16	Trustee	<a href="mailto:taksahin@gmail.com">taksahin@gmail.com</a>	12/9/15	Resigned
Mustafa Coban	7/1/16	5/31/17	Trustee	<a href="mailto:mcoban@ilearnschool.org">mcoban@ilearnschool.org</a>	7/16/14	NA

Christopher Lessard	7/1/14	5/31/17	Trustee	<a href="mailto:clessard.sba@gmail.com">clessard.sba@gmail.com</a>	12/23/04	NA
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#### ACCESS AND EQUITY

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

##### 4.1 Access and Equity

- a) Fill in the requested information below regarding the timeline of the school's application process for prospective students for school year 2017-18.

SCHOOL YEAR 2017-18 APPLICATION PROCESS TIMELINE	
Date the application for school year 2017-18 was made available to interested parties	September 1, 2016
Date the application for school year 2017-18 was due back to the school from parents/guardians	Friday, April 14, 2017
Date and location of the lottery for seats in school year 2017-18	Saturday, April 22nd, 2017

- b) Provide the URL to the school's application for prospective students for school year 2017-18. If the application is not available online, then, as **Appendix D**, provide a copy of the application in as many languages as available.

<http://ilearnschools.org/new-application>

- c) List all of the venues where, prior to the lottery, interested parties could access the school's application for prospective students for school year 2017-18.
- 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 Bergen 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.

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

English and Spanish

- e) List all of the ways in which the school advertised that applications for prospective students for school year 2017-18 were available prior to the enrollment lottery.
- School website
  - 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.
- f) Fill in the requested information below regarding student enrollment and attrition rates by grade level in 2016-17.

STUDENT ENROLLMENT AND ATTRITION			
Grade Level	Number of student withdrawals (for any reason) during the school year	Number of students enrolled after the first day of school year 2016-17	Number of students retained in 2016-17 for the 2017-18 school year
K	5	3	1
1	3	2	1
2	2	0	1
3	1	0	0
4	3	3	0
5	4	3	1
6	3	1	0
7	3	2	2
8	0	0	0
9			
10			
11			
12			

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

**5.1 COMPLIANCE**

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 5: Compliance.

- a) Provide a description of the [educator evaluation system](#) the school has implemented.

**Teacher Evaluation System**

Paterson 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 Paterson 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 Paterson 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

Paterson ASCS uses its own iLEMIS database 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, iLEMIS provides Paterson 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, Paterson 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

b) Provide a description of the school leader evaluation system that the school has implemented.

**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:** Student growth objectives (SGOs) are no longer required for charter schools; therefore, the 10% score that resulted from the SGO average is now incorporated into the administrative goals calculation.
- **Administrator Goals:** The percent of the school administrator’s summative rating based on administrator goals is either 50% or 20% depending on whether the school administrator is an SGP administrator or Non SGP administrator.
- **School Student Growth Percentile (SGP):** Where applicable, 30% of the school administrator’s summative rating is based on SGPs.
- **Principal Practice:** 50% 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 Instrument** is no longer required by the New Jersey Department of Education.

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.

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

**Note:** You may use <http://www.nj.gov/education/chartsch/info/evaluation.pdf> for guidance answering a), b) and c) above.

<b>Appendices</b>	
<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.**