BRIGHT FUTURES

Transforming Paterson Public Schools

ANNUAL REPORT

July 2013 - June 2014

PATERSON PUBLIC SCHOOLS

Preparing All Children for College and Career

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Introduction

Paterson is the third largest city in the state of New Jersey. Originally established for its proximity to the Passaic Great Falls, Paterson became one of the first industrial centers in the United States. In fact, Paterson became known as the "Silk City" because of its dominant role in silk production in the nineteenth and twentieth centuries. Today, this historic city has a highly diverse population of 146,000.

The Paterson Public School District

Educating Paterson's youth is the function of the Paterson Public School District. With more than 40 languages spoken in its classrooms, it is one of New Jersey's most diverse school districts. This urban district enrolls 25,000 students in grades kindergarten through twelve and an additional 2,900 pre-kindergarten students with community providers. Its 54 schools are largely configured as pre-K, K-8, and 9-12 with a small number configured as grades K-4, pre-K-5 or 6-8. The district, one of four that is state-operated, has been managed by the New Jersey Department of Education since 1991 because of its previous fiscal mismanagement and poor student achievement.

Over ninety percent of district students receive free or reduced priced lunches. Approximately fourteen percent or 3,300 students receive special education services and 3,700 students are English Language Learners (ELL) who receive bilingual/ESL services.

The student population in the Paterson district mirrors the trend of urban communities across the nation and in New Jersey. Sixty three percent of its students are of Hispanic origin, twenty six percent are African-American, and approximately eleven percent are of Caucasian, Middle Eastern or Asian descent. Nearly fifty percent of all students in Paterson speak a primary language other than English, with over 40 languages spoken in district schools. Its diversity among residents and the students enrolled in the district is an asset. The city's population has included residents from numerous cultural and ethnic orientations since its inception. The rich diversity in the school district provides an opportunity for students to learn firsthand about other cultures and develop an appreciation for similarities and differences as they prepare for success in a multicultural world.

Illustration 1: Paterson Public Schools Demographic Profile

		Number in District	Percent of District Population
	Total Student Enrollment*	24,667	
Ethnicity	Black	6,492	26.3%
	Hispanic	15,588	63.2%
	White	1,429	5.8%
	Asian	1,086	4.4%
	American Indian/Alaskan Native	44	.2%
	Hawaiian Native/Pacific Islander	28	.1%
Gender	Female	11,993	48.6%
	Male	12,674	51.4%
Economic Status	Free and Reduced Lunch	22,623	92%
Special Populations or Programs	Limited English Proficient (no pre-K students)	3,764	15.3%
	Special Education (Includes 123 in-district pre-K students)	3,355	13.6%
	In-District Preschool	589	N/A
	Out-Of-District Preschool	2,911	N/A
Staff	Total Instructional and Non-Instructional Staff	5,369	N/A
	Instructional (includes administrators)	2,947	54.9%
	Non-Instructional (includes substitutes)	2,422	45.1%

Does not include pre-K

Executive Summary

Since 2009, The Paterson Public School District has been engaged in a major effort to improve student achievement at both the elementary and secondary levels. During the 2009-2010 school year, the district developed an ambitious five-year Strategic Plan for transforming itself into a high performing urban school system. The Plan, known as Bright Futures, was driven by an urgent need to improve student academic outcomes, school and district culture, family and community involvement, and operational functions.

Since the development of Bright Futures, the district has aggressively instituted strategies including:

1. Transforming (reorganizing and re-staffing) its large comprehensive high schools into autonomous small schools (Eastside and John F. Kennedy High Schools);
2. Restructuring and re-staffing its lowest performing elementary schools;
3. Converting all high schools into "thematic schools of choice;"
4. Creating five full service community schools;
5. Creating an "instructional model" that creates an aligned instructional system;
6. Acquired grant funding from federal, state, and private parties to support school improvement initiatives;
7. Implementing high impact interventions for the district's lowest performing students;
8. Instituting new teacher and principal evaluation systems; and
9. Ending social promotion.

Recent Outcomes

These and other changes have contributed to improvements in academic and process outcomes including:

- The district has successfully negotiated a contractual agreement with the Paterson Education Association (PEA) that includes a new single salary guide option for teachers, a pay for performance provision, additional compensation for employees who volunteer and are selected to work in a turn-around school, and incentives for teachers joining the district for "hard to fill" subject areas;
- New Jersey Department of Education returned control of the District Performance Review Indicator, Operations, back to the district;
- New Jersey Department of Education recognized the district for its implementation of teacher/

administrator evaluation systems;

- The groundbreaking for two new district elementary schools;
- Received School Improvement Grants to School 6 and New Roberto Clemente elementary;
- Auditor's Management Report (AMR) for the 2013-14 school year has once again resulted in no significant findings or material weaknesses to report;
- The district's graduation rate using the cohort method for the 2014 graduating class increased to 74.2% as compared to 45.6% in 2009;
- An increase in proficiency for first-time takers of the High School Proficiency Assessment (HSPA) language arts literacy from 49.7% in 2009 to 74.6% in 2014 with currently 91.4% General Education students at proficient or above. HSPA Mathematics scores have increased from 31.9% in 2009 to 43.2% in 2014 with currently 53.7% General Education students at proficient or above; and
- College acceptances continue to rise with an increased number of acceptances to both two and four year colleges.

For the 2014-15 school year and beyond, the district will begin the implementation of a new strategic plan which will further the utilization of research-based school improvement practices and strategies designed to generate increased outcomes while sustaining current increases in student achievement. The district will also address other critical areas in need of improvement including human resource processes and procedures, and will implement new data management systems to better manage and analyze school-based and district-wide data.

Bright Futures: The Strategic Plan for Paterson Public Schools 2009-2014

Overview

Vision and Mission

The City of Paterson and the Paterson Public Schools possess enormous strength and much potential. In addition to the positive attributes noted earlier, present in the city is a strong entrepreneurial spirit, resourceful community organizations and faith institutions, and a strong will to rise above its challenges. These characteristics helped to frame the district's vision to become a state leader in educating urban youth supported by a college ready mission to prepare all students to be successful in the college or university of their choosing and in their chosen career.

Supporting the vision and mission are the following core beliefs:

- The core business of schools and the school district is teaching and learning, which drive all decisions and activities in the district;

- All children can achieve at high levels and it is the responsibility of educators to create environments for student learning to occur;

- Effective instruction makes the most difference in student achievement;

- All staff must be committed to children and to the pursuit of high student achievement;

- All schools must be safe, caring and orderly to enable teachers to teach and students to learn; and

- Only through collaboration with and engagement of community organizations, institutions, agencies, and families can the district realize its vision and mission.

District Priorities, Goals, and Strategies

Realization of our vision and mission requires nothing short of transforming the district.

1. **Effective Academic Programs:** All academic programs are research based and driven by student outcomes.

2. **Safe, Caring, and Orderly Schools:** All schools are safe to enable teachers to teach and students to learn.

3. **Family and Community Engagement:** District and school staff involve, engage, and collaborate with families and community institutions, organizations, and agencies to improve student outcomes.

4. **Efficient and Responsive Operations:** District office divisions and departments support the district and school's core business and are responsive to the needs of all staff, students, parents, and community.

Twenty-three measurable goals and numerous school improvement strategies are aligned with each priority (*see Illustration 2*). These priorities, goals, and strategies are intended to create an aligned instructional system, build capacity among teachers and principals, create a strong district-level support system, and involve parents and community partners.

Illustration 2: Bright Futures Priorities, Goals, & Strategies

Priority I: Effective Academic Programs

Goal 1: Increase Student Achievement

- Aligned instructional system;
- Extended learning opportunities;
- High quality teachers in each classroom;
- Restructure schools; and
- Evaluation of academic programs.

Goal 2: Create Healthy School Cultures

- Effective Schools Initiative;
- Attendance and truancy initiative; and
- Student government associations.

Goal 3: Improve Graduation Rate, Reduce Dropout Rate

- High school renewal initiative; and
- District-wide pre-K-12 progression plan.

Goal 4: Improve Internal Communication

- Internal communication plan;
- Teachers' Roundtable;
- Principals' Roundtable;
- Students' Roundtable; and
- Student forums.

Goal 5: Progression Planning For School and Administrative Positions

- Principals' and Assistant Principals' preparation program.

Goal 6: Increase Academic Rigor

- Gifted and talented program;
- Honors and advanced placement; and
- International Baccalaureate program.

Goal 7: Professional Development (teachers and administrators)

Priority II: Safe, Caring and Orderly Schools

Goal 1: Create Schools with Healthy School Cultures and Climates

Goal 2: Improve Student Discipline

- Review and revise student code of conduct;
- Expand alternative schools;
- In-school suspension programs; and
- Professional development (classroom management).

Goal 3: School Uniforms (elementary/middle)

Goal 4: Student Advisories

Goal 5: Character Education

Goal 6: Review and Revise Student Assignment/School Choice Plan

Goal 7: Facilities are clean and safe and meet 21st century learning standards

Priority III: Family and Community Engagement

Goal 1: Create Family and Community Engagement Plan

- Parent/teacher organizations in each school;
- District-wide PTA/PTO council;
- Ad hoc community-based committees and task forces; and
- Annual community forums.

Goal 2: External Communications Plan

Goal 3: Customer Service Focus (Schools)

- Professional development for all staff; and
- Translation and interpretation services.

Goal 4: Partnerships with Community Organizations, Agencies, and Institutions

- CEO roundtable;
- Roundtable for institutions of higher education; and
- Faith-based initiatives.

Goal 5: Full Service Schools (Community Schools)

Goal 6: Parent Education

Priority IV: Efficient and Responsive Operations

Goal 1: Increase Accountability for Performance

- Revise performance appraisal system;
- Periodic assessment of services;
- Team building at all levels;
- Revamp operational procedures;
- Automate administrative functions; and
- Whistle-blowers box.

Goal 2: Customer Service Focus

- Improve internal communications;
- Improve responsiveness to current and emergent needs district-wide;
- Professional development in best practices for operational functions; and
- Suggestion box (online and at district office).

Goal 3: Increase Capacity

- Reorganize and restructure district administration;
- Professional development; and
- Update technology and instructional applications.

Accomplishments:
2009-2010 through 2013-2014 School Years

Since the development of Bright Futures, the district has aggressively implemented many of its strategies, such as:

1. Transformed (reorganizing and re-staffing) its large comprehensive high schools into autonomous small schools (Eastside and John F. Kennedy High Schools);

2. Restructured elementary schools:

   a. Restructured lowest performing elementary schools (Schools 4, 6, & 10);

   b. Opened Gifted & Talented Academy (at School 28);

   c. Opened Newcomers School (at School 11);

   d. Opened two new middle schools – grades 6-8 (New Roberto Clemente and Don Bosco);

   e. Restructured School 15 from grades K-8 to a pre-K-grade 5 elementary school; and

   f. Added in-district pre-K classes (Madison Avenue, School 6, 10, 24, 28 & St. Mary's Early Learning Center).

3. Converted all high schools into "thematic schools of choice" (All incoming ninth graders and tenth graders choose the high school they attend);

4. Created Five Full Service Community Schools (Schools 4, 5, 6, 15 & New Roberto Clemente);

5. Created new performance-based teacher & administrator evaluation systems;

6. Conducted professional development to build capacity among principals and staff;

7. Re-assigned principals to accomplish a more effective "goodness of fit" to improve student achievement;

8. Trained staff and implemented the new Common Core State Standards;

10. Implemented high impact interventions for students performing below proficient in mathematics and/or language arts literacy on NJASK and HSPA;

11. Created and implemented pre-kindergarten through grade 3 literacy initiative;

12. Ended social promotion; implemented mandatory summer programs to enable students to advance to next grade;

13. Revised district's Safety & Security Plan;

14. Developed and implemented Internal & External Communications Plan;

15. Produced the best fiscal audits for the district since State control began in 1991;

16. Reorganized and re-staffed district operational divisions;

17. Created the state's first curriculum based student-operated credit union;

18. Created a continuum of Alternative Education schools and services to meet the needs of students for whom traditional high schools were not meeting their unique and special needs;

19. Acquired grant funding to support school improvement initiatives:

    a. Promise Community Grant to support Full Service Community Schools - $2.3 million;

    b. Affordable Care Act Grant for School-Based Health Centers in Full Service Community Schools - $500,000;

    c. Talent 21 grant to support technology initiatives - $2.2 million;

    d. School Improvement Grants (SIG) for Schools 4, 6, 10, and New Roberto Clemente - approximately $16 million year-to-date;

    e. 21st Century Community Learning Centers Program (2012-17) - $2,647,900;

    f. The Race-to-the-Top Phase 3 (RTTT3) to support the implementation of the revised Principal and Teacher Evaluation System - $1,271,064;

    g. HRSA: School Based Health Center Capital Program for School 6 & School 15 (2012-14) - $500,000;

    h. Lowe's Community Improvement Grant for School 4 - $100,000;

    i. Excellent Educators for New Jersey (EE4NJ) Pilot Program Principal Effectiveness Evaluation System - $50,000; and

    j. Optimum Lightpath Grant for PANTHER academy to purchase equipment for a digital astronomy laboratory- $10,000.

20. Evaluataed and restructured district's Special Education program in order to better align instruction and provide quality service; evaluated ELL program for 2014-15 restructuring; and

21. Piloted "Breakfast After the Bell" program (breakfast served in the classroom) at six elementary schools to highly positive results which will lead to full roll-out in 2014-15 school year.

These and other changes have contributed to improvements in student academic outcomes:

1. HSPA LAL scores grew from 49.7% in 2009 to 71.8% in 2013 to 74.6% in 2014 with 91.4% of general education students at or above proficient;

2. HSPA mathematics scores have increased from 31.9% in 2009 to 43.2% in 2014 with 53.7% of general education students at or above proficient;

3. The district's graduation rate using the cohort method for the 2014 graduating class grew to 74.2% as compared to 45.6% in 2009;

4. The total number of high school seniors who plan to attend a four year college increased 33% from 2010 to 2014;

5. The percentage of students in grades 3-8 performing at or above proficient in language arts increased from 35.5% in 2010-11 to 40.1% in 2012-13, from 49.1% to 52% in mathematics and from 58.7% to 61.2% in science;

6. The total number of elementary students who obtained perfect math scores on NJASK continued to increase (up 124% since 2011), with 251 students receiving perfect scores on math and/or science in 2014; and

7. Rosa L. Parks School of Fine & Performing Arts, Academy of Health Science (HARP) and International High Schools achieved "Bronze" recognition for being among the best high schools in New Jersey (according to U.S. News and World Report).

District Transformation Initiatives: 2013-2014

For the 2013-14 school year, the school instituted additional steps to accelerate improvements in academic and non-academic outcomes. In the spring of 2012, the district identified additional school and district improvement objectives and strategies to accelerate increases in student academic outcomes. Aligned with *Bright Futures'* goals, the objectives were:

- Build healthy school cultures and climates;
- Redesign critical processes and procedures;
- Revise teacher and administrator evaluation systems;
- Implement Common Core State Standards;
- Implement high impact academic interventions for low performing students;
- Strengthen the district's assessment system;
- Build capacity among staff;
  - o Teachers;
  - o Principals and vice-principals; and
  - o District administrators and supervisors.

School improvement strategies aligned with each objective are noted in Illustration 3.

Illustration 3: District Transformation Initiatives 2013-2014

Robust Assessment System	Common Core	Healthy School Culture	Capacity Building	Teacher/ Principal Evaluation	High Impact Interventions	Efficient Operations
Star Math & ELA	Univ. of Pittsburgh IFL	Effective Schools	Univ. of Pittsburgh IFL	Focal Point	Innovation Zone	Fiscal Cliff Planning
PARCC	Model Curriculum	NJPBSIS	K-3 Literacy Initiative	Leadership Institute	RAC	Five-Year Facilities Plan
		Elementary School Choice	School & District Restructuring & Re-staffing		End Social Promotion	Strategic Planning
		Principals' Autonomy	ELL Restructuring		Attendance Initiative	
			Special Education Restructuring		Graduation Enhancement	
					NJPBSIS	

A Comprehensive and Robust Interim Assessment System

Consistent with state requirements, the district annually administers the New Jersey Assessment of Skills and Knowledge (NJASK) to all students in grades three through eight. Similarly, the High School Proficiency Assessment is administered to students in grade eleven. Fourth and eighth graders in the district participate in the state's science testing.

Among the strategies for improving student achievement in the district is frequent and regular use of interim assessments. This is accomplished through formative assessments that are administered to monitor student academic growth and to inform teaching. Classroom teachers use the results to determine if students have accomplished mastery of content to desired expectations and targets. Formative assessments used in the district include Renaissance Learning's STAR Math and Reading, the Preliminary Scholastic Aptitude Test (PSAT), and the Model Curriculum Unit Assessments.

Renaissance Learning Star Mathematics and English Language Arts Assessments

Renaissance Learning's assessment tools are short-cycle interim assessments that provide formative assessment and periodic progress-monitoring to enhance delivery of the core curriculum and support differentiated and personalized instruction in reading, writing and mathematics. All students take the fifteen minute computerized tests once each nine-week grading period.

STAR assessments are aligned to the Common Core State Standards (CCSS) and state-specific standards so teachers can assess mastery. They are also linked and aligned to standards and tests for 50 states and the District of Columbia to help identify students at risk of not meeting.

Test results that are available to teachers immediately upon completion by students provide actionable information that helps drive curriculum and instruction decisions quickly and intuitively. Key features include:

- **Reports** that provide information on screening, progress-monitoring, instructional planning, state standards, CCSS standards, and state performance;
- **Skills-based testing** to assist teachers with instructional planning;

- **Benchmarks** to show if a student is on track to reach proficiency or in need of intervention; and
- **Tools** such as learning progressions for math and reading and Student Growth Percentile measurements.

For this school year, we have continued utilizing STAR Assessments for student growth objectives which are part of TeachNJ and AchieveNJ regulations.

Critical-Thinking Aptitude Tests

At the high school level, the Paterson Public School District annually administers the Preliminary Scholastic Aptitude Test (PSAT) to all students in grades 9, 10, and 11. The PSAT measures critical reading skills, math problem-solving skills, and writing skills.

At the elementary level, Paterson's Gifted & Talented Academy utilizes The Test of Critical Thinking (TCT) to assess critical thinking in students in grades 4 through 8. The TCT consists of ten short stories or text scenarios, each of which is followed by several multiple choice questions that require students to employ critical thinking, rather than reading comprehension skills, to select correct responses.

PARCC

The Partnership for Assessment of Readiness for College and Careers (PARCC) is a group of states—including New Jersey—that have come together to develop high-quality student assessments aligned with the new Common Core State Standards in English, language arts/ literacy and mathematics. In the spring of 2015, these computer-delivered assessments will replace previous state tests in those subjects.

For the past five years, our school district has been focused on a mission to prepare all children for college and career. The PARCC assessments – which are different from previous State assessments (i.e. NJASK and HSPA) – are designed to measure whether students are on track for college or careers. To this end, PARCC assessments ask students to demonstrate critical-thinking and problem-solving skills

in an in-depth manner. Students are asked to answer various types of questions, show their work, and explain their reasoning.

The Paterson Public Schools District participated in the Partnership for Assessment of Readiness for College and Careers or PARCC field test administration during spring 2014. During this field administration approximately twenty-five schools participated, including elementary, middle, and high schools. The district strategically utilized its resources to ensure the most optimal environment for over 2,000 students who participated in the PARCC field administration. This was a cross-divisional endeavor impacting many facets of the district including the Departments of Technology, Assessment, Information Management Services, Office of Academic Services, and the Office of Special Programs. Departments

were deployed throughout the district to support the administration of the assessments.

There were many aspects of the PARCC field administration to be celebrated, such as the smooth administration, and the use of technology support onsite to rectify possible challenges in an expeditious manner.

As the district reflects and seeks to refine the PARCC process, consideration to the level of student preparedness is a key element to furthering the success level of the district. Thus, the Office of Academic Services and the Department of Instructional Technology are seeking out more explicit instructional approaches to support students' use of technological tools. Through these instructional approaches students will become more familiar with integrated technological tools and appropriate usage within the assessment process. As a result, debriefings were conducted to address matters pertaining to timely feedback, responsiveness to infrastructural matters beyond the district's purview, and assessment items. These collective efforts will make for the formal PARCC implementation within the upcoming school year more effective.

Common Core State Standards

The Common Core State Standards initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). In June 2010, the New Jersey State Board of Education (NJBOE) and the New Jersey Department of Education (NJDOE) adopted the Common Core State Standards (CCSS). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce.

The standards are informed by the highest, most effective models from states across the country and from countries around the world, and provide teachers and parents with a common understanding of what students are expected to learn. Consistent standards will provide appropriate benchmarks for all students across the nation.

These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses, and in workforce training programs. The standards:

- Are aligned with college and work expectations;

- Are clear, understandable and consistent;

- Include rigorous content and application of knowledge through high-order skills;

- Build upon strengths and lessons of current state standards;

- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and

- Are evidence-based.

Model Curriculum

To assist districts and schools with implementation of the Common Core State Standards and New Jersey Core Curriculum Content Standards, The New Jersey Department of Education provides a "model" that serves as an example from which to develop or align their curriculum and/or a product they can implement. Each unit contains targeted student learning objectives (SLOs) that explain what students need to know and be able to do within the unit. The six-week formative assessments included in the model curriculum help clarify the level of rigor expected from the standards and provide a broad set of assessment tools that are often difficult for districts and schools to create on their own.

Currently, the Paterson Public School District aligns English Language Arts (ELA), mathematics,

world languages, art, music, and history to the model curriculum which is aligned to the Common Core State Standards.

The University of Pittsburgh/Institute for Learning

The University of Pittsburgh's Institute for Learning (IFL) is a non-profit organization dedicated to improving the education and achievement of all students, especially those traditionally underserved. Their research-based curriculum materials, assessment instruments, and professional development build instructional and leadership capacity of teachers and administrators, and provide students with high quality instruction and learning opportunities that align with the Core Curriculum Content Standards (CCCS), Common Core State Standards (CCSS) and emerging assessments. Their work is rooted in the research on teaching and learning that confirms that virtually all students, if they work hard at the right kinds of learning tasks, in the right kinds of environments, are capable of high achievement.

The IFL base their work on nine *Principles of Learning*, which was introduced to Paterson Public Schools in the 2011-12 school year. They are:

1. Organizing for Effort;
2. Clear Expectations;
3. Fair and Credible Evaluations;
4. Recognition of Accomplishment;
5. Academic Rigor in a Thinking Curriculum;
6. Accountable Talk;
7. Socializing Intelligence;
8. Self-management of Learning; and
9. Learning as an Apprenticeship.

In year 3 of our work with the Institute for Learning we expanded the number of English Language Arts units so that all students in grades K-10 were exposed to at least one IFL unit. This provided continuity of instruction and allowed us to focus our professional development on choosing rigorous texts and efforts based learning. We utilized a "train the trainer" model in ELA to allow the district to train approximately 1100 ELA teachers utilizing both pull out, Professional Learning Communities (PLC's), grade level meetings, and job-embedded modeling methods. Math provided extensive PD for two cohorts of teachers, those with previous IFL training, and those new to IFL. The focus was on providing teachers with in depth knowledge around the conceptual based model for math, asking

assessing and advancing questions, and focusing student's work time grappling with cognitively demanding tasks. Both science and social studies teachers received training around the IFL Principles of Learning and the integration of ELA into science and social studies classrooms.

Healthy School Culture

Effective Schools Model

The Paterson Effective Schools model includes ten dimensions of school effectiveness which are grounded in *The Seven Correlates of Highly Effective Schools* (Larry Lezotte) as well as research and practice on professional development and school culture. Paterson's model is patterned after similar models successfully implemented in the Hillsborough County Schools in Tampa, Florida and The Providence Public Schools, in Providence, Rhode Island. Each of the model's dimensions includes indicators that define effective, specific observable practices which will:

1. Provide a blueprint or roadmap for creating and maintaining effective schools;
2. Serve as a curriculum for continuous professional development for school and district administrators and teachers;
3. Provide tools for gathering consistent information to determine a school's strengths and areas in need of improvement in the context of effective schools' research and practice;
4. Provide uniform expectations and practices for all schools;
5. Serve as the basis for assessing the effectiveness of individual schools; and
6. Provide a common set of "Correlates" or "Dimensions" through which Comparability of Education Quality can be assessed and assured – a lens through which all schools can be viewed.

Research has clearly demonstrated that a school that rates high on the first nine effectiveness dimensions is highly effective in meeting the needs of all its students. To this end, each school will use a locally developed assessment instrument to internally assess its performance on all ten dimensions of the model. This instrument will assess the attitudes and impressions of school faculty (teaching and non-teaching staff), parents and students. The results of the assessments will be used in the development of individual school improvement plans and will inform performance appraisals of principals.

Several guiding assumptions provide the foundation for this model:

1. All students under the right conditions can achieve at high levels;
2. The unit of analysis for school effectiveness must be the school; the unit of analysis for effectiveness within each school must be the classroom;
3. The effectiveness of every school must be assessed; no school will be exempt from analysis;

4. Improving school effectiveness is non-negotiable; every school's effectiveness can and will be maximized;

5. When evaluation data suggest that a project or program no longer contributes to the effectiveness of the school or district, or to the realization of the district's vision or mission, it will be discontinued; and

6. Pre-existing expectations and behavioral norms not aligned to the model will norms are no longer acceptable mentalities.

The Ten Dimensions of School Effectiveness are:

1. Principal as Leader: The principal leads, manages and communicates the total instructional program to staff, students and parents;

2. Clearly Stated Vision and Mission: The school's vision/mission is clearly articulated and understood;

3. High Expectations: The staff believes, demonstrates and promotes the belief that all students can achieve at a high level;

4. Assessment and Monitoring: Student academic progress is monitored frequently with a variety of assessment instruments;

5. Instructional Delivery: Teachers consistently use effective teaching practices and allocate a significant amount of time to instruction in essential content and skill areas;

6. Safe, Caring and Orderly Environment: The school's atmosphere is orderly, caring, purposeful and professional;

7. Parent and Community Involvement: Parents support the school's mission and play an active role in its achievement;

8. Professional Development: Professional development for all faculty and staff supports the instructional program;

9. School Culture: The school's culture, climate, or both are responsive to and support the needs of the students, parents and community; and

10. Ethics in Learning: The school community is innovative in modeling and building a school culture that is characterized by integrity, fairness and ethical practices.

Successful implementation of this model requires that all dimensions are fully implemented. Successful implementation requires that all stakeholders, including unions, community partners, parents, and colleges and universities work collaboratively.

NJPBSIS (Positive Behavior Support in Schools (PBSIS)

PBSIS is an integrated system of support that is being implemented in 24 of the district schools. Paterson is unique in the state, as typically one or two schools in a district will adopt this process. PBSIS promotes and encourages positive social behavior and climate school-wide, applies function-based problem solving to address the needs of students engaging in repeated behavior problems and engages staff in routine reflection and data-based decision making to guide intervention planning.

We are working collaboratively with the DOE/Office of Special Education representatives and the Boggs Center at Rutgers University and members of the Regional Achievement Center (RAC) to support and monitor training, school wide activities and implementation.

Schools 5, 13, and NRC began in 2012-13 and completed Year 2. They are at the full implementation stage. Elementary schools 2, 3, 4, 6, 8, 10, 11, 12, 18, 20, 21, 24, 25, 26, 28, Rev. Dr. Martin Luther King, Jr., Don Bosco Middle School, as well as Great Falls, Destiny, Silk City and YES (alternative high school academies) began training last year and will receive one more year of training and support.

Each school has developed school-wide and classroom-wide rules and incentive programs to encourage positive school-appropriate behaviors. Each school has selected a core or universal team. Child Study Teams have received training on Function-based Problem Solving in which specific interventions are developed that focus on social skill instruction, goal-setting and mentoring to facilitate socially appropriate behavior among students at risk for developing chronic behavior problems. Guidance Counselors will be trained in the 2014-15 school year in this process, as intervention planning usually begins through the Intervention & Referral Service (I&RS) group.

HIB Culture and Climate

As noted by the State's Bullying Commission: "bullying and peer harassment is a function of school climate". To that end the district has taken very aggressive strides in implementing the State's Anti-Bullying Bill of Rights (ABR) legislation to: "Develop, foster and maintain a positive school climate by focusing on the on-going, systemic process and practices in the school and to address school climate issues such as Harassment, Intimidation and Bullying (HIB)." In the 2013-14 school year, the district has: trained every employee on the district's HIB policy, established School Safety Teams (SST's) at every school, and trained the SST's on their role in promoting a positive school culture that is conducive to teaching and learning, based upon mutual respect and shared values. The district has implemented an online paperless reporting system to accurately track HIB (and Affirmative Action) investigations, ensuring compliance with State reporting timelines. Additionally, the reporting system has allowed SST's to

monitor HIB trends by month, time, location, grade and other distinguishing characteristics in order to address trends at the school level.

Moving forward, the district plans to integrate culture and climate initiatives in the schools and at the district level much more closely, coordinating HIB, Affirmative Action and PBSIS efforts in order to improve practices, allow for better utilization of resources, eliminate redundancy, and streamline reporting and compliance.

Capacity Building

Pre-K – Grade 3 Literacy Initiative

In grades pre-K through grade 3, the literacy initiative has focused on aligning our curriculum, resources, and instructional practices to the Workshop Model. The district has prioritized training to include both pull-out and job-embedded modeling of the "I Do, We Do, You Do" philosophy. Time expectations have been set and sample schedules have been created to provide guidance for mini-lessons, guided reading, independent reading, and read-aloud components. Core resources have been updated, and are inclusive of phonics, independent reading, guided reading, and writing workshop materials. Teachers are in Year 2 of Writing Workshop training, which has included several sessions with a consultant who reviews the model, assists with lesson planning and analysis of the unit, and conducts model lessons live in Paterson classrooms. For intervention the district is planning to provide cohesion around the programs utilized by our intervention teachers and reading specialists. The district is currently training a Reading Recovery teacher leader, and training two additional reading specialists in Reading Recovery. The goal is to train all reading specialists in Reading Recovery (in house) and have all intervention teachers utilizing the Leveled Literacy Intervention program. This, combined with the efforts in the literacy classrooms, will allow our pre-K through grade 3 students to become confident readers.

IFL 2013-2014

In year 3 of our work with the Institute for Learning we expanded the number of English Language Arts units so that all students in grades K-10 were exposed to at least one IFL unit. This provided continuity of instruction and allowed us to focus our professional development on choosing rigorous text and efforts based learning. We utilized a train the trainer model in ELA to allow the district to train approximately 1100 ELA teachers utilizing both pull out, PLC's, grade level meetings, and job-embedded modeling methods. Math provided extensive PD for two cohorts of teachers, those with previous IFL training, and those new to IFL. The focus was on providing teachers with in depth knowledge around the conceptual based model for math, asking assessing and advancing questions, and focusing student's work time grappling with cognitively demanding tasks. Both science and social studies teachers received training around the IFL Principles of Learning and the integration of ELA into science and social studies classrooms. High school history teachers and biology teachers received training. Middle school science teachers received training on a specific IFL unit that provided practical examples of ELA and science integration.

School/District Restructuring

During the four years since 2009, the district has restructured a number of elementary and high schools. Schools identified for restructuring typically were not meeting academic targets or had pervasive staff or discipline challenges that otherwise impeded progress. Specific changes that occurred included a combination of changes in:

- leadership and administrative structure;
- faculty and staff;
- students;
- grade configuration; and
- curriculum and instructional approaches, including the addition of thematic or special programs.

In most instances the schools were closed and reopened as a newly configured school with a new principal, new faculty, new students, and often new instructional programming. The district began by restructuring and re-staffing its high schools into autonomous small thematic choice schools and reconfigured and re-staffed three of its elementary schools.

During the 2012-13 school year, the district restructured schools 11, 15, 28, and New Roberto Clemente. New programs included an Academy for the Gifted & Talented at School 28, a Newcomers program at School 11 for non-English speakers new to the district, a middle school at New Roberto

Clemente, and a newly configured K-5 elementary school at School 15. In the 2013-14 school year, the district added pre-K seats at Schools 6, 10 and 28.

Special Education

The Department of Special Education has implemented the recommendations of the Center of Research and Evaluation on Education and Human Services (CREEHS) at Montclair State University. The department has aligned its mission and vision to the district to allow for more inclusive programs and services for all students with academic or behavioral challenges.

The district restructured the self-contained programs to increase student achievement and allow for more effective collaboration with general education staff and peers. Programs are in centralized locations, and classes are organized to include not more than two grade levels. Special education teachers are included in all curriculum trainings. Additional training opportunities for both general education and special education teachers includes multisensory reading strategies and IFL. Child Study Team members and building administrators receive monthly training that focuses on compliance and curriculum.

The department implemented a shared drive on the district network to enhance program monitoring. Building administrators, Special Education administrators, and Child Study Teams are able to view special education program and procedural information in real-time. Additionally, there is a coordinated supervisory structure in place to disseminate current information to staff and monitor compliance.

The district's comprehensive procedural manual has been revised to ensure district policies and procedures are aligned to state code and provides clear responsibilities for achieving and maintaining compliance.

Restructuring Programs for English Language Learners (Bilingual)

The district began its work to restructure the bilingual/ESL program for grades 6-8 in order to close the achievement gap of English Language Learners (EL) as compared to their general education peers. In an effort to maximize our resources and increase the learning opportunities of these students, plans are underway for the 2014-15 school year, which will include a consolidation of classrooms, district wide. Some of the same logistics from the district's Special Services Program (who conducted a restructuring last year) were used to guide our approach and decision making process throughout this exercise. Specific sites will be identified for self-contained learning environments for our ELs in grades 6-8. We have mapped the district according to the student projected count for each of these grades based on the ELs who have a composite proficiency level (as measured by the ACCESS for ELs or W-APT) of 3.4 or

less. The research is abundant on the benefits of having these students receive instruction in their native language, while providing intensive ESL. ELs with a level of 3.5 or higher will be placed in a mainstream setting with ESL support.

Teacher And Principal Evaluation Systems

For the 2013-14 school year, with the assistance of Focal Point, Paterson Public Schools implemented the teacher and principal evaluation system throughout the district. Building on key learnings from the pilot implementation of the 2012-13 school year, the district created an implementation timeline to ensure that each teacher received the appropriate number of observations and that observation practices were aligned with the expectations outlined in AchieveNJ. With a keen focus on instructional leadership and effective instructional practices, school leaders aimed to improve the quality of the feedback they provided to their staff.

Understanding that the system is one of both evaluation and support, the district aligned professional development for teachers, supervisors, vice principals and principals with the observation system. Specifically, observers of teachers received training on providing meaningful feedback, as well as identifying specific evidence of best instructional practices. Teachers received workshops on utilizing multiple strategies to meet the needs of diverse learners. In recognition of the district's solid implementation of the observation and evaluation system, the New Jersey Department of Education invited the district to be its partner to share best practices with them and other districts. There were six other districts statewide who were also invited to partner with the Department.

In preparation for the 2014-15 school year, district leaders collaborated to plan the implementation of rubrics for support services staff and supervisors. While the State does not require these groups to be evaluated with rubrics, the district believes that the use of rubrics throughout the district will provide greater clarity regarding expectations, and increase opportunities to provide support. The process for developing the support services tools included a review of job descriptions and feedback sessions with key stakeholders. Because the support services and supervisor tools are also Focal Point tools, standards and expectations for all instructional staff are consistent throughout the district.

Although the district is pleased with the first year's implementation, it recognizes that the first year was a foundation for the ongoing work to strengthen leadership, improve teacher practice and advance student achievement. With this in mind, a collaborative of leaders from four departments has formed to continue to gather, analyze and share data that will inform professional development and instruction. Leaders from the Departments of Assessment, Accountability, Professional Development and Academic

Services are charged with ensuring this work is ongoing for the continued improvement of instructional practices at every level.

High Impact Interventions

Initiatives being implemented in the district to improve student achievement and other outcomes include research-based strategies and programs that have proven highly effective in producing and sustaining desired outcomes from students and staff over time as well as "high impact strategies" or programs designed to accelerate increased achievement among the lowest performing students on a much shorter timeline. Implementing the IFL's Principles of Learning represents a highly effective and research-based long term strategy. Technology driven reading or math programs such as Read 180 represent a highly effective short-term strategy.

This section is intended to describe the various high impact strategies being implemented in the district:

Paterson Innovation Zone

In 2010-11, the district took a major step toward accelerating improvement in academic and non-academic outcomes with the creation of The Paterson Innovation Zone. The aim of the initiative is to accelerate achievement by creating an aligned instructional system, building capacity among teachers and principals, creating a strong district-level support system, and involving parents and community partners. Schools involved in this endeavor the first year included twelve of the district's lowest performing elementary schools, one of its highest performing elementary schools, three of its lowest performing high schools, two of its highest performing high schools, and one local charter school. All of the schools together comprised one administrative unit under the supervision of an Assistant Superintendent for Administration.

Regional Achievement Centers

In 2012, through New Jersey's waiver from provisions of the Elementary and Secondary Education Act (ESEA), the New Jersey Department of Education developed a new school accountability system to replace certain provisions of No Child Left Behind. One outcome of the waiver is the identification of priority, focus, and reward schools in the state. A Priority School is one "that has been identified as among the lowest-performing five percent of Title I schools in the state over the past three years, or any non-Title I school that would otherwise have met the same criteria. A Focus School is a school that has room for improvement in areas that are specific to the school such as low graduation rates or within-

school achievement gaps. Reward Schools are those with outstanding student achievement or growth over the past three years. As previously mentioned, Paterson includes six Priority schools and 18 Focus schools.

A second outcome of the waiver is the creation of Regional Achievement Centers (RAC). RACs represent a new system of seven field-based centers that are charged with working with school districts on making improvements in New Jersey's Priority and Focus Schools. RAC staff partner with Priority and Focus Schools to execute comprehensive School Improvement Plans aligned to the eight turnaround principles that are:

- **School Leadership:** The principal has the ability to lead the turnaround effort;
- **School Climate and Culture:** A climate conducive to learning and a culture of high expectations;
- **Effective Instruction:** Teachers utilize research-based effective instruction to meet the needs of all students;
- **Curriculum, Assessment, and Intervention System:** Teachers have the foundational documents and instructional materials needed to teach to the rigorous college and career ready standards that have been adopted;
- **Effective Staffing Practices:** The skills to better recruit, retain and develop effective teachers and school leaders;
- **Enabling the Effective Use of Data:** School-wide use of data focused on improving teaching and learning, as well as climate and culture;
- **Effective Use of Time:** Time is designed to better meet student needs and increase teacher collaboration focused on improving teaching and learning; and
- **Effective Family and Community Engagement:** Increased academically focused family and community engagement.

In addition to school improvement initiatives and strategies created and implemented by the district during the 2012-13 school year, the following RAC financed interventions were instituted in Priority and Focus schools.

- Onsite school-based supervisors; and
- Teacher mentor leaders (data, climate and culture).

The role of a school-based supervisor is two-fold: 1) to bring a higher level of support to principals and teachers, and 2) to bring a stronger and deeper level of pedagogy and increase content knowledge of Priority and Focus schools' staff.

End Social Promotion

In its continued efforts to end "social promotion" from one grade level to another, the district conducted a mandatory summer school program for grade 3 to 7 students who failed to meet performance targets during the school year. Additionally, summer school programs were offered for special education and bilingual children.

The staff selection process was overseen by the curriculum and instruction department. The summer school teachers were aligned to the content and grade level of students to effectively meet their needs. The curriculum is aligned with the Common Core State Standards and Renaissance interventions for math and reading.

Based on the content area identified in need of additional growth (math or ELA), students were engaged in 3.5 hours of daily instruction for a period of twenty days. Of the 18 school sites that were opened, 8 sites had librarians and open access library for additional reading during breakfast and lunch.

During the last three days of the mandatory summer school program, students were tested to identify how much growth they had achieved. The results 2,118 met their targets and were promoted to the next grade. In total, 475 were retained; however, 208 of these students were retained for not testing at the end of the summer.

Attendance Initiative

Research has shown that a student's attendance is directly correlated to his or her student achievement. Although our district's attendance rates have been maintained at a 91-93% average over the past few years, attendance in high school is below 90% and there are too many chronically absent children throughout all grade levels. Recognizing that future funding will depend partly on the district's average daily attendance, the district has embarked on an attendance initiative which began with the establishment of a committee charged with the review of the district's practices and procedures, as well as past attendance history and trends. The committee's work has led to the collaboration with outside organizations on a district-wide attendance campaign. Additionally, the district's internal attendance staffing model is being reviewed and revised in order to more efficiently monitor and address daily student attendance – particularly for those students who are chronically absent.

Graduation Enhancements

Among the high impact interventions implemented across the district to accelerate the achievement of academic and non-academic outcomes for all students, many focused specially on high schools and

high school students. The aim was not only to improve performance on the High School Proficiency Assessment (HSPA), but to improve the graduation rate, Implementation, drop-out rate, college acceptance and admissions rates, and parent engagement. Among the strategies are:

- District driven intensive mathematics intervention for teachers and students;
- Focus on students on the cusp;
- Transcript Reviews for all seniors and their parents/guardians;
- HSPA Prep classes:
    - Saturday, afterschool, boot camp, marathons, etc.;
    - Plato Learning;
    - Ipad tool intervention; and
    - Heightened awareness and focus (students, staff, & parents/guardians).
- SAT Prep classes;
- Focused learning walks:
    - Focal Point; and
    - IFL.
- Special Education Inclusive Programming; and
- Graduation enhancement strategies:
    - Credit recovery program; and
    - Twilight program (night school).

Accomplishments:
2013-2014 School Year

Process & Fiscal Outcomes

Since the development of Bright Futures, the district has aggressively implemented many of its strategies, such as:

1. New Jersey Department of Education returned control of the District Performance Review Indicator, Operations, back to the district;

2. New Jersey Department of Education recognized the district for its implementation of teacher/administrator evaluation systems;

3. The district has successfully negotiated new contractual agreement with the Paterson Education Association (PEA);

4. Trained and began implementation of NJPBSIS (Positive Behavior Support in Schools) initiative in all priority and focus schools, as well as alternative high schools;

5. Implemented new attendance initiative to improve student attendance rate across district, and to specifically address chronic absenteeism;

6. New Jersey School Development Authority is moving forward with the construction of two new elementary schools to open in fall 2016;

7. Implemented new teacher and principal evaluation systems; selected by NJ Department of Education;

8. Expanded service offerings at district's five Full-Service Community Schools: Schools 5, 6, 15, New Roberto Clemente and Dr. Frank Napier, Jr. School of Science and Technology;

9. Held several district community forums to provide our parents, staff and the local community with an update on the district's progress towards meeting our goals, and to discuss the planning underway as it pertained to district budgets and long-term facilities plan, as well as changes taking place inside the classroom – specifically the introduction of the Common Core State Standards and the movement to online testing for State assessments (PARCC);

10. Acquired grant funding to support school improvement initiatives;
    a. Two School Improvement Grants (SIG): School 6 – $1,944,811 and New Roberto Clemente - $1,952,882; and
    b. $30,000 for a Teacher Leader of Reading Recovery to be trained from New York University;

11. Auditor's Management Report (AMR) for the 2013-14 school year has once again resulted in no significant findings, no repeat findings, and no material weaknesses to report.

Academic Results

NJASK

During the 2013-14 school year, Paterson implemented the Common Core State Standards (CCSS) for mathematics grades 6 through 8. In analyzing the most recent NJASK results, it is important to note that the integration of PARCC standards began in the 2013 administration (excluding math grade 6-8). This is the first year since the roll-out of the CCSS for mathematics (grades 6-8).

Overall, the district's results, by grade, were relatively flat for mathematics (with the exception of grade 4 math, which was down by 2.3%) and either flat or down for ELA. Students in grades 6-8 continued to outperform grades 3-5 students in ELA. Conversely, students in grades 3-5 continued to outperform grades 6-8 students in math. Results for Special Education or Limited English Proficient students were up and down depending upon the grade and/or subject matter.

Since launching the District's Strategic Plan in 2009, the district has seen modest growth in language arts (up 1.6%) and steady growth in mathematics (up 7.2%). This is the final year of NJASK administration and the district will begin administering PARCC (see page 18) in March 2015.

2013 and 2014 Paterson Public Schools versus District Group Factor A (DFG A)

Grade 3

In 2014 Mathematics, Paterson Public Schools students exceeded the District Group Factor A in the following demographic subgroups Total Students (2.1%) and General Education (2.1%).

Grade 4

In 2014 Language Arts Literacy, Paterson Public Schools students exceeded the District Group Factor A in the following demographic subgroup Special Education (2.1%). In 2014 Mathematics, Paterson Public Schools students exceeded the District Group Factor A in the following demographic subgroups Total Students (2.0%), General Education (2.4%), Special Education (2.5%), and Limited English Proficient (1.4%).

Grade 5

In 2013 Language Arts Literacy, Paterson Public Schools students exceeded the District Group Factor A in the following demographic subgroup General Education (1.5%). In 2014 Mathematics,

Paterson Public Schools students exceeded the District Group Factor A in the following demographic subgroups Total Students (2.4%), General Education (3.8%), and Special Education (6.1%).

Grade 6

In 2013 Language Arts Literacy, Paterson Public Schools students exceeded the District Group Factor A in the following demographic subgroups Total Students (1.3%), General Education (3.6%), and Limited English Proficient (1.2%). In 2014 Language Arts Literacy, Paterson Public Schools students exceeded the District Group Factor A in the following demographic subgroup General Education (3.1%). In 2013 and 2014 Mathematics, Paterson Public Schools students exceeded the District Group Factor A in the following demographic subgroup General Education (1.3% and 3.1%, respectively).

Grade 7

In 2013 and 2014 Language Arts Literacy, Paterson Public Schools students exceeded the District Group Factor A in the following demographic subgroup General Education (2.3% and 5.6%, respectively). In 2014 Language Arts Literacy, Paterson Public Schools students exceeded the District Group Factor A in the following demographic subgroups Total Students (3.3%) and Special Education (1.1%). In 2013 Mathematics, Paterson Public Schools students exceeded the District Group Factor A in the following demographic subgroup General Education (1.1%). In 2014 Mathematics, Paterson Public Schools students exceeded the District Group Factor A in the following demographic subgroup Limited English Proficient (2.7%).

Grade 8

In 2013 and 2014 Language Arts Literacy, Paterson Public Schools students exceeded the District Group Factor A in the following demographic subgroup General Education (3.7% and 2.8%, respectively). In 2013 Language Arts Literacy, Paterson Public Schools students exceeded the District Group Factor A in the following demographic subgroups Total Students (1.6%) and Special Education (6.9%). In 2013 and 2014 Mathematics, Paterson Public Schools students exceeded the District Group Factor A in the following demographic subgroup General Education (2.4% and 2.9%, respectively). In 2013 and 2014 Science, Paterson Public Schools students exceeded the District Group Factor A in the following demographic subgroup General Education (1.1% and 2.0%, respectively).

2010-2014 NJASK 3-8 District Aggregate

Total Students – Language Arts

Year	Percentage
2010	36.7%
2011	35.5%
2012	38.1%
2013	40.1%
2014	38.3%
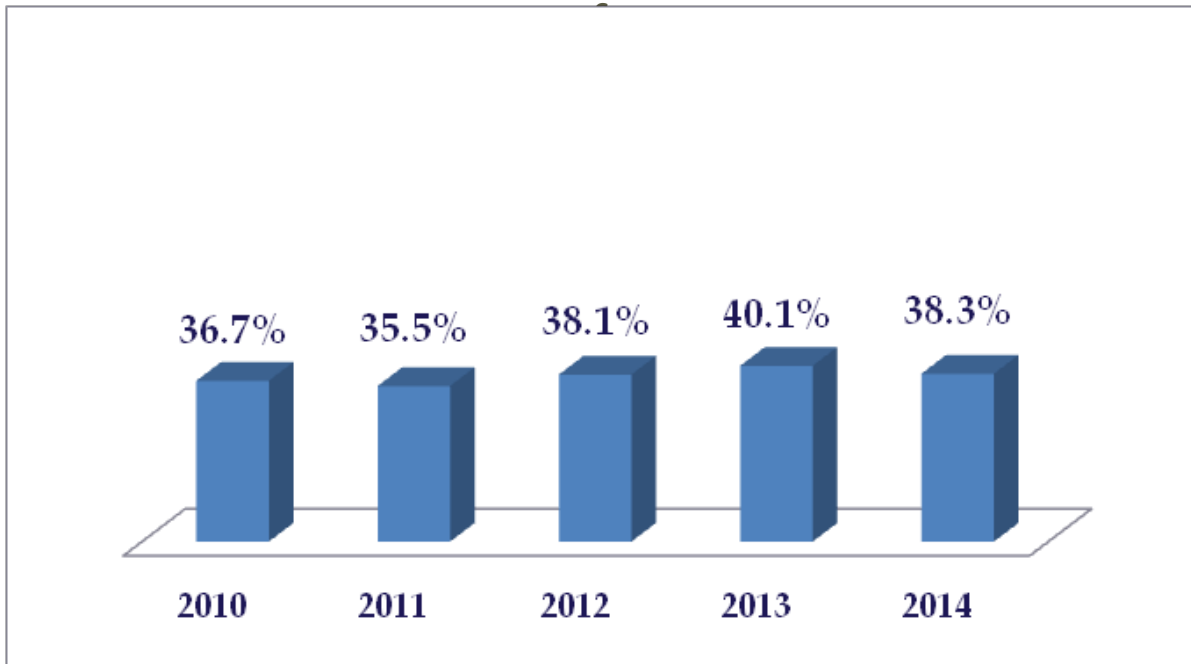
2010-2014 NJASK 3-8 District Aggregate

Total Students – Mathematics

Year	Percentage
2010	45.9%
2011	49.2%
2012	51.0%
2013	52.0%
2014	53.1%
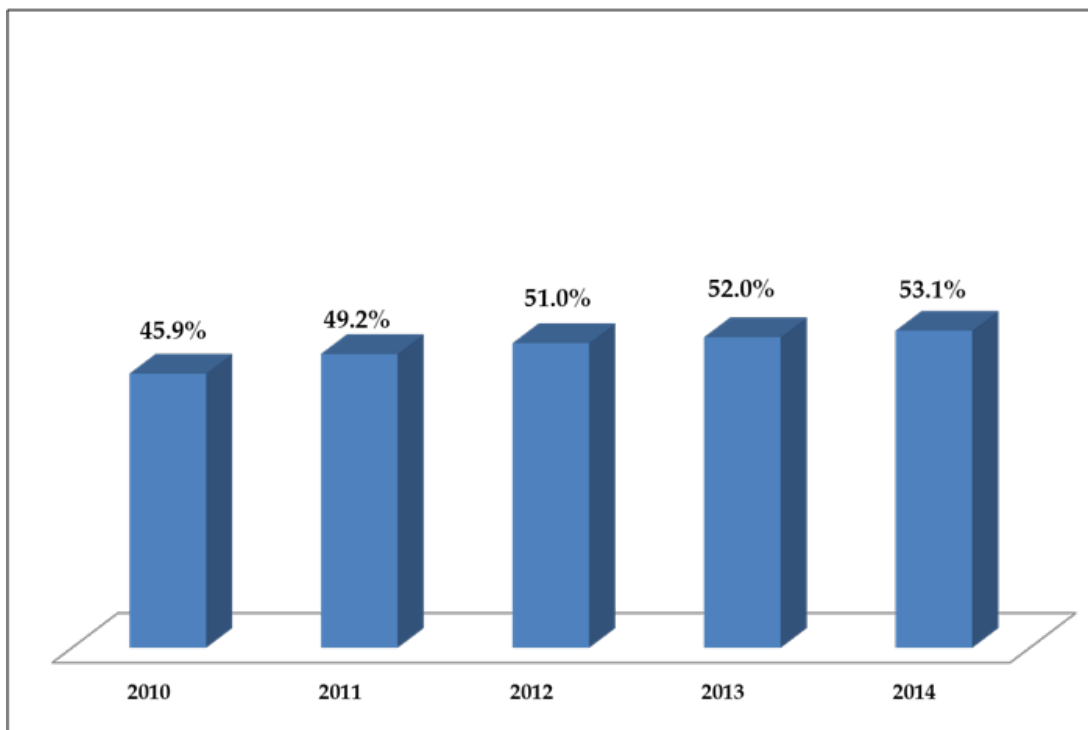
Percentage of Students in Grades 3-8 Proficient and Advanced Proficient in Language Arts, and Mathematics And Grades 4 & 8 in Science			
	2013	2014	
	Language Arts		
Demographic Group	% Proficient & above	% Proficient & above	2013/2014 +/-
Total Students	40.1%	38.3%	-1.8
General Education	50.0%	47.8%	-2.2
Special Education	11.9%	10.8%	-1.1
Limited English Proficient	21.8%	22.0%	0.2
	Mathematics		
Demographic Group	% Proficient & above	% Proficient & above	2013/2014 +/-
Total Students	52.0%	53.1%	1.1
General Education	62.4%	63.1%	0.7
Special Education	21.3%	22.5%	1.2
Limited English Proficient	38.3%	41.5%	3.2
	Science (grades 4 & 8)		
Demographic Group	% Proficient & above	% Proficient & above	2013/2014 +/-
Total Students	61.2%	60.5%	- 0.7
General Education	72.6%	72.7%	0.1
Special Education	33.3%	29.1%	- 4.2
Limited English Proficient	43.2%	43.0%	- 0.2

NJASK District Aggregate							
	2013			2014			
	Language Arts Literacy			Language Arts Literacy			
Grade	# Valid Score	# Proficient & above	% Proficient & above	# Valid Score	# Proficient & above	% Proficient & above	+/-
3-8	11791	4723	40.1	11636	4458	38.3	-1.8
3-5	5831	2020	34.6	5782	1890	32.7	-1.9
5-8	7867	3364	42.8	7762	3131	40.3	-2.5
6-8	5960	2703	45.4	5854	2568	43.9	-1.5
	Mathematics			Mathematics			
Grade	# Valid Score	# Proficient & above	% Proficient & above	# Valid Score	# Proficient & above	% Proficient & above	+/-
3-8	11854	6163	52.0	11678	6203	53.1	1.1
3-5	5862	3381	57.7	5810	3429	59.0	1.3
5-8	7913	3888	49.1	7783	3953	50.8	1.7
6-8	5992	2782	46.4	5868	2774	47.3	0.9
	Science			Science			
Grade	# Valid Score	# Proficient & above	% Proficient & above	# Valid Score	# Proficient & above	% Proficient & above	+/-
4 and 8	3945	2414	61.2%	3832	2318	60.5%	-0.7
4	1972	1408	71.4%	1869	1321	70.7%	-0.7
8	1973	1006	51.0%	1963	997	50.8%	-0.2

HSPA

There has been an increased focus on HSPA preparation in all district high schools. The Paterson Public School District is realizing significant gains in HSPA results for first-time test takers. These results include:

- The percentage of first-time takers of HSPA performing at or above proficient in language arts literacy increased from 49.7% in 2009 to 74.6% in 2014 – a 24.9 percentage point increase in 5 years; and

- The percentage of first-time takers of HSPA performing at or above proficient in mathematics increased from 31.9% in 2009 to 43.2% in 2014 – an 11.3 percentage point increase in 5 years. For 2014, mathematics performance decreased by 6.5 percentage points year over year.

Percentage of Students in Grade 11 Proficient and Above in HSPA Language Arts and Mathematics						
Language Arts Literacy	2009	2010	2011	2012	2013	2014
Total	49.7%	51.7%	59.5%	66.4%	71.8%	74.6%
General Ed.	72.3%	69.9%	76.0%	80.0%	88.6%	91.4%
Special Ed.	9.7%	15.6%	23.8%	37.0%	32.6%	39.9%
Limited English Proficiency	13.2%	22.1%	22.7%	30.0%	23.9%	40.2%
Total Enrolled	783	921	982	920	975	1,155
Valid Scores	775	897	942	889	957	1,142
Mathematics						
Total	31.9%	33.0%	30.9%	46.6%	49.7%	43.2%
General Ed.	47.3%	45.1%	41.2%	58.1%	60.7%	53.7%
Special Ed.	2.9%	7.3%	4.7%	13.9%	12.1%	9.4%
Limited English Proficiency	8.2%	15.1%	8.6%	27.4%	30.4%	31.1%
Total Enrolled	783	921	982	920	975	1,155
Valid Scores	765	906	936	897	950	1,138

HSPA Grade 11 2003-2014 Language Arts and Mathematics Proficient and Above												
Language Arts Literacy	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Total	56.9%	54.7%	53.8%	52.6%	56.3%	49.3%	49.7%	51.7%	59.5%	66.4%	71.8%	74.6%
General Ed.	73.3%	70.6%	70.4%	69.3%	74.0%	65.7%	72.3%	69.9%	76.0%	80.0%	88.6%	91.4%
Special Ed.	13.6%	6.1%	9.1%	7.3%	9.3%	8.3%	9.7%	15.6%	23.8%	37.0%	32.6%	39.9%
Lmtd. English Proficiency	10.0%	11.0%	8.1%	11.0%	11.6%	9.0%	13.2%	22.1%	22.7%	30.0%	23.9%	40.2%
Total Enrolled	809	968	1020	1091	1065	841	783	921	982	920	975	1,155
Valid Scores	791	958	984	1066	1039	814	775	897	942	889	957	1,142
Mathematics												
Total	39.9%	40.4%	47.2%	45.5%	39.7%	34.2%	31.9%	33.0%	30.9%	46.6%	49.7%	43.2%
General Ed.	48.5%	50.0%	58.7%	57.6%	52.4%	46.0%	47.3%	45.1%	41.2%	58.1%	60.7%	53.7%
Special Ed.	4.8%	9.1%	6.8%	4.5%	1.5%	1.9%	2.9%	7.3%	4.7%	13.9%	12.1%	9.4%
Lmtd. English Proficiency	30.7%	20.3%	26.7%	25.4%	16.1%	13.9%	8.2%	15.1%	8.6%	27.4%	30.4%	31.1%
Total Enrolled	809	968	1020	1091	1065	841	783	921	982	920	975	1,155
Valid Scores	791	951	964	1064	1033	811	783	906	936	897	950	1,138

SAT Results

The SAT assesses students in the areas of reading, writing, and mathematics. The district focused more aggressively on SAT preparation in the 2012 school year and as a result the mean scores for critical reading and writing have increased.

SAT Mean Scores						
Mean Score	2009	2010	2011	2012	2013	2014
Critical Reading	367	360	362	365	365	368
Mathematics	387	387	388	389	389	392
Writing	362	360	358	365	366	360

PSAT Results

The district replaced the Standard Proficiency Assessment (SPA) with PSAT in the 2011-12 school year for all ninth and tenth grade students. The College and Career Readiness Benchmarks are included in PSAT reporting to help educators better understand how many and also which students are on track to have the skills necessary for success in college.

PSAT October 2012			
Grade	Critical Reading (CR) Score	Mathematics (M) Score	Writing Skills (W) Score
	% Acceptable & Above	% Acceptable & Above	% Acceptable & Above
9	54.0%	67.9%	46.1%
10	56.3%	69.9%	50.3%

Graduation/Drop-Out Rate

Improving the graduation rate is a critical goal for the district. A number of initiatives were put into place including credit recovery programs and comprehensive transcript reviews for all high school seniors. Over the last several years the district has seen steady increases in both graduation rates and the number of students enrolling in college.

Paterson Public Schools Graduation/Dropout Rate*									
Graduation Year	Total Students**	Graduated		Dropouts		Transfers		Other	
		#	%	#	%	#	%	#	%
2009	2112	964	45.60	435	20.60	470	22.25	243	11.50
2010	1960	987	50.36	350	17.86	400	20.41	223	11.38
2011	1444	881	64.0%	85	5.9%	124	8.6%	354	24.5%
2012	1467	974	66.4%	141	9.6%	95	6.5%	257	17.5%
2013	1538	1109	72.1%	166	10.8%	98	6.4%	165	10.7%
2014	1542	1149	74.2%	164	10.6%	87	5.6%	142	9.2%

*The "Four-Year Cohort Method" was used to calculate the Graduation/Drop-out rates

**Total students entering 9th grade as a "cohort"

Additionally, in our continued efforts to reduce the drop-out rate we have continued to implement credit recovery programs including the Twilight School for our students, who due to job or other obligations, need to attend school for a limited time.

Paterson Public Schools Post-Graduation Plans				
	2013		2014	
Category	Numbers	Percentage	Numbers	Percentage
Total Students Enrolled	1290	N/A	1244	N/A
Total Received Diploma	1145	89%	1219	98%
Four-Year College	318	27.77%	379	31.09%
Two-Year College	586	51.77%	598	49.05%
Trade/Technical/Certificated Program	125	10.91%	103	8.44%
Military	32	2.79%	34	2.78%
Employment	84	7.33%	105	8.61%

Comprehensive State Review

Quality Single Accountability Continuum (QSAC)

In June 2014, the district received the placement scores of the latest Quality Single Accountability Continuum (QSAC) Full Review. The review process demonstrated that the district had made substantial and sustained improvement in the area of Operations. In fact, in the words of the Commissioner of Education "[Paterson Public Schools] has taken considerable steps to strengthen its capacity for the return of local control… and has invested heavily to develop a strong internal process for data quality, management and review." As a result, after more than 20 years the State Department of Education has granted the return of Partial Local Control in the area of Operations to the Paterson School Board, with efforts in place to realize the eventual return of additional areas of local control to the district if progress is maintained. The district's placement on the continuum is as follows:

DPR Areas	Initial Placement Full Review (7/2007)	Interim Review Placement (1/2010)	Interim Review Placement (12/2010)	Full Review Placement (9/2011)	Interim Review Placement (6/2013)	Full Review Placement (6/2014)
Instruction & Program	22%	28%	31%	33%	30%	32%
Fiscal Management	41%	45%	60%	51%	80%	84%
Governance	11%	44%	88%	88%	86%	74%
Operations	73%	67%	85%	70%	95%	85%
Personnel	60%	69%	90%	53%	80%	60%

Staff Attendance

In 2013-14 school year, Paterson Public Schools' staff attendance rate increased to 94.6% exceeding last year's rate by 2.1 percentage points.

Student Attendance

It is the district's goal to have a daily student attendance rate of 96% in every school. Currently, Paterson Public Schools has a three year average daily attendance rate of 92%. The district has developed a comprehensive action plan to increase student attendance (see page 31).

Paterson Public Schools' Average Daily Attendance		
Year	Elementary	High School
2009-2010	93.4%	88%
2010-2011	93.3%	85.1%
2011-2012	93.6%	85.2%
2012-2013	94.4%	89.0%
2013-2014	94.11%	89.34%

New Jersey Anti-Bullying Bill of Rights

The chart below summarizes the number of reported versus confirmed cases of Harrassment, Intimidation, and Bullying (HIB) districtwide for the 2013-14 school year.

HIB Total Report September 2013-June 2014
Total Reported: 536   Total Confirmed: 270

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
			2013					2014		
Reported	28	41	34	51	27	45	72	51	121	66
Confirmed	11	14	13	23	22	32	44	36	50	25
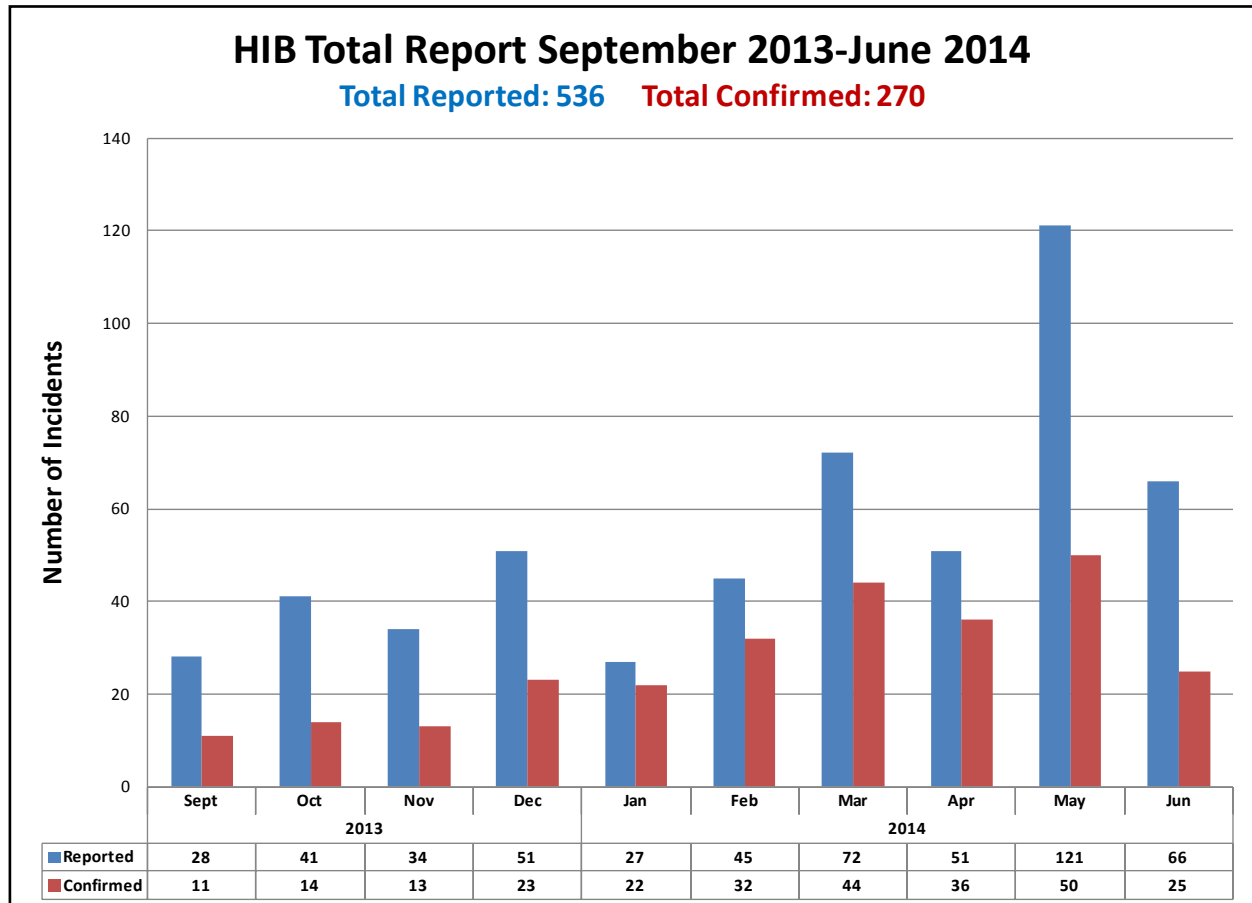
HSPA Results by High School

District			
	2013	2014	
	Language Arts Literacy	Language Arts Literacy	
Demographic Group	% Proficient and Above	% Proficient and Above	+/-
Total Students	71.8%	74.6%	2.8%
General Education	88.6%	91.4%	2.8%
Special Education	32.6%	39.9%	7.3%
Limited English Proficient	23.9%	40.2%	16.3%
Female	77.0%	79.5%	2.5%
Male	65.6%	69.3%	3.7%
	Mathematics	Mathematics	
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	49.7%	43.2%	-6.5%
General Education	60.7%	53.7%	-7.0%
Special Education	12.1%	9.4%	-2.7%
Limited English Proficient	30.4%	31.1%	0.7%
Female	48.2%	42.9%	-5.3%
Male	51.4%	43.5%	-7.9%

Academies at Eastside: Information & Technology			
	2013	2014	
	Language Arts Literacy	Language Arts Literacy	
Demographic Group	% Proficient and Above	% Proficient and Above	+/-
Total Students	53.5%	67.2%	13.7%
General Education	87.5%	90.0%	2.5%
Special Education	11.1%	46.7%	35.6%
Limited English Proficient	10.3%	26.1%	15.8%
Female	53.3%	60.5%	7.2%
Male	53.6%	70.1%	16.5%
	Mathematics	Mathematics	
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	37.7%	38.6%	0.9%
General Education	60.4%	53.4%	-7.0%
Special Education	12.5%	13.3%	0.8%
Limited English Proficient	6.9%	19.6%	12.7%
Female	27.6%	27.9%	0.3%
Male	42.9%	43.3%	0.4%

Academies at Eastside: Government & Public Administration

	2013	2014	
	Language Arts Literacy	Language Arts Literacy	
Demographic Group	% Proficient and Above	% Proficient and Above	+/-
Total Students	96.1%	95.8%	-0.3%
General Education	95.2%	97.5%	2.3%
Special Education	100.0%	100.0%	0.0%
Limited English Proficient	100.0%	75.0%	-25.0%
Female	93.0%	96.5%	3.5%
Male	100.0%	94.9%	-5.1%
	Mathematics	Mathematics	
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	71.1%	64.5%	-6.6%
General Education	69.4%	66.7%	-2.7%
Special Education	25.0%	40.0%	15.0%
Limited English Proficient	100.0%	75.0%	-25.0%
Female	65.1%	64.9%	-0.2%
Male	78.8%	64.1%	-14.7%

Academies at Eastside: Culinary Arts, Hospitality & Tourism

	2013	2014	
	Language Arts Literacy	Language Arts Literacy	
Demographic Group	% Proficient and Above	% Proficient and Above	+/-
Total Students	54.1%	74.2%	20.1%
General Education	76.1%	96.2%	20.1%
Special Education	33.3%	44.4%	11.1%
Limited English Proficient	13.8%	6.7%	-7.1%
Female	63.8%	77.5%	13.7%
Male	37.5%	67.5%	30.0%
	Mathematics	Mathematics	
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	54.1%	74.2%	20.1%
General Education	76.1%	96.2%	20.1%
Special Education	33.3%	44.4%	11.1%
Limited English Proficient	13.8%	6.7%	-7.1%
Female	63.8%	77.5%	13.7%
Male	37.5%	67.5%	30.0%

HARP Academy			
	2013	2014	
	Language Arts Literacy	Language Arts Literacy	
Demographic Group	% Proficient and Above	% Proficient and Above	+/-
Total Students	95.2%	83.4%	-11.8%
General Education	95.2%	91.7%	-3.5%
Special Education	100.0%	40.0%	-60.0%
Limited English Proficient	NA	75.0%	
Female	96.2%	86.0%	-10.2%
Male	90.9%	70.0%	-20.9%
	Mathematics	Mathematics	
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	82.5%	50.0%	-32.5%
General Education	83.9%	60.5%	-23.4%
Special Education	0.0%	0.0%	0.0%
Limited English Proficient	NA	50.0%	
Female	80.8%	50.0%	-30.8%
Male	90.9%	50.0%	-40.9%

PANTHER Academy			
	2013	2014	
	Language Arts Literacy	Language Arts Literacy	
Demographic Group	% Proficient and Above	% Proficient and Above	+/-
Total Students	85.7%	84.5%	-1.2%
General Education	88.7%	94.7%	6.0%
Special Education	33.3%	20.0%	-13.3%
Limited English Proficient	NA	83.4%	
Female	91.3%	76.5%	-14.8%
Male	81.8%	89.2%	7.4%
	Mathematics	Mathematics	2012/ 2013 +/-
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	64.3%	40.0%	-24.3%
General Education	67.9%	47.3%	-20.6%
Special Education	0.0%	0.0%	0.0%
Limited English Proficient	NA	16.7%	
Female	60.9%	29.4%	-31.5%
Male	66.7%	46.4%	-20.3%

International High School and Garrett Morgan Academy

Demographic Group	2013 Language Arts Literacy % Proficient and Above	2014 Language Arts Literacy % Proficient and Above	+/-
Total Students	93.5%	85.7%	-7.8%
General Education	94.9%	94.1%	-0.8%
Special Education	87.5%	52.9%	-34.6%
Limited English Proficient	0.0%	66.7%	66.7%
Female	94.5%	94.0%	-0.5%
Male	92.3%	78.2%	-14.1%
Demographic Group	Mathematics % Proficient and Above	Mathematics % Proficient and Above	
Total Students	79.4%	51.4%	-28.0%
General Education	82.7%	60.7%	-22.0%
Special Education	50.0%	17.6%	-32.4%
Limited English Proficient	0.0%	33.3%	33.3%
Female	80.0%	52.0%	-28.0%
Male	78.9%	50.9%	-28.0%

Academies at John F. Kennedy: Architecture & Construction

Demographic Group	2013 Language Arts Literacy % Proficient and Above	2014 Language Arts Literacy % Proficient and Above	+/-
Total Students	52.0%	56.7%	4.7%
General Education	83.4%	82.7%	-0.7%
Special Education	27.8%	26.1%	-1.7%
Limited English Proficient	12.5%	20.8%	8.3%
Female	54.5%	63.6%	9.1%
Male	51.3%	55.7%	4.4%
Demographic Group	Mathematics % Proficient and Above	Mathematics % Proficient and Above	
Total Students	42.0%	26.4%	-15.6%
General Education	62.5%	35.8%	-26.7%
Special Education	22.2%	13.0%	-9.2%
Limited English Proficient	25.0%	8.3%	-16.7%
Female	27.3%	16.7%	-10.6%
Male	46.2%	27.8%	-18.4%

Academies at John F. Kennedy: Business, Technology & Marketing

	2013	2014	
	Language Arts Literacy	Language Arts Literacy	
Demographic Group	% Proficient and Above	% Proficient and Above	+/-
Total Students	46.2%	65.3%	19.1%
General Education	80.0%	88.6%	8.6%
Special Education	11.8%	18.2%	6.4%
Limited English Proficient	0.0%	51.6%	51.6%
Female	55.3%	66.7%	11.4%
Male	33.3%	64.1%	30.8%
	Mathematics	Mathematics	
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	20.6%	32.8%	12.2%
General Education	32.4%	38.0%	5.6%
Special Education	6.3%	0.0%	-6.3%
Limited English Proficient	7.7%	33.3%	25.6%
Female	24.3%	34.5%	10.2%
Male	15.4%	31.2%	15.8%

Academies at John F. Kennedy: Science, Technology, Engineering & Math

	2013	2014	
	Language Arts Literacy	Language Arts Literacy	
Demographic Group	% Proficient and Above	% Proficient and Above	+/-
Total Students	73.9%	79.8%	5.9%
General Education	89.5%	96.2%	6.7%
Special Education	45.5%	50.0%	4.5%
Limited English Proficient	30.4%	50.0%	19.6%
Female	71.4%	83.7%	12.3%
Male	76.3%	76.6%	0.3%
	Mathematics	Mathematics	
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	59.1%	56.9%	-2.2%
General Education	70.6%	74.7%	4.1%
Special Education	27.3%	10.0%	-17.3%
Limited English Proficient	39.1%	38.9%	-0.2%
Female	50.0%	51.0%	1.0%
Male	68.6%	61.6%	-7.0%

Academies at John F. Kennedy: Education and Training			
	2013	2014	
	Language Arts Literacy	Language Arts Literacy	
Demographic Group	% Proficient and Above	% Proficient and Above	+/-
Total Students	75.2%	74.1%	-1.1%
General Education	90.8%	97.3%	6.5%
Special Education	43.8%	42.9%	-0.9%
Limited English Proficient	34.8%	40.0%	5.2%
Female	75.0%	72.9%	-2.1%
Male	75.7%	79.2%	3.5%
	Mathematics	Mathematics	
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	28.1%	26.3%	-1.8%
General Education	35.6%	36.8%	1.2%
Special Education	0.0%	0.0%	0.0%
Limited English Proficient	17.4%	14.7%	-2.7%
Female	20.2%	23.6%	3.4%
Male	45.9%	36.0%	-9.9%

Academy High School			
	2013	2014	
	Language Arts Literacy	Language Arts Literacy	
Demographic Group	% Proficient and Above	% Proficient and Above	+/-
Total Students	47.8%	25.0%	-22.8%
General Education	80.0%	50.0%	-30.0%
Special Education	9.5%	20.0%	10.5%
Limited English Proficient	NA	NA	
Female	66.7%	0.0%	-66.7%
Male	38.7%	27.3%	-11.4%
	Mathematics	Mathematics	
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	28.9%	23.1%	-5.8%
General Education	48.0%	50.0%	2.0%
Special Education	5.0%	18.2%	13.2%
Limited English Proficient	NA	NA	
Female	50.0%	0.0%	-50.0%
Male	19.4%	25.0%	5.6%

*** *2013 and 2014 results for Academy High School included the following Academies:*

1. Sport Business Academy

2. Public Safety Academy

3. STARS Academy

4. Out of District Placements

Rosa L. Parks School of Fine and Performing Arts

	2013	2014	
	Language Arts Literacy	Language Arts Literacy	
Demographic Group	% Proficient and Above	% Proficient and Above	+/-
Total Students	90.0%	98.3%	8.3%
General Education	91.1%	100.0%	8.9%
Special Education	80.0%	80.0%	0.0%
Limited English Proficient	0.0%	0.0%	0.0%
Female	94.3%	100.0%	5.7%
Male	80.0%	93.3%	13.3%
	Mathematics	Mathematics	
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	52.0%	71.6%	19.6%
General Education	57.8%	76.3%	18.5%
Special Education	0.0%	20.0%	20.0%
Limited English Proficient	0.0%	0.0%	0.0%
Female	60.0%	75.6%	15.6%
Male	33.3%	60.0%	26.7%

Alternative High School

	2013	2014	
	Language Arts Literacy	Language Arts Literacy	
Demographic Group	% Proficient and Above	% Proficient and Above	+/-
Total Students	29.4%	49.3%	19.9%
General Education	55.6%	60.4%	4.8%
Special Education	0.0%	13.3%	13.3%
Limited English Proficient	0.0%	0.0%	0.0%
Female	42.9%	65.7%	22.8%
Male	20.0%	32.4%	12.4%
	Mathematics	Mathematics	
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	31.3%	14.7%	-16.6%
General Education	62.5%	17.0%	-45.5%
Special Education	0.0%	7.1%	7.1%
Limited English Proficient	0.0%	0.0%	0.0%
Female	57.1%	8.6%	-48.5%
Male	11.1%	21.2%	10.1%

***2013 and 2014 results for Alternative High School included the following Academies:

1. Silk City 2000 Academy

2. Great Falls Academy

3. YES Academy

4. Destiny Academy

Garrett Morgan Academy @ International HS			
	2013	2014	
	Language Arts Literacy	Language Arts Literacy	
Demographic Group	% Proficient and Above	% Proficient and Above	+/-
Total Students	88.9%	84.0%	-4.9%
General Education	91.7%	90.9%	-0.8%
Special Education	66.7%	0.0%	-66.7%
Limited English Proficient	NA	80.0%	
Female	83.3%	100.0%	16.7%
Male	90.5%	78.9%	-11.5%
	Mathematics	Mathematics	
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	74.1%	72.0%	-2.1%
General Education	79.2%	81.8%	2.7%
Special Education	33.3%	0.0%	-33.3%
Limited English Proficient	NA	40.0%	
Female	83.3%	83.3%	0.0%
Male	71.4%	68.4%	-3.0%

Silk City 2000 Academy			
	2013	2014	
	Language Arts Literacy	Language Arts Literacy	
Demographic Group	% Proficient and Above	% Proficient and Above	+/-
Total Students	42.9%	69.6%	26.7%
General Education	75.0%	78.9%	3.9%
Special Education	0.0%	25.0%	25.0%
Limited English Proficient	0.0%	NA	
Female	66.7%	71.4%	4.8%
Male	25.0%	66.7%	41.7%
	Mathematics	Mathematics	
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	28.6%	22.7%	-5.8%
General Education	50.0%	26.3%	-23.7%
Special Education	0.0%	0.0%	0.0%
Limited English Proficient	0.0%	NA	
Female	33.3%	7.1%	-26.2%
Male	0.0%	50.0%	50.0%

Destiny Academy			
	2013	2014	
	Language Arts Literacy	Language Arts Literacy	
Demographic Group	% Proficient and Above	% Proficient and Above	+/-
Total Students	28.6%	40.0%	11.4%
General Education	66.7%	46.7%	-20.0%
Special Education	0.0%	20.0%	20.0%
Limited English Proficient	NA	NA	
Female	50.0%	72.7%	22.7%
Male	20.0%	0.0%	-20.0%
	Mathematics	Mathematics	
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	42.9%	5.0%	-37.9%
General Education	100.0%	6.7%	-93.3%
Special Education	0.0%	0.0%	0.0%
Limited English Proficient	NA	NA	
Female	100.0%	9.1%	-90.9%
Male	20.0%	0.0%	-20.0%

Great Falls Academy			
	2013	2014	
	Language Arts Literacy	Language Arts Literacy	
Demographic Group	% Proficient and Above	% Proficient and Above	+/-
Total Students	0.0%	14.3%	14.3%
General Education	0.0%	20.0%	20.0%
Special Education	0.0%	0.0%	0.0%
Limited English Proficient	NA	NA	
Female	100.0%	0.0%	-100.0%
Male	100.0%	14.3%	-85.7%
	Mathematics	Mathematics	
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	0.0%	28.6%	28.6%
General Education	0.0%	20.0%	20.0%
Special Education	0.0%	50.0%	50.0%
Limited English Proficient	NA	NA	
Female	100.0%	NA	
Male	NA	28.6%	28.6%

YES Academy			
	2013	2014	
	Language Arts Literacy	Language Arts Literacy	
Demographic Group	% Proficient and Above	% Proficient and Above	+/-
Total Students		47.4%	
General Education		64.3%	
Special Education		0.0%	
Limited English Proficient		0.0%	
Female		50.0%	
Male		100.0%	
	Mathematics	Mathematics	
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students		10.5%	
General Education		14.3%	
Special Education		0.0%	
Limited English Proficient		0.0%	
Female		10.0%	
Male		11.1%	

***2013 YES academy did not test Grade 11 students

Going Forward:
2014-2015 District Transformation Initiatives

In its continued efforts to reach its academic and other targets, the Paterson Public School District has created and will begin the implementation of a successor to the Bright Futures strategic plan. Captioned as "Brighter Futures," the new plan focuses on priorities, goals, and a vision that will enable the district to continue the forward momentum it is now experiencing.

Each priority area will have measurable goals and numerous school improvement strategies. These priorities, goals, and strategies are intended to create an aligned instructional system, build capacity among teachers and principals, implement the Common Core State Standards, provide high impact interventions for low performing students, create a strong district-level support system, and involve parents and community partners.

As Paterson continues to implement academic intervention strategies including the IFL work previously described (see page 21), and address challenges during the past year that impacted performance in areas such as high school mathematics, the expectation is for much stronger results in the upcoming years.

Brighter Futures: The Strategic Plan for Paterson Public Schools
2014 – 2019

Vision Statement: To be the leader in educating New Jersey's urban youth

Mission Statement: To prepare each student for success in the college/university of their choosing and in their chosen career

Priority I: Effective Academic Programs – Paterson students can achieve at a high level and this district is fully committed to preparing all students for college and their future career. The district will continue to implement a wide array of high impact interventions to accelerate student achievement (growth in test scores and graduation rates) and to help ensure students are comfortable with 21st century learning skills.

Goal 1: Increase achievement levels-expected growth by 20 percentage points for grades 3-11 by 2019

Goal 2: Increase graduation rate of students

Goal 3: Increase college preparedness

Goal 4: Create Student Centered Supports where all students are engaged in school

Goal 5: Technology and 21st century learning

Priority II: Creating and Maintaining Healthy School Cultures – The district is dedicated to creating and maintaining safe, caring and orderly schools. We will continue to implement the Paterson Effective Schools Model which includes ten dimensions of school effectiveness to fundamentally change the culture and climate of schools as well as the district office.

Goal 1: The Paterson Effective Schools Model (PESM)

Goal 2: Reconfigure schools to increase student engagement

Goal 3: Revise Student Assignment/School Choice Plan

Goal 4: Create/maintain clean and safe schools that meet 21st century learning standards

Priority III: Family and Community Engagement – Paterson schools and district culture must be inviting and responsive to the needs of our students, parents and community, as all stakeholders are needed to help support our district mission and to play an active role in its achievement.

Goal 1: Increase parent and family involvement by expanding and improving PTOs/PTAs

Goal 2: Create more Full Service Community Schools

Goal 3: Expand partnerships with Community Organizations, Agencies, and Institutions

Goal 4: Increase parent education opportunities to meet parents' needs

Priority IV: Efficient and Responsive Operations – The district's administrative offices must be well organized, procedures are well-known, and interactions are built on the principles of exemplary customer service. Improved communications (both internal and external) as well as ongoing training of our staff are essential components of an effective and responsive organization.

Goal 1: Improve Internal and External Communication

Goal 2: Strengthen customer service orientation in schools and district offices

Goal 3: Increase Accountability for Performance

Goal 4: Increase administrative and staff capacity

For the 2014-15 school year, the district will continue the implementation of several district transformation initiatives that began last year (e.g. PARCC, NJPBSIS and Breakfast After the Bell) while working on many new initiatives which will further guide our future practices and assist us in the realization of our vision and mission. These new initiatives include:

Implementation of Instructional Model – The district has created the Paterson Instructional Model, which serves as the basis for all instructional initiatives in the district. It was designed to draw connections between district initiatives and instructional best practices, as well as provide guidelines for scheduling, intervention, and lesson planning.

Guidance Restructuring – In November 2013, the district contracted West Hudson Educational Consultants to conduct an assessment and evaluation of our Guidance program. Based upon this assessment and go-forward recommendations, the district will be hiring a new Guidance Director and will be working with a steering committee to revise policy and establish plans moving forward.

Urban Schools Human Capital Academy (USHCA) – USHCA will assess the current strategies, processes, and procedures related to the district's human resources and finance functional areas. They will identify gaps and opportunity areas as it relates to the current human resource and finance functions and provide both short and long-term recommendations to address these gaps. Particular emphasis will be placed on the District's relative degree of data integrity and its ability to provide accurate and timely information to support both operational and strategic planning. Additionally, USHCA will design and develop a new senior leadership role to oversee and lead the District's human capital efforts to recruit, select, develop and retain the best and brightest educators for its students; provide support for a national search effort; and develop a process to screen and select a top candidate through performance based exercises that align with key competencies for the position.

Strategic Data Project (SDP) – SDP is housed at the Center for Education Policy Research (CEPR) at Harvard University. SDP was formed on two fundamental premises:

1.) Policy and management decisions can directly influence schools' and teachers' ability to improve student achievement; and

2.) Valid and reliable data analysis significantly improves the quality of decision making.

Paterson is participating in the SDP Fellowship – a two year intensive professional development opportunity for data strategists. This program will support and develop fellows to have an immediate impact on policy and management decisions that can improve academic outcomes. The district's agency fellows are current employees who have been identified as analytic leaders.

Family & Community Engagement Reformation – This area continues to be a high priority among all stakeholders.   The district will be focused on many initiatives including increasing PTO/PTA attendance in each school, improving communication through the development of a Family & Community Engagement newsletter, providing expectation guides for parents of students in pre-k through grade 12, and by offering workshops for parents on topics such as career development, resume writing, and path to citizenship.

Illustration 4: District Transformation Initiatives 2014-2015

Comprehensive Assessment System	Common Core	Healthy School Culture	Capacity Building	Teacher/ Principal Evaluation	High Impact Interventions	Efficient & Responsive Operations
Star Math & ELA	**Instructional Model**	Effective Schools	Univ. of Pittsburgh IFL	**AchieveNJ**	Breakfast After the Bell	Cliff Planning
PARCC	DOE Model Curriculum	NJPBSIS	Pre K-3 Literacy Initiative	Leadership Institute	RAC	Five-Year Facilities Plan
Unit Assessments	**Arts Initiative**	Elementary School Choice	**Urban Schools Human Capital Academy**		End Social Promotion	Strategic Planning
	CTE Initiative	**Family & Community Engagement Reformation**	**Strategic Data Project**		Attendance Initiative	**Technology Initiative**
			Special Education Restructuring		Graduation Enhancement	**Transportation Restructuring**
		Guidance Restructuring				**Facilities Restructuring**
			ELL Restructuring			

Closing Comments

For the Paterson Public School District, this year marked the successful completion of a comprehensive five year strategic plan. But our work is far from done. The remaining challenges serve as indicators of where opportunities lay for growth and improvement. The accomplishments are indicators of the district's employees' support, dedication and commitment to the students and community we serve, as well as the progress the district is making toward realizing its vision: to be the statewide leader in urban education, and fulfilling its mission: to prepare all students to be successful in the institution of higher education of their choosing, and in their chosen profession.