BRIGHT FUTURES

Transforming Paterson Public Schools

ANNUAL REPORT

January 2011 - June 2012

PATERSON PUBLIC SCHOOLS

Our Children, Our Future

Board of Education

BRIGHT FUTURES

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Introduction

The Paterson Public School District is a diverse, urban school district located in northern New Jersey, 18 miles west of New York City. The third largest school district in New Jersey, the Paterson Public School District enrolls 29,400 students in preschool to grade 12. The district's population mirrors the demographic trend of urban communities in New Jersey: 62 percent of all students are of Hispanic origin; 28 percent are African-American and approximately 10 percent are of Caucasian, Middle Eastern or Asian descent. Nearly 50 percent of all students in Paterson speak a primary language other than English, with a total of 37 languages spoken in district schools.

The Paterson Public School District is led by State District Superintendent, Dr. Donnie W. Evans, who works closely with the New Jersey Department of Education and nine elected members of the Paterson Board of Education. After state takeover in 1991, the district has established and implemented stringent controls and monitoring procedures related to all school and central office operations. To ensure consistent operations, all board policies and regulations have been reviewed, updated and are accessible on the district website. Working closely with the New Jersey School Boards Association, members of the Paterson Board of Education are preparing to assume leadership of the district when the State of New Jersey returns the district to local control.

The district currently has 54 schools with 2,526 certified teachers to accommodate students in kindergarten through grade 12. The district also provides a comprehensive preschool program, serving 3,447 three- and four-year-old students in 30 early childhood community provider centers and four in-district sites. The program provides a full day of developmentally appropriate instruction that promotes children's social-emotional development and learning in the core areas of language and literacy, mathematics, science and social studies. Teachers utilize a research-based comprehensive curriculum adopted the Paterson Board of Education in order to provide a seamless transition to the kindergarten curriculum.

For all grades, instructional strategies and professional development efforts continue to draw upon school level data and scientifically-based research to target student strengths in order to build upon areas of greatest need. The district also remains focused on strategies to close the achievement gap between general education, special education and limited English proficient students as well as between ethnic, gender, and economically disadvantaged subgroups.

Additionally, a critical district objective is to increase student graduation rates and college enrollment plans for Paterson graduates. To that end, the district is engaged in a comprehensive High School Renewal Initiative. Supporting this effort is a 45 member Advisory Committee comprised of community stakeholders and district staff from a wide range of disciplines. The High School Renewal Initiative addresses issues related to policy, academic programs, family and community engagement, research and development and efficient and responsive operations. One significant outcome of this initiative is that Paterson's high schools are now all schools of choice, providing a selection of twelve academic themes.

The district also recognizes that parental involvement and support are a critical component in our efforts to accelerate student achievement. An active Parent Resource Center, located at district headquarters, provides educational programs and information to the district community. Further, a network of community groups meet regularly throughout the school year, bringing a cross-section of expertise and counsel to the district. Translators and interpreters in the district are available to ensure that non-English speaking parents have an equal opportunity to information and decision making.

The Paterson Public School District remains steadfast in its mission to prepare every student for success in the institution of higher education of their choosing and in their chosen career.

Executive Summary

The Paterson Public School District has embraced a college-ready mission for its 29,000 students. Over the past two years, the district has aligned the high schools with this mission by transforming all large traditional high schools into twelve small thematic programs and converting all high schools to "schools of choice". Additionally, in an effort to greatly improve student achievement district-wide, the district has implemented several strategies which include: advanced professional development for staff, creation of the Innovation Zone, implementation of robust student assessments and the development of a new teacher and administrator evaluation system tied to student achievement. Although the district has experienced early successes, there continue to be areas in need of significant improvement. These areas include school and district organizational culture, family engagement, and inadequate facilities.

Background

Two years ago, under Superintendent Evans' leadership, the district created "Bright Futures: A Strategic Plan for Paterson Schools" to begin to transform the educational system from one that is "in need of improvement" to one that is "a leader in educating New Jersey's urban youth". The district's current mission is to prepare all students for success in any college or university and in their chosen careers. Four priorities have driven the district's work: Effective Academic Programs; Safe, Caring and Orderly Schools; Family and Community Engagement; and Efficient and Responsive Operations. Since the development of *Bright Futures*, the Paterson Public School district has aggressively implemented most of its strategies.

Recent Outcomes

The changes noted above and other changes have contributed to recent improvements in student outcomes including:

- District's graduation rate using the cohort method for the 2011 graduating class increased to 64%, as compared to 50.4% in 2010 and 45% in 2009.

- An increase in proficiency for first-time takers of the High School Proficiency Assessment (HSPA) language arts literacy from 51.7% in 2010 to 59.5% in 2011 to 66.4% in 2012, with 80% of General Education students at proficient or above. HSPA Mathematics scores have increased from 30.9% in 2011 to 46.6% in 2012. This includes an 18.8% increase for LEP students.

- Increased proficiency in mathematics on NJ ASK for students in grades 3-8 from 45.9% in 2010 to 49.1% in 2011.

- Within cohort analysis of grade 3-8 students on NJ ASK from 2009-10 to 2010-11 found that four of five cohorts increased their performance in mathematics by as many as 8 percentage points. Three of five cohorts increased their performance in Language Arts Literacy by as many as 18 percentage points.

- Per Interim Renaissance Star Assessments (Jan/Feb 2012):

  o Both the Innovation Zone and Non-Innovation Zone schools have experienced a 5% gain in Mathematics.

  o Early indicators also suggest strong growth in three of the district's priority schools – School 10, School 13, and School 15.

- College acceptance rates have improved as follows:

  o Seniors enrolled in Innovation Zone high schools who intend to attend and have been accepted into a two or four year college or university has almost doubled in comparison to the senior class of 2011 (47.39% to 85.36%).

  o Seniors enrolled in Non-Innovation Zone high schools who intend to attend and have been accepted into a two or four year college or university has increased by 24.52% in comparison to the senior class of 2011 (61.52% to 86.04%).

Bright Futures: The Strategic Plan

for Paterson Public Schools 2009-2014

Overview

During the summer and fall of 2009, the newly-appointed Superintendent engaged his staff and the broader Paterson community in a process that led to the development of the district's strategic plan – Bright Futures. This process sought to ensure that all internal and external stakeholders had an opportunity to provide significant input and feedback. The steps taken in this process were:

1) *Information gathering and strategic analysis*
2) *Priority, goal, and strategies development*
3) *Validation*
4) *Implementation*
5) *Evaluation*

The information gathering and strategic analysis process involved the collection of information from multiple sources to assess district performance as well as strengths or accomplishments and challenges. Sources of information included written reports generated by the district and the New Jersey Department of Education, meeting minutes and notes from Board and staff meetings, and anecdotal information from focused discussions with individuals and small groups of internal and external stakeholders. This information was strategically analyzed to determine recurring patterns and themes. From this process, a new vision and mission emerged for the district as well as the State District Superintendent's go-forward action plan.

Issues or challenges arising from recurring patterns and themes resulted in the identification of four priorities – goals aligned with each priority – as well as strategies for goal attainment. After developing initial drafts of the district's vision, mission, priorities, goals, and strategies, these were presented to, and reviewed by, the Paterson Public School Board. Next, seven community forums were held to solicit additional feedback and input from all stakeholders for the purpose of validation. The first forum was organized and sponsored by the Paterson Education Fund to vet the plan with community leaders. The remaining six forums targeted all stakeholders and were held in the evening at six schools, one in each city ward. In addition, each priority and a sampling of goals and strategies, as well as the new vision and mission, were shared with 4,000 district teachers, administrators, and other staff during the Superintendent's "All Staff" meeting at the beginning of the 2009-10 school year. Revisions to the draft plan were then made, and after review with the School Board, a narrative was prepared.

Although development and implementation of selective strategies were determined to be "urgently needed" by the State District Superintendent, the customary implementation step involves developing project or program prospectuses and action plans that are instituted once approval is given. As noted in this narrative, commencement with implementation of strategies will occur during years one through three.

Each strategy implemented will be assessed annually and a comprehensive evaluation of each will occur three years after initial implementation. Information and results gained from evaluations will inform updates or revisions to strategies and the Strategic Plan. An Annual Report will be published to communicate the results of the assessments and evaluation to the School Board, the Paterson community, and the New Jersey Department of Education.

Components of Bright Futures include a vision for becoming a leader in educating New Jersey's urban youth and a college-ready mission. It further includes core beliefs and values as well as four priorities to which goals and strategies for their attainment are aligned as follows:

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

Mission Statement: To prepare each student to be successful in the institution of higher education of their choosing and in their chosen career

Priority I: Effective Academic Programs

Priority II: Safe, Caring and Orderly Schools

Priority III: Family and Community Engagement

Priority IV: Efficient and Responsive Operations

District Priorities

Priority I: Effective Academic Programs

Goal 1: Increase Student Achievement
- Aligned instructional system
- Extended learning opportunities
- High quality teachers in each classroom
- Restructure schools
- Evaluation of academic programs

Goal 2: Create Healthy School Cultures
- Effective Schools Initiative
- Attendance and truancy initiative
- Student government associations

Goal 3: Improve Graduation Rate, Reduce Dropout Rate
- High school renewal initiative
- District-wide K-12 progression plan

Goal 4: Improve Internal Communication
- Internal communication plan
- Teachers' Roundtable
- Principals' Roundtable
- Students' Roundtable
- 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
- 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
- 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: Clean and safe facilities that 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
- Annual community forums

Goal 2: External Communications Plan

Goal 3: Customer Service Focus (Schools)
- Professional development for all staff
- Translation and interpretation services

Goal 4: Partnerships with Community Organizations, Agencies, and Institutions
- CEO roundtable
- Roundtable for institutions of higher education
- 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
- 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
- Suggestion box (online and at district office)

Goal 3: Increase Capacity
- Reorganize and restructure district administration
- Professional development
- Update technology and instructional applications

Action Plan

Bright Futures for Paterson Public Schools 2009-2014

Goals and Strategies: Goals and strategies included in the Strategic Plan.
Implementation Year: The school year development and implementation will begin.
Status: Current status of implementation of the goal or strategy as follows;

PRIORITY I: EFFECTIVE ACADEMIC PROGRAMS			
	Goals and Strategies	**Implementation Year**	**Status**
	Goal 1.1: Increase Student Achievement		
1.1.1	Implement an aligned instructional system • Curriculum • Instructional Model (Strategies) • Professional Development • Assessment System • Direct Support Teams	2011-12	In Process
1.1.2	Provide extended learning • Double-dosing • Increased academic learning time • Before and after school tutorials, remediation, and enrichment • Summer school	2009-10	Complete
1.1.3	Ensure high quality teachers in each classroom	2010-11	Complete
1.1.4	Restructure schools	2009-10	Complete
1.1.5	Evaluate academic programs	2011-12	In Process
	Goal 1.2: Create Healthy School Cultures		
1.2.1	Effective Schools Initiative	2009-10	Complete
1.2.2	Attendance and truancy initiative	2009-10	In Process
1.2.3	Student government associations	2011-12	Complete
	Goal 1.3: Improve Graduation Rate, Reduce Dropout Rate		
1.3.1	High School Renewal Initiative	2009-10	Complete
1.3.2	District-wide K-12 Progression Plan	2010-11	In Process
	Goal 1.4: Improve Internal Communication		
1.4.1	Internal Communication Plan	2009-10	In Process
1.4.2	Teachers' roundtable	2010-11	Planning
1.4.3	Principals' roundtable	2010-11	Planning
1.4.4	Students' roundtable	2010-11	Complete
1.4.5	Student forums	2010-11	Complete
	Goal 1.5: Progression Planning for School and Administrative Positions		
1.5.1	Principals' and assistant principals' preparation program	2011-12	Complete
	Goal 1.6: Increase Academic Rigor		
1.6.1	Gifted and Talented Program	2010-11	In Process
1.6.2	Honors and Advanced Placement	2010-11	Complete

PRIORITY I: EFFECTIVE ACADEMIC PROGRAMS

	Goals and Strategies	Implementation Year	Status
1.6.3	International Baccalaureate	2010-11	Planning
1.6.4	Professional Development	2010-11	In Process
	Goal 1.7: Professional Development (teachers and administrators)	2009-10	In Process

PRIORITY II: SAFE, CARING, AND ORDERLY SCHOOLS

	Goals and Strategies	Implementation Year	Status
	Goal 2.1 Create Schools with Healthy School Cultures and Climates		
2.1.1	Effective Schools' Model	2009-10	Complete
	Goal 2.2 Improve Student Discipline		
2.2.1	Review and revise student code of conduct	2010-11	Complete
2.2.2	Expand alternative schools	2009-10	Complete
2.2.3	Enable in-school suspension programs	2011-12	In Process
2.2.4	Professional development (classroom management)	2010-11	In Process
	Goal 2.3 Implement School Uniform Policy (elementary and middle school)		
2.3.1	School uniform policy & guidelines	2010-11	In Process
	Goal 2.4 Implement Student Advisories	2009-10	In Process
	Goal 2.5 Character Education	2011-12	In Process
	Goal 2.6 Review and Revise Student Assignment/ School Choice Plan	2010-11	In Process
	Goal 2.7 Ensure facilities are clean and safe and meet 21st century learning standards		
2.7.1	Short-term facilities plan	2009-10	Complete
2.7.2	Five-year facilities plan	2010-11	In Process

PRIORITY III: FAMILY AND COMMUNITY ENGAGEMENT

	Goals and Strategies	Implementation Year	Status
	Goal 3.1 Create family and community engagement plan		
3.1.1	Parent/teacher organizations in each school	2009-10	Complete
3.1.2	District-wide PTA/PTO council	2009-10	Complete
3.1.3	Ad hoc community-based communities and task forces	2010-11	In Process
3.1.4	Community forums	2009-10	In Process
	Goal 3.2 Develop an External Communications Plan		
3.2.1	External communication plan	2010-11	In Process
	Goal 3.3 Customer Service Focus		
3.3.1	Professional development	2010-11	In Process
3.3.2	Expand translation and interpretation services	2011-12	Planning

PRIORITY III: FAMILY AND COMMUNITY ENGAGEMENT			
	Goals and Strategies	**Implementation Year**	**Status**
Goal 3.4 Partnerships with Community Organizations, Agencies, and Institutions			
3.4.1	CEO Roundtable	2010-11	Planning
3.4.2	Higher Education Roundtable	2010-11	Planning
3.4.3	Faith-based initiatives	2009-10	Complete
Goal 3.5 Full Service Schools (Community Schools)			
3.5.1	Build internal capacity	2009-10	In Process
3.5.2	Create a Full Service Community School Steering Committee	2009-10	Complete
Goal 3.6 Parent Education			
3.6.1	Parent education program	2009-11	Complete

PRIORITY IV: EFFICIENT AND RESPONSIVE OPERATIONS			
	Goals and Strategies	**Implementation Year**	**Status**
Goal 4.1 Increase Accountability for Performance			
4.1.1	Revise performance appraisal system	2011-12	In Process
4.1.2	Periodic assessment of services	2010-11	In Process
4.1.3	Team building at all levels	2009-10	In Process
4.1.4	Revamp operational procedures to maximize responsiveness and efficiency	2010-11	In Process
4.1.5	Automate or revamp data management systems • Data Warehouse • Electronic School Board Agenda • Training	2010-11	In Process
4.1.6	Whistle-blowers box	2010-11	In Process
Goal 4.2 Customer Service Focus			
4.2.1	Internal Communications Plan	2010-11	In Process
4.2.2	Improve district office responsiveness to current and emergent needs of schools and district offices	2010-11	In Process
4.2.3	Professional development in best practices for operational functions	2010-11	In Process
4.2.4	Electronic suggestion box for internal stakeholders	2010-11	In Process
Goal 4.3 Increase Capacity			
4.3.1	Reorganize and restructure district administration	2009-10	Complete
4.3.2	Provide professional development for district staff to improve capacity and performance	2010-11	In Process
4.3.3	Update technology and instructional applications	2010-11	In Process

Bright Futures:
Ten Strategies for Academic Improvement 2010-2011

1. Improve the quality of teaching
   a. A quality teacher in each classroom
   b. An aligned instructional system
      i. A rigorous, challenging curriculum delivered to all students
      ii. Instructionally driven professional development
      iii. Accessible data that is aligned with the curriculum
      iv. District assistance teams
   c. Revamping the teacher evaluation system (performance focused)
   d. Reward schools and teachers for significant academic gains

2. Create healthy organizational cultures in schools and district office
   a. Full implementation of Paterson Effective Schools' Initiative
   b. Revise student Code of Conduct

3. Expand school choice options
   a. Revise the district's School Choice Plan
   b. More district-wide thematic magnets
   c. Charter schools

4. Redesign schools
   a. Smaller Learning Communities
   b. Reexamine school configuration (K-5, 6-8, 9-12)
   c. Reexamine schools administrative organization structure
   d. Institute magnet schools
   e. Virtual schools and classrooms

5. Institute changes in our instructional delivery system
   a. Longer school day (increase academic learning time)
   b. Specialization model in elementary schools
   c. Extended school year
   d. Expand advanced academic programming
   e. Co-teaching
   f. Reading and math specialists
   g. Interventions for students reading or numerating below proficient

6. Restructure special programs
   a. Alternative Education
   b. Special Education
   c. Bilingual and English as a Second or other Language

7. Increase academic rigor and advanced academic programming
   a. Gifted and talented program
   b. Expand honors, advancement placement, and dual enrollment in colleges and universities
   c. International baccalaureate program

8. Increase standards and expectations for students
   a. District-wide student progression system for promotion and graduation
   b. Expectations guide for parents and staff

9. Increase expectations for parents
   a. Require parent conferences
   b. Required parent/teacher organizations in all school
   c. Improve translation and interpretation services

10. Increase management and leadership capacity of district and school administrators
    a. Revamp performance appraisal system for administrators
    b. District office review
    c. Modify and increase expectations of administrators
    d. Update technology and applications for managing human resource, finance, and student information
    e. Principal/administrator preparation program

District Strategies 2009-2011

Since the development of Bright Futures, the Paterson Public School district has aggressively implemented most of its strategies, such as:

Priority I: Effective Academic Programs

- Restructured and re-staffed the lowest performing elementary and high schools.

- Converted all high schools into "thematic schools of choice."

- 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, thus reducing our drop-out rate.

- Implemented the new State Common Core Standards to grades K-2.

- Created and implemented a new Learning Walk protocol, including rubrics aligned to the new state Common Core.

- Partnered with Community Charter School on the district's Innovation Zone. The district is also partnering with the Rutgers Virtual Charter School to serve dropouts of Paterson schools.

- Completed a Transcript Review Process in which central office Supervisors, Directors, Assistant Superintendents and the Superintendent teamed with Guidance Counselors and met individually with seniors and their parents to ensure students were on track for on-time graduation and to provide information on programs to further increase the likelihood of graduation. Transcripts and conferences for 100% of seniors were accomplished.

- Contracted with Plato Learning for delivery of a credit recovery and academic intervention program to be used in our newly created "Twilight School" to assist high school students who cannot meet expectations within the regular school day (i.e. must support family).

- Created a curriculum-based student operated credit union.

- Acquired grant funding to support school improvement initiatives including:

    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 schools - $500,000;

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

    d. School Improvement Grants (SIG) for two schools - $12 million.

Priority II: Safe, Caring and Orderly Schools

- Reintroduced Truancy Bus.

- Instituted school uniforms in most elementary and high schools.

Priority III: Family and Community Engagement

- Created three full service community schools (Schools 4, 5, & New Roberto Clemente).

- Launched a new district website that utilizes best practices, and creates a customer-centric design.

- Established parent organizations in every district school.

Priority IV: Efficient and Responsive Operations

- Reorganized and re-staffed district operational divisions (finance, human resources, and facilities).

- Reduced audit exceptions and resulting recommendations resulting from external fiscal audits conducted annually for the past three years and brought stability to the district's fiscal operation.

District Initiatives and
Transformation Strategies for 2011-2012

The Paterson Public School District continues to make progress in its implementation of school improvement initiatives designed to transform the Paterson Public School System from a lower performing district to one that is a "leader in educating New Jersey's urban youth."

Although the district is beginning to realize limited improvements in academic outcomes, much more work continues to be required to accelerate needed improvements. To this end, the district has taken major steps to accelerate improvements in academic and non-academic outcomes. These steps are designed to:

- Build healthy school cultures & climate.

- Redesign critical processes & procedures.

- Revise teacher & administrator evaluation systems.

- Implement national & New Jersey common core standards.

- Strengthen the district's assessment system.

- Build capacity among staff.
  - Teachers
  - Principals & vice-principals
  - District administrators & supervisors

Priority I: Effective Academic Programs

For the 2011-2012 school year, the district divided the schools into groups. Seventeen schools constituted the Paterson Innovation Zone, a pilot effort to implement with fidelity a data driven instructional delivery system. The University of Pittsburgh was engaged to assist with this endeavor, with the exception of the two SIG schools. Seton Hall University provides support to SIG schools. All other strategies and initiatives are being implemented district-wide.

The Paterson Innovation Zone

This year, the district took a major step toward accelerating improvements in academic and non-academic outcomes. This step is the creation of The Paterson Innovation Zone. The aim of this pilot initiative is to accelerate student 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.

All Zone schools will:

1. Employ the "managed instruction" theory of action.

2. Benchmark and set academic targets: analyze test scores and establish academic and non-academic performance targets for district identified indicators of success.

3. Implement with fidelity the University of Pittsburgh's Principles of Learning instructional model to build

capacity among teachers and administrators.

4   Participate in targeted and focused professional development by the Institute for Learning for teachers and administrators.

5.   Implement with fidelity the Paterson Effective Schools' Model.

6.   Pilot implementation of the national Common Core Standards.

7.   Pilot the district's performance-based assessment and pay systems.

The primary intervention used in Zone schools will be:

1.   Analyze student and school assessment data and set academic targets for the school and classes.

2.   Use assessment data to identify students' academic strengths and weaknesses.

3.   Develop lesson plans and provide professional development to teachers and principals on effective instructional practices.

4.   Deliver rigorous and challenging curriculum to all students using effective instructional practices and frequently assess student progress (re-teach as needed).

5.   Use interim (quarterly) and annual assessments to measure progress.

Next year the Zone will be expanded to include all priority and focus schools. Staff in schools not in the first year of implementation will engage in professional growth and development activities in preparation for inclusion in the Zone.

The University of Pittsburgh's Institute for Learning

The 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, assessments, tools and professional development build the capacity of teachers, administrators, and systems to provide students with high quality instruction and learning opportunities that align with existing state standards, and transition to the new Common Core State Standards 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. Recent studies show that properly focused and supported student efforts not only yield high quality achievement, but also actually create ability. Effort creates ability is a principle at the center of their work at the IFL and is the foundation for our signature Principles of Learning.

The Principles of Learning are:

1.   Organizing for Effort: Everything within the school is organized to support the belief that sustained and directed effort can yield high achievement for all students. High standards are set, and all students are given as much time and expert instruction as they need to meet or exceed the expectations.

2.   Clear Expectations: Clear standards of achievement and gauges of students' progress toward those standards offer real incentives for students to work hard and succeed. Descriptive criteria and models that meet the standards are displayed in the schools, and the students refer to these displays to help them analyze and discuss their work.

3.   Fair and Credible Evaluations: Tests, exams, and classroom assessments must be aligned to the standards of achievement for these assessments to be fair. Further, grading must be done against absolute standards rather than on a curve so that students can clearly see the results of their learning efforts.

4. Recognition of Accomplishment: Clear recognition of authentic student accomplishments is a hallmark of an effort-based school. Progress points are articulated so that, regardless of entering performance level, every student can meet the criteria for accomplishments often enough to be recognized frequently.

5. Academic Rigor in a Thinking Curriculum: In every subject, at every grade level, instruction and learning must include commitment to a knowledge core, high thinking demand, and active use of knowledge.

6. Accountable Talk: Accountable Talk® means using evidence that is appropriate to the discipline and that follows established norms of good reasoning. Teachers should create the norms and skills of Accountable Talk in their classrooms.

7. Socializing Intelligence: Intelligence comprises problem solving and reasoning capabilities along with habits of mind that lead one to use those capabilities regularly. Equally, it is a set of beliefs about one's right and obligation to make sense of the world, and one's capacity to figure things out over time. By calling on students to use the skills of intelligent thinking—and by holding them responsible for doing so—educators can "teach" intelligence.

8. Self-management of Learning: Students manage their own learning by evaluating feedback they get from others; by bringing their own knowledge to bear on new learning; by anticipating learning difficulties and apportioning their time accordingly; and by judging their progress toward a learning goal. Learning environments should be designed to model and encourage the regular use of self-management strategies.

In Paterson, the Institute for Learning will use the Principles of Learning to:

1. Improve the quality of teaching and learning for all students in the PPS, starting with the schools in Empowerment Zone I, and beginning specifically with:

   • Grade 3 elementary teachers in mathematics

   • Grades 4/5 elementary teachers in reading and writing

   • Grades 6-8 teachers in science

   • Grades 9/10 high school teachers in English Language Arts

   • Algebra I teachers

2. Ensure that high quality support for English Language Learners is embedded in the core instructional program.

3. Develop capacity district-wide for the development and effective use of high quality curriculum and formative assessments that are aligned to existing New Jersey Core Curriculum Content Standards, the new Common Core State Standards (CCSS), and the emerging work of the Partnership for the Assessment of Readiness for College and Careers (PARCC).

This strategy is designed as the beginning steps for improvement work that needs to occur district-wide for the PPS Priority 1, Goal 1 of Bright Futures to be realized. The rationale for focusing at the different grade levels in three content areas (reading and writing are considered together), is to provide a model that engages district and school staffs in the work of improving student learning, while at the same time developing the instructional program coherence, and the organizational, human, and social capacity required to take this work to scale in the 3-5 years to follow.

Renaissance Learning Star Assessments: A Robust Assessment System

Renaissance Learning is a leading provider of technology-based school improvement and student assessment programs for K12 schools. Renaissance Learning's tools provide daily formative assessment and periodic prog-

ress-monitoring technology to enhance core curriculum, support differentiated instruction, and personalize practice in reading, writing and math.

Renaissance products help educators make the practice component of their existing curriculum more effective by providing tools to personalize practice and easily manage the daily activities for students of all levels. As a result, teachers using Renaissance Learning products accelerate learning, get more satisfaction from teaching, and help students achieve higher test scores on state and national tests.

Renaissance School Excellence (RSE) is a multi-year process that is designed to use Renaissance best practices to achieve the highest academic growth for all students. RSE will:

- Work directly with schools and district administration
- Focus on maximizing academic learning time
- Promote appropriate practice on core objectives
- Monitor teacher and student progress
- Help change the culture of the school
- Build skills needed for college and careers

New STAR Reading Enterprise assessments offer expanded skills-based testing and new reports that provide data for screening, instructional planning based on skills mastery, progress monitoring, and standards benchmarking—in just 15 minutes. New tools and new content also help you answer key questions to improve instruction.

New STAR Math Enterprise assessments generate more information through expanded skills-based testing and new reports that provide data for screening, instructional planning based on skills mastery, progress monitoring, and standards benchmarking. Now you'll be able to answer the key questions that help to improve your instruction using STAR Math Enterprise's new tools and new content.

STAR assessments provide valid data quickly. They include expanded skills-based tests that:

- Align to the Common Core State Standards and state-specific standards so teachers can assess standards mastery.
- Link to state tests to help identify students at risk of not meeting AYP proficiency so educators can intervene early.

STAR assessments are also aligned to standards for all 50 states and the District of Columbia.

In September 2011, the Paterson Public School District engaged Renaissance Learning to begin the institution of Star Assessment System (Star Reading and Star Math) in Paterson Schools. Initial testing and data analysis occurred during the first nine-week grading period for all students in the 17 Innovation Zone Schools.

Beginning the second nine-week grading period, all Non-Zone schools (34) began administering Star Reading

and Math assessments to all students. All students will take these interim assessments once during each nine-week+ grading period. The data resulting from these tests are used to drive instruction for students and professional development for teachers.

Quality Leadership and Quality Teaching: The State Common Core Standards

In order to teach and implement the new Common Core, the district has purchased and trained all K–12 level teachers on the new standards in mathematics and will complete language arts training in January 2012. In addition, we have adopted new curriculum maps, as developed by Focal Point (Mike Miles) and every Principal has at least one complete set.

Administrator and Teacher Evaluation Systems

The district has aggressively developed new comprehensive evaluation systems for teachers and administrators (school and district-level) with the assistance of Mike Miles and Focal Point. The systems are weighted 50% on performance and professional practice indicators and 50% for student assessment (test) data.

In addition, the district has fully implemented a new Learning Walk Tool based on the new expected performance outcomes for teachers. Training sessions for all leaders from supervisors and above in the proper execution of this observation tool was completed by December 15, 2011. The Superintendent's cabinet was also trained by Mike Miles to ensure inter-rater reliability.

Both the administrator and teacher performance evaluation tool have been created in partnership with Focal Point and initial roll-out has begun with training sessions on October 6 and 7 for the performance tools for principals and November 14 and 15 for teacher evaluation. The performance evaluation tools are being adjusted to ensure better alignment. Eleven schools in the district will pilot the teacher evaluation system during the 2012-2013 school year. Administration will be expanded to all schools during the 2013-2014 school year. The new administrator evaluation systems for principals and district staff will be used to evaluate all principals and district office administrators in the 2012-2013 school year.

Evaluation of Special Education and English Language Learning Programs

More than one fourth of students enrolled in Paterson schools are being served in either a special education or English Language Program. Unfortunately, the students in these programs represent the two lowest performing subgroups in the school district.

To significantly improve academic outcomes for these students, the district has contracted with Montclair State University to conduct a comprehensive evaluation of the special education program and the University of Pittsburgh has been contracted to evaluate the English Language Learner Program. Both contractors will make recommendations for program improvements to significantly improve the quality of teaching and other services that will bring about dramatic increases in students academic outcomes.

Priority II: Safe, Caring and Orderly Schools

Paterson Effective Schools' Model

The Paterson Effective Schools' Initiative includes ten dimensions of school effectiveness designed to fundamentally change the culture and climate of schools as well as the District's central offices. 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 initiative is patterned after similar models successfully implemented in the Hillsborough County Schools in Tampa, Florida and The Providence Public Schools, Providence, Rhode Island. Each of the model's dimensions includes indicators that define effective practice and specific observable practices that must be implemented in each school. These dimensions, indicators, and practices will also:

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. Provides a tool 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. Provides uniform expectations and practices for all schools.

5. Serve as the basis for assessing the effectiveness of individual schools.

6. Provides 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 tool to internally assess its performance on all ten dimensions of the initiative. This tool 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 initiative:

1. All students can achieve at high levels under the right conditions.

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 the project or program does not contribute to the realization of the District's vision or mission, it will be eliminated.

6. Pre-existing expectations and pre-existing behavioral 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 measures.

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 and/or climate are responsive to and support the needs of the students, parents and community.

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

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

Priority III: Family and Community Engagement

Expansion of Full Service Community Schools

A Full Service Community School is a school in which service agencies and schools co-locate and partner to meet a wide range of students' social, emotional, and academic needs, using the school building as a hub. Through these partnerships, students and families benefit from the services such as a mental health counseling, bilingual family caseworkers, after-school academic enrichment and remediation, a health center, dental care, recreation, and nutrition counseling to name a few.

The mission of Paterson Public Schools FSCS is to ensure that 100% of Paterson Public Schools' students graduate High School prepared for college and career ready. The vision of the program is that "every child is prepared and ready to learn when they enter school every day; our young people are well prepared for the workplace, as parents, and as citizens; our communities are safe, supportive, and engaged; and our parents and community members are involved with the school and their own life-long learning."

The district opened two full service community schools this year, bringing the total to three (3) full service schools in the district. They are School 5 (the first to receive this designation), New Roberto Clemente, and Dr. Frank Napier Academy. Each is opened expanded hours and provide a wide array of academic, health, social, recreation, parent education, adult ESL and other services to their respective communities. To date this year 943 parents have been serviced by Adult and Family Services and other partnering agencies and 1605 students have received academic support services, social services, fine arts, recreation, and health services before, during, and after school they would not have otherwise received. The program is currently supported by a three-year $2.4 million federal grant. More schools will be added as funding becomes available.

Paterson Parent University Statistics

Parent University is a Family & Community Engagement district-wide parent education program that offers a variety of parental support capacity building opportunities for parents. Total increase in participation as of 4/15/12 from last year is about 14.38%. Additionally, attendance for Paterson's annual district-wide Parent Conference increased from 200 participants in 2009 to approximately 1700 participants in 2011.

School Year 2009-2010

Item	Course	Duration	Location	Participants
1	Moms' Workshops	6 Weeks per School	School 28, 21	30
2	Computer for Parents	2 weeks per School	MJM Parent Resource Center	10
3	All Pro Dads	1 per month	School 28	12
4	GED prep for Parents	13 Weeks per School	School 6, NRC, 5	60
5	ESL for Parents	11 Weeks per School	School 9, 5, 3, 8, EHS, NRC	360
6	Struggling Readers	3 Days per School	School 6, 10	10
Total				482

Fall & Winter 2011-2012

Item	Course	Duration	Location	Participants
1	All Pro Dads	1 per month	School 28	30
2	GED prep for Parents	13 Weeks per School	School 9, NRC,	57
3	ESL for Parents	11 Weeks per School	School 9,5,3,8,EHS I, EHS II	388
4	Job Readiness	1 per quarter	60 Temple St.,	13
5	Nutritional/Fitness for Parents	1 per week for 6 weeks	School 26, International, EWK	60
6	Study Circles (Train the Trainer)	3 Days	MJM Parent Resource Center	15
Total				563

External Communications - New District Website

In its efforts to improve internal and external communications with key stakeholders, Paterson Public School district launched a new and improved web site in April 2012. The new site is customer-centric, and reflects best practices in web design and navigation.

Changes to the district site include:

- Better navigation through the use of drop-down menus
- Easy-to-view listing of upcoming district events
- User-friendly organization of district information including district reports and department contacts
- Improved language translation capabilities from page to page
- Enhanced "Contact Us" page
- Ability to join the district's e-mail list to receive District Hilites (biweekly newsletter) and other district announcements

Priority IV: Efficient and Responsive Operations

Leadership, Management, & Assessment Support

Consultants Dr. Michael Osnato, Dr. Daniel Gutmore, and Dr. Marbella Barrera, are proving phenomenal assistance with capacity building among district and school administrators. Drs. Osnato and Gutmore are advising the Superintendent in planning and decision-making in critical academic and non-academic areas and initiatives. Both are also mentoring and guiding the Deputy Superintendent, Assistant Superintendents, and Chiefs.

Dr. Barrera is providing extremely valuable assistance to principals, teams of teachers, and to district staff including the assessment staff and the Deputy Superintendent in the disaggregation and interpretation of student assessment data.

Faculty at Seton Hall University is also supporting school improvement efforts at the two schools that were awarded School Improvement Grants (SIG) from Race to the Top competition. A consultant and a liaison assigned to the district by the Department of Education also advise and guide the district finance division.

The American Productivity Quality Center (APQC)

Since 1977, APQC has been focused on providing organizations around the world with the information they need to work smarter, faster, and with confidence. Every day they uncover the processes and practices that push organizations from good to great. As one of the world's leading proponents of process and performance improvement, we follow our mission to help organizations around the world improve productivity and quality by:

- Discovering effective methods of improvement,
- Broadly disseminating findings, and
- Connecting individuals with one another and with the knowledge they need to improve

APQC Education work in Paterson involves a focused, highly-facilitated process re-design services for the Paterson School District division and department heads who are tasked with the creation of a transformational support system for schools in the Paterson School District Innovation Zone. The aim is to revise or create essential processes and procedures that improve efficiency, effectiveness and are user and customer friendly.

Early phases of this work are focusing on the following:

- Introduction of Process and Performance Management and how it has been used to dramatically improve support for failing schools
- Introduction of a powerful methodology for continuous improvement
- Mapping of current state for high level processes; instructional and operational
- Identification and prioritization of current processes that could benefit from Process Improvement and Process Redesign; instructional and operational
- Review current strategic plan and measurement systems for alignment with new process designs
- Cost/Benefit Analysis measurement using Process and Performance Management – how to measure and maximize return
- Identification of current obstacles that impede a laser-like focus on enabling high-quality instruction in the classroom
- Identify and outline change management activities to prepare the organization for the process design/redesign activities

To that end, teams have already been formed and processes are currently being addressed including: Curriculum, Student Assessment, Hiring, Employee Benefits, Payroll, Budget, Staffing, School Choice, Student Registration, Facilities Work Order, and the elimination of Forced Placement of Teachers.

Assessment Results and Other Outcomes

NJ ASK

The district has implemented a number of strategies – from administration of Renaissance Star Assessments for students to professional development for teachers and principals – in order to further accelerate student achievement across all elementary schools.

As a result, there are initial signs of improvement including significant growth in mathematics scores for our General Education students grades 3-8, and in particular for grades 5 and 6.   Additionally, many of our students scored "Advanced Proficient" in mathematics.

Other results include:

• The percent of students in grades 3-8 performing at or above proficient in mathematics increased from 45.9% in 2009-10 to 49.1% in 2010-11.

• Cohort analysis of grade 3-8 students on NJ ASK for the same period finds that four of five cohorts increased their performance in mathematics by as many as 8 percentage points. Three of five increased their performance in Language Arts Literacy by as many as 18 percentage points.

(See Appendix section for NJ ASK results by grade level)

Percentage Of Students In Grades 3-8 Proficient And Above In Language Arts, Mathematics And Science			
	2010	2011	
Language Arts			
Demographic Group	% Proficient & above	% Proficient & above	2010/2011 +/-
Total Students	36.6%	35.5%	-1.1%
General Education	45.5%	43.9%	-1.6%
Special Education	10.2%	7.8%	-2.4%
Limited English Proficient	21.0%	20.6%	-0.4%
Mathematics			
Demographic Group	% Proficient & above	% Proficient & above	2010/2011 +/-
Total Students	45.9%	49.2%	3.3%
General Education	54.4%	58.2%	3.8%
Special Education	21.6%	20.3%	-1.3%
Limited English Proficient	36.3%	37.8%	1.5%
Science			
Demographic Group	% Proficient & above	% Proficient & above	2010/2011 +/-
Total Students	65.3%	58.7%	-6.6%
General Education	76.3%	69.2%	-7.1%
Special Education	34.7%	25.2%	-9.5%
Limited English Proficient	49.2%	41.8%	-7.4%

HSPA

Improving graduation rates is a critical goal for this district. To that end, a number of initiatives were put into place this past year including credit recovery programs and comprehensive transcript reviews for all high school seniors. Additionally, there has been an increased focus on HSPA preparation throughout all district high schools.

As a result, the Paterson Public School district is realizing significant gains in HSPA results for first-time test takers. These results include:

- The percent of first-time takers of HSPA performing at or above proficient in language arts literacy increased from 51.7% in 2009-10 to 59.5% in 2010-11.

- Preliminary results for 2011-12 for first-time takers of HSPA performing at or above proficient in language arts literacy have increased to 66.4% for all students, and 80.0% for General Education students.

- Preliminary results for 2011-12 for first-time takers of HSPA performing at or above proficient in mathematics have increased from 30.9% in 2011 to 46.6% in 2012. This includes an 18.8% increase for LEP students.

(See Appendix section for HSPA results by high school)

2010/2012 HSPA Cycle II Performance Summary Grade 11

	2010					2011					
	LANGUAGE ARTS LITERACY					LANGUAGE ARTS LITERACY					
Demographic Group	% Partially Proficient	% Proficient	% Advanced Proficient	# Proficient & Above	% Proficient & Above	% Partially Proficient	% Proficient	% Advanced Proficient	# Proficient & Above	% Proficient & Above	2010/ 2011 +/-
Total Students	48.3%	49.9%	1.8%	464	51.7%	40.4%	57.3%	2.2%	560	59.5%	7.8%
General Education	30.2%	67.2%	2.7%	419	69.9%	24.0%	72.9%	3.1%	513	76.0%	6.1%
Special Education	84.4%	15.6%	0.0%	29	15.6%	76.2%	23.8%	0.0%	36	23.8%	8.2%
Limited English Proficient	77.9%	22.1%	0.0%	36	22.1%	77.3%	22.7%	0.0%	42	22.7%	0.6%
	MATHEMATICS					MATHEMATICS					
Demographic Group	% Partially Proficient	% Proficient	% Advanced Proficient		% Proficient & Above	% Partially Proficient	% Proficient	% Advanced Proficient		% Proficient & Above	2010/ 2011 +/-
Total Students	67.0%	31.0%	2.0%	299	33.0%	69.1%	28.3%	2.6%	289	30.9%	-2.1%
General Education	54.9%	42.3%	2.8%	272	45.1%	58.8%	37.6%	3.6%	276	41.2%	-3.9%
Special Education	92.6%	6.8%	0.5%	14	7.3%	95.3%	4.7%	0.0%	7	4.7%	-2.6%
Limited English Proficient	84.9%	15.1%	0.0%	25	15.1%	91.4%	8.6%	0.0%	16	8.6%	-6.5%

	2012				
	LANGUAGE ARTS LITERACY				
Demographic Group	% Partially Proficient	% Proficient	% Advanced Proficient	% Proficient & Above	2011/ 2012 +/-
Total Students	33.6%	64.9%	1.5%	66.4%	6.9%
General Education	17.4%	80.4%	2.2%	80.0%	4.0%
Special Education	63.0%	37.0%	0.0%	37.0%	13.2%
Limited English Proficient	70.0%	30.0%	0.0%	30.0%	7.3%
	MATHEMATICS				
Demographic Group	% Partially Proficient	% Proficient	% Advanced Proficient	% Proficient & Above	2010/ 2011 +/-
Total Students	53.4%	43.7%	2.9%	46.6%	15.7%
General Education	40.6%	55.4%	4.0%	58.1%	16.9%
Special Education	86.1%	13.2%	0.7%	13.9%	9.2%
Limited English Proficient	72.6%	26.8%	0.6%	27.4%	18.8%

Graduation/Drop Out

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%

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

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

PATERSON PUBLIC SCHOOLS 2011 POST-GRADUATION PLANS		
CATEGORY	NUMBERS	PERCENTAGE
Total Students Enrolled	1204	N/A
Total Received Diploma	943	78.32%
Four-Year College	243	20.18%
Two-Year College	430	35.71%
Trade/Technical/Certificated Program	76	6.31%
Undecided	91	7.56%
Military	27	2.24%
Employment	76	6.31%

SAT Mean Scores

Year over year, the total number of SAT test takers has remained flat, and the district will focus more aggressively on SAT preparation in the upcoming year. It is important to note that while the SAT mean scores have also remained flat, the 2011 results noted below are from the SAT tests administered from September 2010 through June 2011.

PATERSON PUBLIC SCHOOLS SAT MEAN SCORES AND POINT CHANGE BY YEAR				
	2009	2010	2011	Point Change
SAT Mathematics	387	387	388	+1
SAT Critical Reading	367	360	362	+2
SAT Writing	362	360	358	-2

PSAT Composite Score

The PSAT Composite Score goal was ambitious as we aimed for our students to make a 22 point gain. Unfortunately our score fell by .6. Plans for fall 2012 include school restructuring with a middle school focus, as well as the hiring of new leaders, and staff and curriculum changes.

- 100% of 9th grade students took PSAT.
- High school students in Zone schools demonstrated a slight increase in PSAT performance.

Other Outcomes

QSAC

Scored 88 points on for the governance DPR on the two most recent QSAC reviews conducted by the Executive County Superintendent and his team.

Student Attendance

PATERSON PUBLIC SCHOOLS AVERAGE DAILY ATTENDANCE		
YEAR	ELEMENTARY	HIGH SCHOOL
2009-2010	93.4%	88%
2010-2011	93.3%	85.1%
2011-2012 (YTD)	94.6%	86.1%

Structural issues associated with student attendance have continued to be addressed and it appears that efforts to ensure accuracy and correct reporting have been rectified. Our attendance data suggests that to date:

- Elementary school average daily attendance district-wide has improved by 1.6 percentage points thus far over the previous year from 93 to 94.6 (April 20, 2012).

- Innovation Zone elementary schools have increased from 93.7% in 2011 to 94.5% (April 20, 2012).

- High schools in the Innovation Zone have a slightly higher attendance rate.

- High school average daily attendance increased from 85% in 2011 to 86.1% thus far this year.

- Innovation Zone high school attendance increased from 84.5% to 87.2% (April 20, 2012).

Additionally, in our continued efforts to reduce drop-out rates we have introduced the following:

- Credit Recovery utilizing a computer based program created by Plato Learning.

- Twilight School, for our students who due to job or other obligations, need to attend school for a limited time.

- Truancy Bus was reinstituted in February 2012 and as many as 255 students were retrieved and returned to school.

Staff Attendance

- Staff attendance at both the elementary and high school continues to exceed 90%.

- Paterson's elementary school staff attendance increased in both Zone and non-Zone schools by 1% and 2% respectively (to 94% each) with similar increase being observed in non-Zone high schools when compared to 2011.

New Jersey's NCLB Waiver Priority & Focus Schools

Priority Schools
School 10 (SIG)
School 13
School 15
School 28
School 6
Rev. Dr. Frank Napier, Jr. School (SIG)

Focus Schools	
School 2	School 18
School 3	School 20
School 5	School 21
School 8	School 24
School 11	School 25
School 12	School 26

Dr. Martin Luther King, Jr. Educational Complex

New Roberto Clemente School

School of Information Technology at Eastside High School

School of Culinary Arts, Hospitality & Tourism at Eastside High School

School of Government and Public Administration at Eastside High School

Academy High Schools

System-wide Framework for Transformation 2012-2013

Executive Summary

To continue improving the overall performance of Paterson Public Schools, a bold system-wide framework for transformation has been developed that focuses on 3 key areas: School-based Transformation, Effective Academic Programs, and Staffing Changes and Reductions.

School-Based Transformation

1. Close and/or reconfigure the district's lowest performing schools, targeting six (6) elementary schools and two (2) high school academies over the next two years (see chart). The strategically selected schools will undergo specific changes including: administration and/or teaching staff, grade reconfiguration, curriculum, or closure based upon the educational program and facility needs of the district. The newly configured schools will have an increased focus on family and community engagement. Paterson Public Schools (PPS) is committed to achieving at least 10% gains per year based on the in 2012 NJ ASK and HSPA scores in all reconfigured schools.

2. Create more high-performing district magnet schools to support accelerated learning opportunities for academic achievers. PPS will open the Paterson Academy for the Gifted & Talented for high performing students in grades 4-8 by September 2012. PPS will also begin the process to open a magnet International Baccalaureate (IB) Middle School linked to Paterson's International High School by September 2014. Additionally, PPS will reinstate the Academy for Performing Arts for grades 5-8 linked to Rosa L. Parks School of Fine and Performing Arts. Magnet schools will be co-located at under enrolled school facilities.

3. Continue to partner with charters to support reforms, share services and collaborate on innovative practices within the district.

Effective Academic Programs

4. Expand early childhood opportunities and strengthen K-4 program to focus on literacy. Early childhood classrooms will be developed or expanded at schools located in neighborhoods that are currently underserved for pre-school (see chart). The expansion of district-run early childhood programs will allow PPS to discontinue costly contracts with underperforming pre-school providers and align the Pre-K curriculum with that of K-4 Common Core standards. PPS will also implement a comprehensive early childhood literacy campaign in all district schools from Kindergarten through 4th grade. PPS will increase the number of district-run early childhood seats by 150 in 2 years and will have every student reading on grade level by the 3rd grade.

5. Strengthen programs for Limited English Proficient (LEP) and Special Education (SPED) students. PPS will develop a "newcomers" program that will promote rapid language acquisition and foundational literacy skills for LEP students in order to successfully transition into mainstream district classrooms. Additionally, recommendations from Montclair State University's study on PPS's special education program will be implemented to improve SPED performance. SPED students will be reassigned to their home schools to increase "time on task". PPS will pilot the Newcomers' Learning Center at School 11 to serve approximately 300 Spanish-speaking LEP students by September 2012. PPS will also transition 160 SPED students back to their home schools.

6. Expand effective academic interventions such as the Innovation Zone, to all priority and focus schools. The Innovation Zone was designed to accelerate student achievement by creating an aligned instructional system, building capacity among teachers and principals through intensive professional development, creating a strong district-level support system, and involving parents and community partners. Each priority and focus school will employ the essential components of the Innovation Zone, which includes: managed instruction "theory of action"; set academic targets; test scores analysis; and established academic and non-academic performance targets for district-identified indicators of success.

7. End Social Promotion by enforcing the district's policy on retention and providing mandatory summer intervention to students who failed to meet performance targets in 2012, complemented by intensive and integrated extended learning opportunities during the course of the school year.

Staffing Changes and Reductions

8. Reduce, replace and reconfigure district's Central Administration to assist with the re-design, implementation and sustainability of processes that will provide a transformational support system for all schools and academic programs. PPS will continue to work with American Productivity Quality Consortia (APQC) to identify key processes that impede organizational change and will implement management shifts to prepare the organization for the process design/redesign activities. PPS will aim to reduce district office staff by 25% over the next 2 years.

9. Improve principal autonomy and remove ineffective teachers from school settings using an aggressive performance evaluation system linked to student achievement. PPS will enhance principal autonomy by implementing a "no forced placement" policy, removing "excess educators" from the classroom due to poor performance. Excess educators will receive enhanced professional development, will be reassigned to support district initiatives, and will be evaluated over the course of a year to determine if they are fit to return to the classroom. PPS will continue to work with University of Pittsburg's Institute for Learning (IFL) and Focal Point education consulting group to enhance teacher and principal capacity. Also, PPS will expand the Effective Schools Leadership Program in partnership with Seton Hall University to train more principals and vice principals on effective teacher recruitment and hiring methods, school building budgeting, and managing positive school environments.

10. Implement new Teacher and Administrator Evaluation Systems that tie teacher and administrator performance to student achievement and academic results. This reform element will make the teacher evaluation process more rigorous and accurate and will differentiate teacher effectiveness by enabling the district and school leaders to use evaluation information to make better decisions related to tenure, assignments, and non-renewals.

Paterson Public Schools Implementation Timeline

SYSTEM-WIDE FRAMEWORK FOR TRANSFORMATION

Activity	Person(s) Leading	Planning year	Implementation year	Current Status

1. Close and restart lowest performing schools
  a. NRC & Schools 11 & 15
  b. School 28
  c. Schools 6 & 21
	Assistant Superintendents for Administration (ASA)	2011-12
		2011-12
		2012-13
			2012-13
			2012-13
			2013-14
				Planning underway
				Planning underway

2. Create more magnet schools
  a. Gifted and Talented
  b. Literacy
  c. Elementary performing arts
  d. International baccalaureate
	Deputy Superintendent	2011-12
		2011-12
		2012-13
		2012-13
			2012-13
			2012-13
			2013-14
			2013-14
				Planning complete
				Planning underway

3. Partner with charters	Chief Reform & Innovations Officer (CRIO)	2011-12	2012-13	Implementing

4. Expand early childhood and strengthen K-4 program
  a. Expand Early childhood
  b. Strengthen K-4 literacy
	Assistant Superintendent for Early Childhood and Special Programs (ASEC)	2011-12
		2011-12
			2012-13
			2012-13
				Implementing
				Planning underway

5. Strengthen Limited English Proficient (LEP) and Special Education (SPED) programs	ASEC	2011-12	2012-13	Planning
6. Expand effective academic interventions	Chief Academic Officer (CAO) & CRIO	2011-12	2012-13	Planning
7. End Social Promotion	ASA	2011-12	2012-13	Implementing
8. Reduce, replace and reconfigure district's Central Administration	Superintendent/Executive Director for HR	2011-12	2012-13	Planning
9. Expand principal autonomy and remove ineffective teachers	Executive Director for HR	2011-12	2012-13	Planning Complete
10. New Teacher and Administrator Evaluation Systems	Chief Accountability Officer	2011-12	2012-13 (Pilot) 2013-14 (All)	Planning Complete

Current and Proposed Interventions

School Name	Grade	Year In Status	Priority/ Focus	Innovative Zone	Institute for Learning (IFL)	STAR Assessment (LAL & Math)	Common Core (2014)	Principal Leadership	New Administration	New Faculty	New Teacher Evaluation	New Principal Evaluation	School Choice Program	F/S Community Schools
School 1	PreK - 5					x	x				x	x	x	
School 2	K - 8	Year 2	Focus	P	P	x	x	x				x		
School 3	K - 8	Year 3	Focus	P	P	x	x	x			x	x		
D. Frank Napier	K - 8	Year 8	Priority (SIG)	x	P	x	x	x	x	x	x	x		x
School 5	1 - 8	Year 11	Focus	x	x	x	x	x						x
School 6	K - 8	Year 6	Priority	P	P	x	x	x	x	x	P	x		P
School 7	5 - 8					x	x				x	x		
School 8	K - 8	Year 7	Focus	x	x	x	x	x	x					
Charles J. Riley/School 9	K - 8					x	x		x			x		
School 10	K - 8	Year 11	Priority (SIG)	x	P	x	x	x	x	x	x	x		
School 11	1 - 8	Year 2	Focus			x	x		P	P				
School 12	K - 8	Year 11	Focus	x	x	x	x	x						
School 13	K - 8	Year 7 (Hold)	Priority	x	x	x	x	x	x	P	P	P		
School 14	1 - 4					x	x							
School 15	K - 8	Year 11	Priority	x	x	x	x	x	x	P	P	P	P	
School 18	1 - 8	Year 7	Focus	x	x	x	x	x						
School 19	K - 4					x	x							
School 20	K - 8	Year 9	Focus	x	x	x	x	x		P				
School 21	K - 8	Year 6 (Hold)	Focus	P	P	x	x		P	P		P		P
School 24	K - 8	Year 2	Focus	P	P	x	x							
School 25	K - 8	Year 2 (Hold)	Focus	x	x	x	x	x						
School 26	K - 8	Year 7	Focus	x	x	x	x	x						
School 27	K - 8					x	x				x	x		
School 28	K - 5	Year 3	Priority	P	P	x	x					x		
School 29	K - 4					x	x							
Dale Avenue	PreK - 2					x	x					x		
Early Learning Center	Kindergarten					x	x				x	x		
Edward W. Kilpatrick	K - 5					x	x					x		

* X = Current Intervention, P = Proposed Intervention)

School Name	Grade	Year In Status	Priority/ Focus	Innovative Zone	Institute for Learning (IFL)	STAR Assessment (LAL & Math)	Common Core (2014)	Principal Leadership	New Administration	New Faculty	New Teacher Evaluation	New Principal Evaluation	School Choice Program	F/S Community Schools
Dr. Martin Luther King, Jr.	K - 8	Year 5	Focus	P	P	x	x	x			x			x
New Roberto Clemente (NRC)	K - 8	Year 7	Focus	x	x	x	x	x	P	P				x
Norman S. Weir	1 - 8					x	x						x	P
Roberto Clemente	K - 4					x	x						x	
Alexander Hamilton Academy	K - 8					x	x						x	x
Don Bosco Technology Academy	7 - 8					x	x						x	
Urban Leadership Academy	1 - 5					x	x						x	
School of Information Technology @ Eastside	9 - 12		Focus	x	x	x	x	x	x	x	x	P	x	
School of Government & Public Administration @ Eastside	9 - 12		Focus	x	x	x	x	x	x	x	x	P	x	
School of Culinary Arts, Hospitality & Tourism @ Eastside	9 - 12		Focus	x	x	x	x	x	x	x	x	P	x	
International High School	9 - 12			x	x	x	x	x					x	
Science, Technology, Engineering, and Mathematics (STEM)	9 - 12					x	x		x	x			x	x
School of Architecture and Construction Trades @ JFK	9 - 12					x	x		x	x			x	x
School of Business, Technology, Marketing, & Finance @ JFK	9 - 12					x	x		x	x			x	x
School of Education and Training @ JFK	9 - 12					x	x		x				x	x
Rosa L. Parks School of Fine & Performing Arts	9 - 12					x	x		x		x	x	x	P
Garrett Morgan Academy for Transportation and Engineering	9 - 12			x	x	x	x	x					x	
Academy of Earth and Space Science (PANTHER)	9 - 12					x	x						x	x
Academy of Health Science (HARP)	9 - 12					x	x						x	x
Academy of Law and Public Safety (PSA)	9 - 12		Focus			x	x						x	x
Academy of Sports Business, Management and Administration (SBA)	9 - 12		Focus			x	x						x	x
Students Transitioning and Achieving Real Success (STARS)	9 - 12					x	x						x	x

*   X = Current Intervention, P = Proposed Intervention)

Appendices

NJ ASK Results by Grade Level

2010/2011 NJ ASK Grade 3 District Performance Summary

	2010				2011				
	LANGUAGE ARTS LITERACY				LANGUAGE ARTS LITERACY				
	% Partially Proficient	% Proficient	% Advanced Proficient	% Proficient & Above	% Partially Proficient	% Proficient	% Advanced Proficient	% Proficient & Above	2010/ 2011 +/-
TOTAL	68.9%	30.7%	0.5%	31.2%	66.9%	32.2%	0.9%	33.1%	1.9%
GENERAL ED.	63.0%	36.4%	0.7%	37.1%	61.1%	37.8%	1.1%	38.9%	1.8%
SPECIAL ED.	94.4%	5.6%	0.0%	5.6%	90.5%	9.0%	0.5%	9.5%	3.9%
LMTD. ENG. PROF.	75.1%	24.7%	0.2%	24.9%	75.1%	24.1%	0.9%	25.0%	0.1%
	MATHEMATICS				MATHEMATICS				
	% Partially Proficient	% Proficient	% Advanced Proficient	% Proficient & Above	% Partially Proficient	% Proficient	% Advanced Proficient	% Proficient & Above	2010/ 2011 +/-
TOTAL	46.9%	39.1%	14.0%	53.1%	45.2%	39.9%	14.9%	54.8%	1.7%
GENERAL ED.	41.0%	42.8%	16.2%	59.0%	39.2%	43.5%	17.3%	60.8%	1.8%
SPECIAL ED.	72.4%	21.6%	6.0%	27.6%	66.4%	29.4%	4.3%	33.7%	6.1%
LMTD. ENG. PROF.	52.2%	37.2%	10.6%	47.8%	53.7%	34.3%	12.1%	46.4%	-1.4%

2010/2011 NJ ASK Grade 4 District Performance Summary

	2010				2011				
	LANGUAGE ARTS LITERACY				LANGUAGE ARTS LITERACY				
	% Partially Proficient	% Proficient	% Advanced Proficient	% Proficient & Above	% Partially Proficient	% Proficient	% Advanced Proficient	% Proficient & Above	2010/ 2011 +/-
TOTAL	70.9%	27.8%	1.3%	29.1%	66.8%	32.5%	0.7%	33.2%	4.1%
GENERAL ED.	64.5%	33.8%	1.7%	35.5%	59.9%	39.3%	0.8%	40.1%	4.6%
SPECIAL ED.	91.0%	9.0%	0.0%	9.0%	93.8%	6.2%	0.0%	6.2%	-2.8%
LMTD. ENG. PROF.	80.0%	19.2%	0.7%	19.9%	76.5%	22.8%	0.7%	23.5%	3.6%
	MATHEMATICS				MATHEMATICS				
	% Partially Proficient	% Proficient	% Advanced Proficient	% Proficient & Above	% Partially Proficient	% Proficient	% Advanced Proficient	% Proficient & Above	2010/ 2011 +/-
TOTAL	47.2%	39.8%	13.0%	52.8%	44.2%	43.7%	12.0%	55.7%	2.9%
GENERAL ED.	39.6%	44.7%	15.7%	60.4%	36.0%	49.8%	14.2%	64.0%	3.6%
SPECIAL ED.	73.7%	21.5%	4.8%	26.3%	77.8%	20.0%	2.2%	22.2%	-4.1%
LMTD. ENG. PROF.	52.2%	36.2%	11.6%	47.8%	54.3%	35.3%	10.4%	45.7%	-2.1%
	SCIENCE				SCIENCE				
	% Partially Proficient	% Proficient	% Advanced Proficient	% Proficient & Above	% Partially Proficient	% Proficient	% Advanced Proficient	% Proficient & Above	2010/ 2011 +/-
TOTAL	23.1%	63.6%	13.3%	76.9%	31.9%	51.3%	16.8%	68.1%	-8.8%
GENERAL ED.	14.2%	69.8%	16.0%	85.8%	23.2%	55.9%	20.9%	76.8%	-9.0%
SPECIAL ED.	47.8%	46.0%	6.2%	52.2%	63.0%	34.4%	2.6%	37.0%	-15.2%
LMTD. ENG. PROF.	34.8%	56.0%	9.2%	65.2%	49.0%	42.3%	8.8%	51.1%	-14.1%

2010/2011 NJ ASK Grade 5 District Performance Summary

	2010				2011				
	LANGUAGE ARTS LITERACY				LANGUAGE ARTS LITERACY				
	% Partially Proficient	% Proficient	% Advanced Proficient	% Proficient & Above	% Partially Proficient	% Proficient	% Advanced Proficient	% Proficient & Above	2010/ 2011 +/-
TOTAL	66.0%	33.2%	0.8%	34.0%	74.0%	25.3%	0.6%	25.9%	-8.1%
GENERAL ED.	57.7%	41.1%	1.1%	42.2%	67.3%	31.8%	0.9%	32.7%	-9.5%
SPECIAL ED.	92.6%	7.4%	0.0%	7.4%	95.6%	4.4%	0.0%	4.4%	-3.0%
LMTD. ENG. PROF.	79.2%	20.5%	0.3%	20.8%	86.2%	13.8%	0.0%	13.8%	-7.0%
	MATHEMATICS				MATHEMATICS				
	% Partially Proficient	% Proficient	% Advanced Proficient	% Proficient & Above	% Partially Proficient	% Proficient	% Advanced Proficient	% Proficient & Above	2010/ 2011 +/-
TOTAL	49.1%	37.9%	13.0%	50.9%	44.3%	41.0%	14.8%	55.8%	4.9%
GENERAL ED.	40.4%	42.8%	16.7%	59.5%	35.7%	45.7%	18.6%	64.3%	4.8%
SPECIAL ED.	74.8%	23.2%	2.0%	25.2%	72.7%	23.8%	3.5%	27.3%	2.1%
LMTD. ENG. PROF.	60.7%	33.3%	6.0%	39.3%	54.6%	36.4%	9.0%	45.4%	6.1%

2010/2011 NJ ASK Grade 6 District Performance Summary

	2010				2011				
	LANGUAGE ARTS LITERACY				LANGUAGE ARTS LITERACY				
	% Partially Proficient	% Proficient	% Advanced Proficient	% Proficient & Above	% Partially Proficient	% Proficient	% Advanced Proficient	% Proficient & Above	2010/ 2011 +/-
TOTAL	67.3%	32.2%	0.5%	32.7%	63.1%	36.6%	0.3%	36.9%	4.2%
GENERAL ED.	58.2%	41.2%	0.6%	41.8%	53.1%	46.5%	0.4%	46.9%	5.1%
SPECIAL ED.	91.4%	8.6%	0.0%	8.6%	92.4%	7.6%	0.0%	7.6%	-1.0%
LMTD. ENG. PROF.	84.6%	15.4%	0.0%	15.4%	83.1%	16.9%	0.0%	16.9%	1.5%
	MATHEMATICS				MATHEMATICS				
	% Partially Proficient	% Proficient	% Advanced Proficient	% Proficient & Above	% Partially Proficient	% Proficient	% Advanced Proficient	% Proficient & Above	2010/ 2011 +/-
TOTAL	56.7%	36.4%	6.8%	43.2%	49.0%	43.5%	7.5%	51.0%	7.8%
GENERAL ED.	47.5%	43.3%	9.2%	52.5%	38.2%	51.7%	10.1%	61.8%	9.3%
SPECIAL ED.	83.8%	15.3%	0.9%	16.2%	78.8%	20.3%	0.9%	21.2%	5.0%
LMTD. ENG. PROF.	69.1%	28.4%	2.5%	30.9%	64.8%	32.8%	2.5%	35.3%	4.4%

2010/2011 NJ ASK Grade 7 District Performance Summary

	2010				2011				
	LANGUAGE ARTS LITERACY				LANGUAGE ARTS LITERACY				
	% Partially Proficient	% Proficient	% Advanced Proficient	% Proficient & Above	% Partially Proficient	% Proficient	% Advanced Proficient	% Proficient & Above	2010/ 2011 +/-
TOTAL	63.8%	33.1%	3.1%	36.2%	69.3%	29.4%	1.3%	30.7%	-5.5%
GENERAL ED.	53.9%	41.9%	4.2%	46.1%	59.9%	38.3%	1.8%	40.1%	-6.0%
SPECIAL ED.	91.1%	8.6%	0.3%	8.9%	94.7%	5.3%	0.0%	5.3%	-3.6%
LMTD. ENG. PROF.	84.7%	14.5%	0.8%	15.3%	89.4%	9.9%	0.7%	10.6%	-4.7%
	MATHEMATICS				MATHEMATICS				
	% Partially Proficient	% Proficient	% Advanced Proficient	% Proficient & Above	% Partially Proficient	% Proficient	% Advanced Proficient	% Proficient & Above	2010/ 2011 +/-
TOTAL	68.2%	26.1%	5.7%	31.8%	63.8%	30.3%	5.9%	36.2%	4.4%
GENERAL ED.	59.7%	32.7%	7.6%	40.3%	55.0%	37.3%	7.7%	45.0%	4.7%
SPECIAL ED.	92.1%	7.6%	0.3%	7.9%	87.0%	11.5%	1.5%	13.0%	5.1%
LMTD. ENG. PROF.	86.1%	13.2%	0.7%	13.9%	79.3%	18.8%	1.9%	20.7%	6.8%

2010/2011 NJ ASK Grade 8 District Performance Summary

	2010				2011				
	LANGUAGE ARTS LITERACY				LANGUAGE ARTS LITERACY				
	% Partially Proficient	% Proficient	% Advanced Proficient	% Proficient & Above	% Partially Proficient	% Proficient	% Advanced Proficient	% Proficient & Above	2010/ 2011 +/-
TOTAL	42.4%	55.3%	2.2%	57.5%	46.3%	50.9%	2.8%	53.7%	-3.8%
GENERAL ED.	28.4%	68.5%	3.1%	71.6%	33.1%	63.0%	3.9%	66.9%	-4.7%
SPECIAL ED.	79.6%	20.4%	0.0%	20.4%	86.4%	13.6%	0.0%	13.6%	-6.8%
LMTD. ENG. PROF.	72.5%	27.1%	0.4%	27.5%	66.8%	33.2%	0.0%	33.2%	5.7%
	MATHEMATICS				MATHEMATICS				
	% Partially Proficient	% Proficient	% Advanced Proficient	% Proficient & Above	% Partially Proficient	% Proficient	% Advanced Proficient	% Proficient & Above	2010/ 2011 +/-
TOTAL	57.8%	32.9%	9.4%	42.3%	59.2%	32.1%	8.7%	40.8%	-1.5%
GENERAL ED.	46.3%	41.0%	12.7%	53.7%	48.5%	39.8%	11.7%	51.5%	-2.2%
SPECIAL ED.	90.6%	9.1%	0.3%	9.4%	89.9%	8.9%	1.2%	10.1%	0.7%
LMTD. ENG. PROF.	76.7%	20.8%	2.4%	23.2%	76.0%	21.2%	2.7%	23.9%	0.7%
	SCIENCE				SCIENCE				
	% Partially Proficient	% Proficient	% Advanced Proficient	% Proficient & Above	% Partially Proficient	% Proficient	% Advanced Proficient	% Proficient & Above	2010/ 2011 +/-
TOTAL	46.7%	48.1%	5.2%	53.3%	51.3%	43.2%	5.5%	48.7%	-4.6%
GENERAL ED.	33.6%	59.3%	7.1%	66.4%	39.5%	53.2%	7.4%	60.6%	-5.8%
SPECIAL ED.	80.7%	18.7%	0.6%	19.3%	84.5%	15.2%	0.3%	15.5%	-3.8%
LMTD. ENG. PROF.	74.5%	25.5%	0.0%	25.5%	71.9%	26.4%	1.7%	28.1%	2.6%

HSPA Results by High School: Preliminary Results

Academies at Eastside: Information & Technology

Demographic Group	2011 Language Arts Literacy % Proficient and Above	2012 Preliminary Language Arts Literacy % Proficient and Above	2011/ 2012 +/-
Total Students	44.1%	47.2%	+3.1%
General Education	66.7%	68.1%	+1.4%
Special Education	20.0%	35.3%	+15.3%
Limited English Proficient	9.7%	23.5%	+13.8%
Demographic Group	Mathematics % Proficient and Above	Mathematics % Proficient and Above	2011/ 2012 +/-
Total Students	16.5%	36.4%	+19.9%
General Education	27.8%	59.6%	+31.8%
Special Education	0.0%	11.8%	+11.8%
Limited English Proficient	3.2%	21.2%	+18.0%

Academies at Eastside: Government & Public Administration

Demographic Group	2011 Language Arts Literacy % Proficient and Above	2012 Preliminary Language Arts Literacy % Proficient and Above	2011/ 2012 +/-
Total Students	43.5%	66.7%	+23.2%
General Education	66.7%	83.3%	+16.6%
Special Education	50.0%	83.3%	+33.3%
Limited English Proficient	13.6%	27.3%	+13.7%
Demographic Group	Mathematics % Proficient and Above	Mathematics % Proficient and Above	2011/ 2012 +/-
Total Students	17.4%	41.7%	+24.3%
General Education	25.9%	61.1%	+35.2%
Special Education	0.0%	0.0%	0.0%
Limited English Proficient	13.6%	22.7%	+9.1%

Academies at Eastside: Culinary Arts, Hospitality & Tourism

Demographic Group	2011 Language Arts Literacy % Proficient and Above	2012 Preliminary Language Arts Literacy % Proficient and Above	2011/ 2012 +/-
Total Students	47.2%	59.7%	+12.5%
General Education	67.3%	74.4%	+7.1%
Special Education	15.4%	46.7%	+31.3%
Limited English Proficient	23.3%	25.0%	+1.7%
Demographic Group	Mathematics % Proficient and Above	Mathematics % Proficient and Above	2011/ 2012 +/-
Total Students	21.3%	38.2%	+16.9%
General Education	32.7%	47.4%	+14.7%
Special Education	0.0%	6.3%	+6.3%
Limited English Proficient	10.0%	46.7%	+36.7%

HARP Academy

Demographic Group	2011 Language Arts Literacy % Proficient and Above	2012 Preliminary Language Arts Literacy % Proficient and Above	2011/ 2012 +/-
Total Students	98.3%	93.8%	-4.5%
General Education	100.0%	95.1%	-4.9%
Special Education	50.0%	50.0%	0.0%
Limited English Proficient	0.0%	100.0%	+100.0%
Demographic Group	Mathematics % Proficient and Above	Mathematics % Proficient and Above	2011/ 2012 +/-
Total Students	77.2%	78.1%	+0.9%
General Education	80.0%	80.7%	+0.7%
Special Education	0.0%	0.0%	0.0%
Limited English Proficient	0.0%	0.0%	0.0%

PANTHER Academy

Demographic Group	2011 Language Arts Literacy % Proficient and Above	2012 Preliminary Language Arts Literacy % Proficient and Above	2011/ 2012 +/-
Total Students	77.6%	88.1%	+10.5%
General Education	84.3%	94.0%	+9.7%
Special Education	33.3%	55.6%	+22.3%
Limited English Proficient	40.0%	100.0%	+60.0%
Demographic Group	Mathematics % Proficient and Above	Mathematics % Proficient and Above	2011/ 2012 +/-
Total Students	53.4%	61.7%	+8.3%
General Education	58.8%	68.0%	+9.2%
Special Education	16.7%	30.0%	+13.3%
Limited English Proficient	20.0%	66.7%	+46.7%

International High School and Garrett Morgan Academy

Demographic Group	2011 Language Arts Literacy % Proficient and Above	2012 Preliminary Language Arts Literacy % Proficient and Above	2011/ 2012 +/-
Total Students	82.9%	92.2%	+9.3%
General Education	87.7%	95.4%	+7.7%
Special Education	37.5%	60.0%	+22.5%
Limited English Proficient	58.3%	80.0%	+21.7%
Demographic Group	Mathematics % Proficient and Above	Mathematics % Proficient and Above	2011/ 2012 +/-
Total Students	32.9%	76.9%	+44.0%
General Education	34.2%	79.8%	+45.6%
Special Education	25.0%	60.0%	+35.0%
Limited English Proficient	8.3%	70.0%	+61.7%

***2012 Preliminary Results combine Garrett Morgan Academy and International High School.

***Official Results will break out the two schools.

Scores below compare JFK as a comprehensive high school (2011) with JFK as four academies (2012).

Academies at John F. Kennedy: Architecture & Construction			
	2011	2012 Preliminary	
	Language Arts Literacy	Language Arts Literacy	2011/ 2012 +/-
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	50.8%	41.7%	-9.1%
General Education	69.9%	61.8%	-8.1%
Special Education	23.9%	21.1%	-2.8%
Limited English Proficient	21.7%	21.4%	-0.3%
	Mathematics	Mathematics	2011/ 2012 +/-
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	26.2%	30.0%	+3.8%
General Education	38.5%	39.4%	+0.9%
Special Education	4.2%	20.0%	+15.8%
Limited English Proficient	7.2%	14.3%	+7.1%

Academies at John F. Kennedy: Business, Technology & Marketing			
	2011	2012 Preliminary	
	Language Arts Literacy	Language Arts Literacy	2011/ 2012 +/-
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	50.8%	54.3%	+3.5%
General Education	69.9%	69.6%	-0.3%
Special Education	23.9%	29.4%	+5.5%
Limited English Proficient	21.7%	35.7%	+14.0%
	Mathematics	Mathematics	2011/ 2012 +/-
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	26.2%	21.1%	-5.1%
General Education	38.5%	28.3%	-10.2%
Special Education	4.2%	5.6%	+1.4%
Limited English Proficient	7.2%	7.1%	-0.1%

Academies at John F. Kennedy: Science, Technology, Engineering & Math			
	2011	2012 Preliminary	
	Language Arts Literacy	Language Arts Literacy	2011/ 2012 +/-
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	50.8%	66.6%	+15.8%
General Education	69.9%	81.2%	+11.3%
Special Education	23.9%	22.2%	-1.7%
Limited English Proficient	21.7%	26.1%	+4.4%
	Mathematics	Mathematics	2011/ 2012 +/-
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	26.2%	60.0%	+33.8%
General Education	38.5%	71.9%	+33.4%
Special Education	4.2%	20.0%	+15.8%
Limited English Proficient	7.2%	36.4%	+29.2%

Academies at John F. Kennedy: Education and Training

Demographic Group	2011 Language Arts Literacy % Proficient and Above	2012 Preliminary Language Arts Literacy % Proficient and Above	2011/ 2012 +/-
Total Students	50.8%	57.0%	+6.2%
General Education	69.9%	70.0%	+0.1%
Special Education	23.9%	50.0%	+26.1%
Limited English Proficient	21.7%	11.1%	-10.6%
Demographic Group	Mathematics % Proficient and Above	Mathematics % Proficient and Above	2011/ 2012 +/-
Total Students	26.2%	23.3%	-2.9%
General Education	38.5%	30.0%	-8.5%
Special Education	4.2%	8.3%	+4.1%
Limited English Proficient	7.2%	11.1%	+3.9%

*** In 2011 Education and Training was part of Academy High School.

***In 2012 Education and Training is part of the JFK Academies.

Academy High School

Demographic Group	2011 Language Arts Literacy % Proficient and Above	2012 Preliminary Language Arts Literacy % Proficient and Above	2011/ 2012 +/-
Total Students	67.0%	53.3	-13.7
General Education	69.9%	60.9	-9
Special Education	41.7%	28.6	-13.1
Limited English Proficient	100.0%	0.0	-100.0
Demographic Group	Mathematics % Proficient and Above	Mathematics % Proficient and Above	2011/ 2012 +/-
Total Students	29.5%	30.0	+0.5
General Education	32.1%	34.8	+2.7
Special Education	8.3%	14.3	+6
Limited English Proficient	50.0%	0.0	-50.0

***2011 Results for Academy High School included the following Academies:

1. Education and Training
2. Silk City 2000 Academy
3. Great Falls Academy
4. Garrett Morgan Academy
5. Sports Business Academy
6. Public Safety Academy

***2012 Results for Academy High School included the following Academies:

1. Sport Business Academy
2. Public Safety Academy

Rosa L. Parks School of Fine and Performing Arts			
	2011	2012 Preliminary	
	Language Arts Literacy	Language Arts Literacy	2011/ 2012 +/-
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	88.9%	85.5%	-3.4%
General Education	95.9%	84.6%	-11.3%
Special Education	20.0%	100.0%	+80.0%
Limited English Proficient	0.0%	100.0%	+100.0%
	Mathematics	Mathematics	2011/ 2012 +/-
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	50.0%	69.1%	+19.1%
General Education	55.1%	67.3%	+12.2%
Special Education	0.0%	100.0%	+100.0%
Limited English Proficient	0.0%	100.0%	+100.0%

Alternative High School			
	2011	2012 Preliminary	
	Language Arts Literacy	Language Arts Literacy	2011/ 2012 +/-
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	0.0%	32.6%	+32.6%
General Education	0.0%	48.0%	+48.0%
Special Education	0.0%	13.3%	+13.3%
Limited English Proficient	0.0%	0.0%	0.0%
	Mathematics	Mathematics	2011/ 2012 +/-
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	0.0%	8.3%	+8.3%
General Education	0.0%	15.4%	+15.4%
Special Education	0.0%	0.0%	0.0%
Limited English Proficient	0.0%	0.0%	0.0%

***2011 Results for Alternative High School included the following Academies:

1. YES Academy
2. Destiny Academy

***2012 Results for Alternative High School included the following Academies:

1. Silk City 2000 Academy
2. Great Falls Academy
3. YES Academy
4. Destiny Academy