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Paterson Public Schools

FY22 FSCS Year 3 Annual Report

SUBMITTED TO

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Introduction

Early in 2023, Paterson Public Schools (PPS) launched the first year of a five-year Full-Service Community Schools (FSCS) grant awarded by the U.S. Department of Education. The FSCS Program supports whole-child approaches to improving student outcomes. This project grant aims to serve students and their families in two of the district's high-needs schools: School 16 and Alonzo "Tambua" Moody Academy (ATMA). This FSCS project provides comprehensive services for students, families, and community members with the following goals:

- To assist in providing students with the opportunity to attend each school day fully ready to learn with support from expanded and enriched in-school and out-of-school time (OST) learning opportunities;
- To provide opportunities for families and members of the targeted communities to improve their lives while creating stronger, safer, and more supportive neighborhoods; and
- To build capacity in administering full-service community schools that are accessible, effective, and sustainable beyond federal funding.

During the 2023-2024 school year, School 16 served 878 students¹ in grades P3-8, with almost 89% coming from non-English speaking homes. School 16 receives funding from the 21st Century Community Learning Centers program, which supports summer and afterschool programming for grades 3-8. A portion of School 16's students are also enrolled in its dual-language magnet school, which provides full Spanish and English instruction across academic subjects.

ATMA is a nontraditional high school that serves students who have experienced a variety of social, emotional, and academic issues, with many who have been recently incarcerated. The number of enrolled students fluctuates greatly throughout the school year, with data available for 119 students.

This new annual report format provides findings relevant to PPS's continuous improvement process, focusing on federal GPRAs and local priority areas identified by the PPS and Metis teams in fall 2025. In the analysis to follow, **core indicators** are reported by school, while **local indicators** are reported at the grant level, as required in federal reports. Items that are not required for federal reporting, but that were still deemed priorities for local purposes, are labelled as **non-indicator priorities**.

Evaluation Design and Data Sources

Metis has been implementing a comprehensive scope of work, including the following methods

¹ Based on June 2025 attendance data.

and data sources:

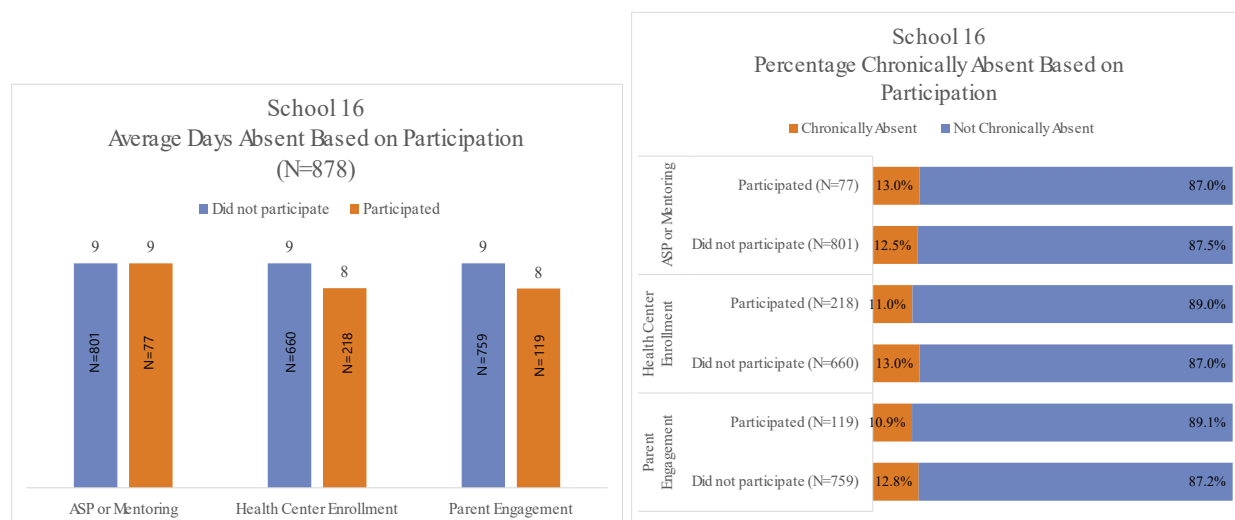
- **Site Visits, Interviews, and Focus Groups.** Metis visited each FSCS campus to observe program activities using the National Center for Community Schools' School-Age Program Observation Tool. Visits included focus groups with students and staff, principal interviews, and tours with the site coordinator and treatment coordinator at each school.
- **Program Documentation.** Documentation includes school calendars, website information, news articles, and other records related to the program's implementation.
- **Surveys.** Metis developed and administered four surveys for different stakeholder populations: students, families, teachers, and partners.
- **Student Outcome Data.** Metis analyzed attendance, suspensions, and test scores for each school. This year, Metis has added analyses that examine correlations between student outcomes and participation in mentoring, OST, or bridge programs; enrollment in the Health Center; and family engagement.

Student Outcomes: Attendance, Behavior, and Grades

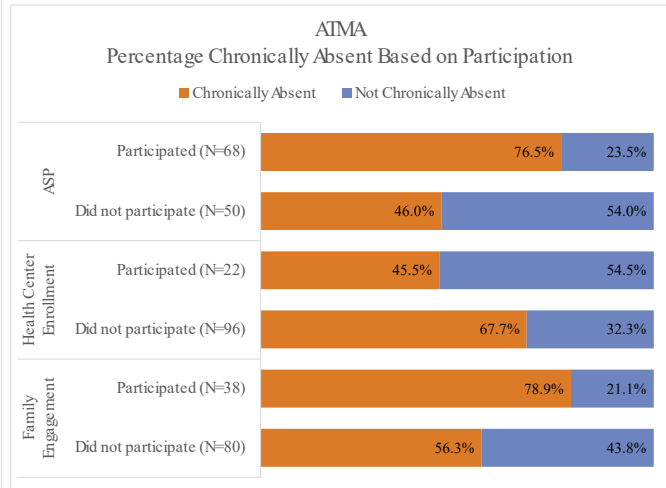
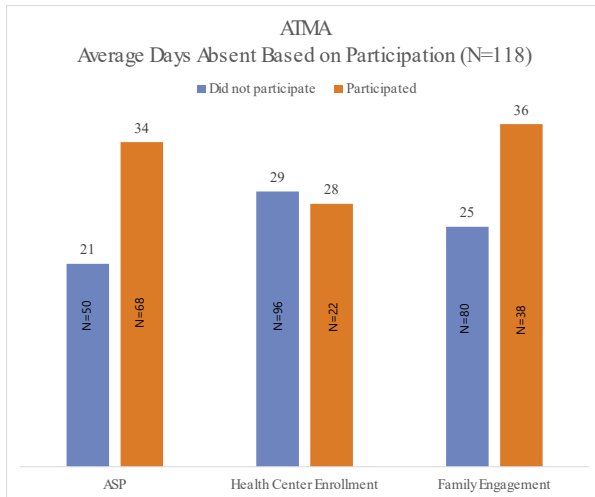
Non-Indicator Priority: Students who have participated in afterschool (ASP) or mentoring programming, enrolled in the school health center, participated in a kindergarten or high school bridge program, or had a parent attend one or more family events will have fewer absences than their nonparticipating peers.

- At School 16, health center enrollment and parent engagement were positively correlated with fewer absences.

Figure 1. School 16 Attendance

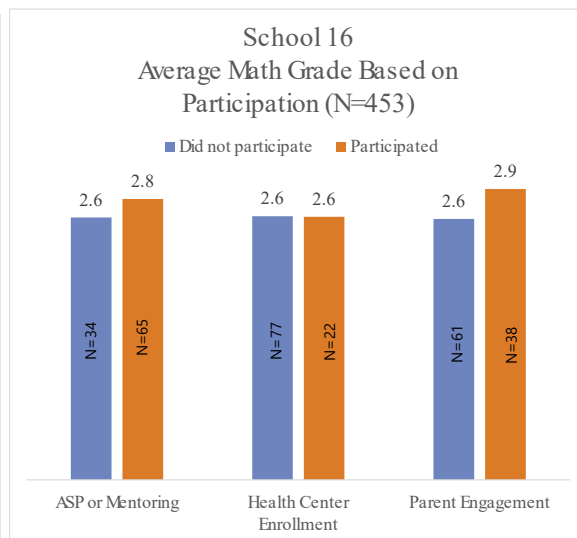
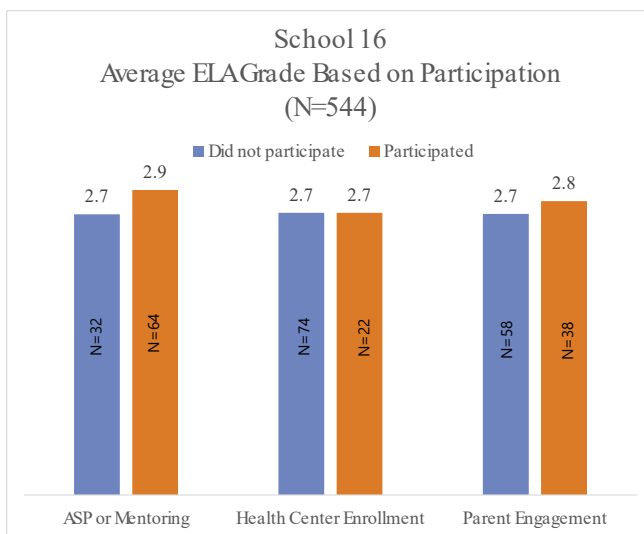


- At ATMA, health center enrollment was positively correlated with fewer absences.

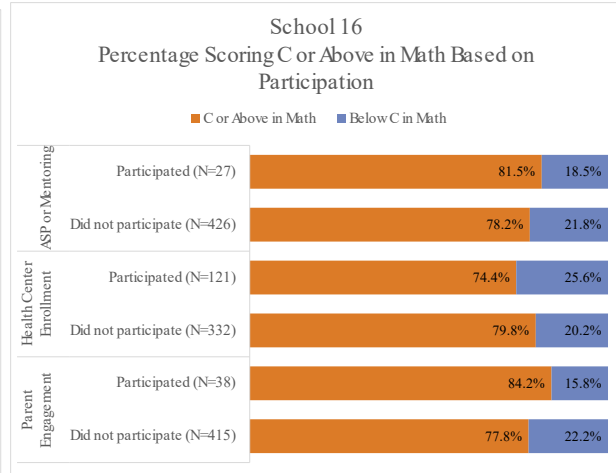
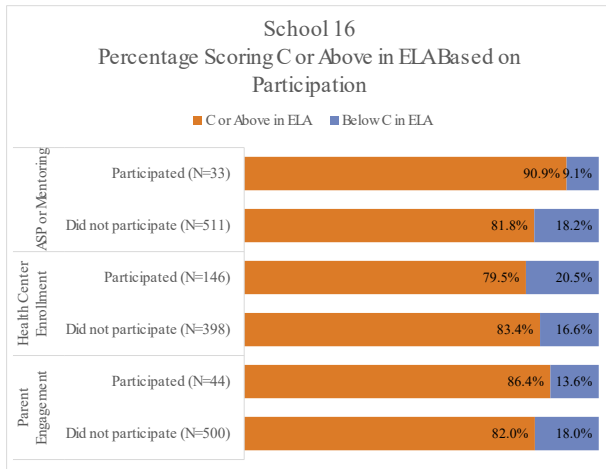


Non-Indicator Priority: Students who have participated in afterschool or mentoring programming, enrolled in the school health center, participated in a kindergarten or high school bridge program, or had a parent attend one or more family events will have higher math and ELA grades² than their nonparticipating peers.

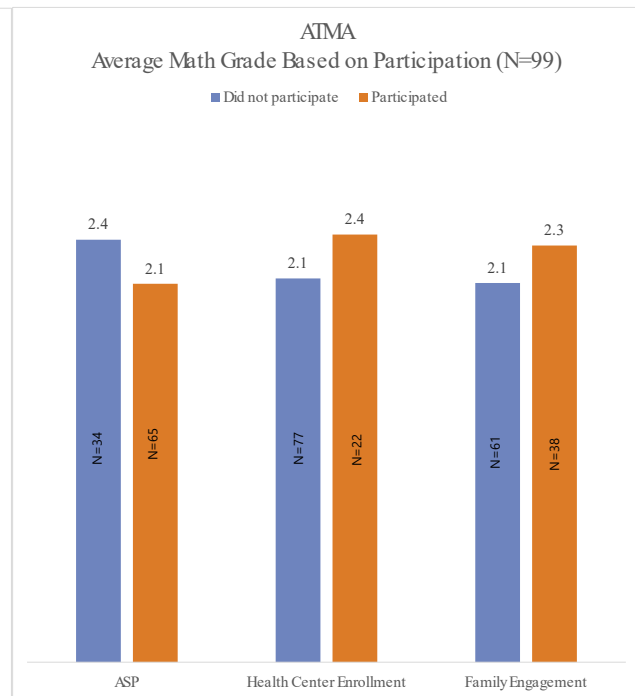
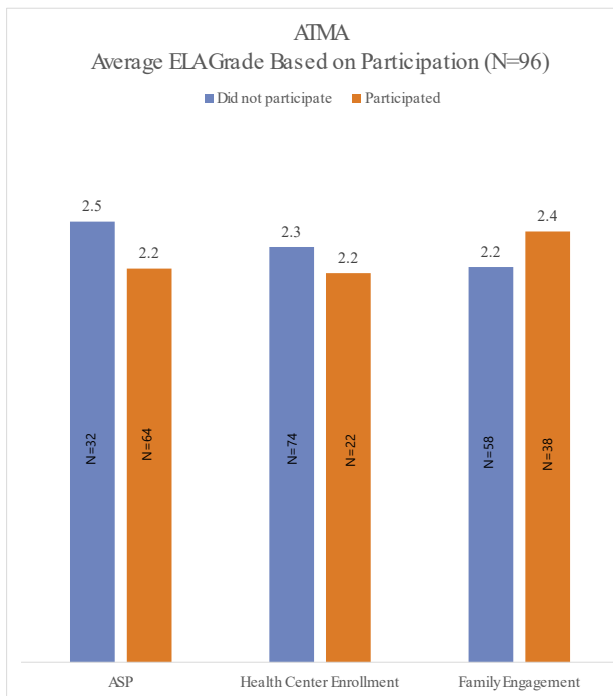
- At School 16, ASP/mentoring and parent engagement were positively correlated with higher ELA and math grades.

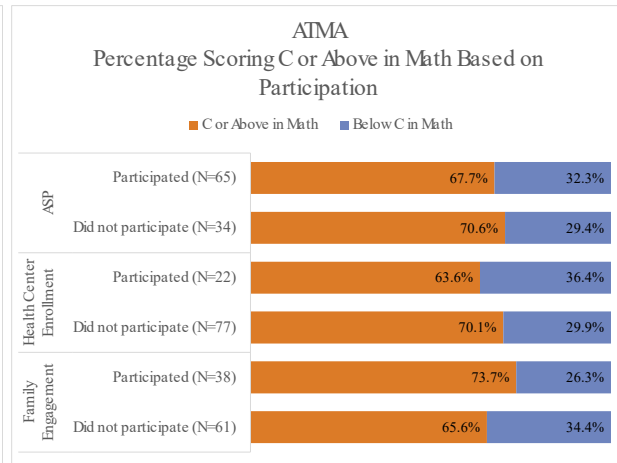
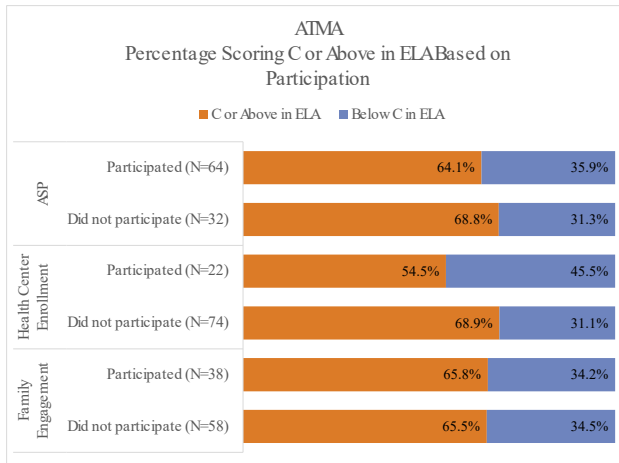


² Final grades are represented using a 4-point scale where A+ =4.3, A=4, A-=3.7... F=0. Letter grades are not assigned to Paterson students in grades PK-2 and thus they are not included in this analysis.



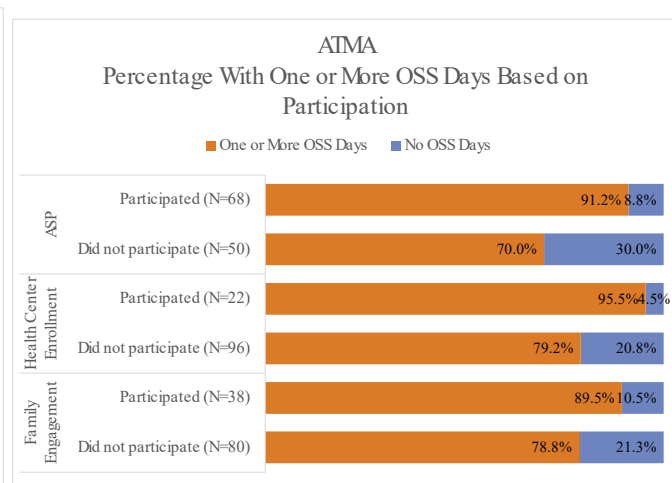
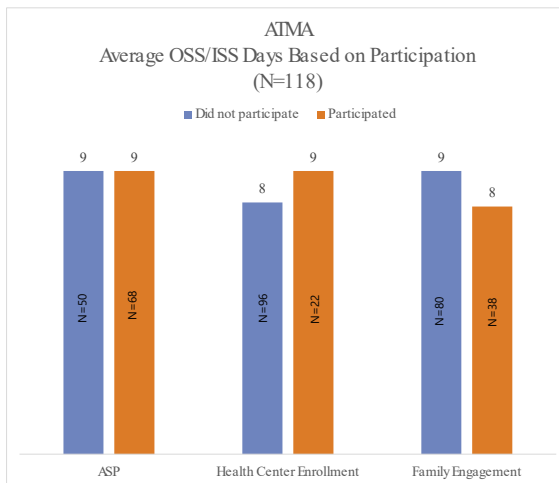
- At ATMA, family engagement was positively correlated with higher ELA grades, while health center enrollment and family engagement were positively correlated with higher math grades.





Non-Indicator Priority: Students who have participated in afterschool or mentoring programming, enrolled in the school health center, participated in a kindergarten bridge program, or had a parent attend one or more family events will have fewer in- and out-of-school suspensions than their nonparticipating peers.

- At School 16, the number of OSS/ISS days were negligible (only three students with OSS), so no charts are included here.
- At ATMA, family engagement was positively correlated with fewer average OSS/ISS days.



Core Indicator #2: Chronic absenteeism will decrease by 5pts from Year 1 to Year 5.

- At School 16, chronic absenteeism rates have been steadily decreasing since Year 1, as shown in Table 1.
- At ATMA, chronic absenteeism rates have also been steadily decreasing since Year 1, as shown in Table 2.

Core Indicator #3: Suspension rates will decrease by 5pts each year from Year 2 to Year 5.

- At School 16, OSS rates declined in 2025 after rising slightly in Year 2. ISS rates have consistently declined, with none in Year 3, as shown in Table 1.
- At ATMA, OSS rates have steadily declined since Year 1, with a significant drop in Year 3. ISS rates, however, have increased, as shown in Table 2.

Table 1. School 16 Student Outcomes Data

Indicator/Performance Measure	Year 1	Year 2	Year 3
% of chronically absent students (PM 1.12)	22% (205/927)	15% (235/925)	13% (110/878)
% of students with OSS (PM 1.13)	0.4% (4/927)	0.8% (7/925)	0.3% (3/878)
% of students with ISS (PM 1.13)	0.4% (4/927)	0.2% (2/925)	0

Table 2. ATMA Student Outcomes Data

Indicator/Performance Measure	Year 1	Year 2	Year 3
% of chronically absent students (PM 1.12)	82% (167/218) ³	80% (133/167) ⁴	64% (75/118) ⁵
% of students with OSS (PM 1.13)	55% (119/218)	47% (78/167)	14% (16/118)
% of students with ISS (PM 1.13)	28% (60/218)	57% (96/167)	58% (69/118)

School climate

Local Indicator #7: The proportion of students in grades 3-12 from both schools who report positive perceptions of school safety will increase by 15 percentage points from Year 1 to Year 5.

- In 2025, **68%** of students (288/425) strongly agreed (36%) or agreed (32%) that they are safe at their school. This represents a **decline of four percentage points** from 2024, when **73%** of students (298/411) strongly agreed (32%) or agreed (40%) that they are safe at their school.

³ Based on the number of students with attendance data who attended anytime during the school year.

⁴ Based on the number of students with attendance data who attended anytime during the school year.

⁵ Based on the number of students with attendance data available in June 2025.

Local Indicator #14: In Years 2-5, the proportion of teachers who report improved student engagement will increase 5 percentage points each program year compared with the Year 1 baseline.

- In 2025, **92%** of staff respondents rated student engagement as excellent (23%), very good (46%), or good (23%). This represents a **10-percentage point increase** from the previous year, when **82%** of staff respondents rated student engagement as excellent (13%), very good (31%), or good (38%).

Student participation

Local Indicator #8: In Year 1, 150 K-12 students from across both schools will enroll in their respective Health Centers, increasing by 5 percentage points each year up to capacity.

- There were **262 students** enrolled in their school’s Health Center in 2024-25, including 46 students at ATMA and 216 at School 16. This represents a slight decline from the 2023-2024 school year, when combined enrollment was 287, but still an impressive **40% increase** over the **188 students** enrolled in Year 1.

Local Indicator #9: In Years 2-5, the proportion of students participating in OST (before, after, and Saturday) programming (ELA & Math intervention, enrichment, homework help/tutoring, credit recovery, etc.) at both schools will increase 5 percentage points each year compared to the Year 1 baseline, up to capacity.

- At both schools, **19%** of students participated in OST programming in 2024-25, including 58% of students at ATMA (68/118) and 13% at School 16 (119/878). This represents a **21-percentage-point decline** from 2023-24, when **40%** of students participated in afterschool programming, including 45% from School 16 and 14% at ATMA. Participation since Year 1 is also summarized in Tables 1 and 2.

Table 3. School 16 Student Participation Data

Indicator	Year 1	Year 2	Year 3
Afterschool/mentorship participation (PK-8)	29% (273/927) ⁶	45% (412/925) ⁷	13% (119/878) ⁸

⁶ The denominator is based on the number of grades PK-8 students enrolled at School 16 anytime during the 2022-23 school year.
⁷ The denominator is based on the number of grades PK-8 students enrolled at School 16 anytime during the 2023-24 school year.
⁸ The denominator is based on the number of PK-8 students enrolled at School 16 as recorded in the June 2025 attendance report.

Indicator	Year 1	Year 2	Year 3
Student participation in new OST programming (K-2)	23% (65/282) ⁹	23% (59/256)	24% (51/209)

Table 4. ATMA Student Participation Data

Indicator	Year 1	Year 2	Year 3
Afterschool/mentorship participation	19% (41/218) ¹⁰	14% (24/167) ¹¹	58% (68/118) ¹²

Non-Indicator Priority: Participation in college and career readiness programming will increase 5 points year to year, compared to the Year 1 baseline (2022-23).

- While 2023-24 college and career programming data were unavailable, in 2022-23, **45%** of ATMA students (98/218) participated in such programming. In 2024-25, that figure **increased 26 percentage points to 71%**, with 84/118 students attending events including a college fair, FAFSA support, a construction industry career day expo field trip, an HBCU College visit, and a Lincoln Tech presentation.

Family participation

Local Indicator #10: In Years 2-5, parent/caregiver attendance at a minimum of 1 parent/caregiver workshop (including curriculum workshops) or family night will increase by 5 percentage points each program year compared with the Year 1 baseline, up to capacity.

- This is the first year that all forms of parent engagement are being considered together and tracked in association with individual students, making comparisons with previous years difficult. At both schools, **160** students (16%) had a family member attend at least one FSCS offering, including 122/878 students (14%) at School 16 and 38/118 students (32%) at ATMA.

Non-Indicator Priority: Percentage of parents/caregivers who report being a part of their child's school will increase.

- Since no parents responded to the survey in 2023 or 2024, and only five responded in 2025, there is no ATMA data to report. However, at School 16, **85%** (28/33) of caregivers

⁹ Based on the number of participating K-2 students as recorded in the Site Coordinator report. The denominator is the total number of K-2 students enrolled in School 16 at any time during the 2022-23 school year

¹⁰ The denominator is based on the number of students enrolled at ATMA anytime during the 2022-23 school year.

¹¹ The denominator is based on the number of students enrolled at ATMA anytime during the 2023-24 school year.

¹² The denominator is based on the number of students enrolled at ATMA as recorded in the June 2025 attendance report.

strongly agreed that they are a part of their child's school in 2025, compared to **71%** (20/28) in spring 2024, an **increase of 14 percentage points**.

Staff participation

Local Indicator #13: In Years 2-5, school staff and service delivery partners will increase reports of effective communication by 5 percentage points each year, compared to the Year 1 baseline.

- In 2025, **92%** of staff from both schools (68/74) rated communication among school staff and partners as excellent (27%), very good (35%), or good (30%). This represents a **16percentage point increase** from 2024, when **76%** (N=42) rated communication as excellent (31%), very good (24%), or good (21%).

Local Indicator #12: School staff and community partners will convene monthly to work on issue-based teams, ensuring that identified needs and evaluation findings are addressed in a continuous quality improvement cycle.

- In Years 1-3, both schools held monthly principal meetings to leverage best practices and outcomes for continuous quality improvement. On December 15th and December 19th, the lead Metis researcher attended the principal meetings at ATMA and School 16, respectively, to facilitate discussions guided by data snapshots summarizing spring 2025 survey data for each school.