

December 2025

Paterson Public Schools

FY23 FSCS Year 2 Annual Report

SUBMITTED TO

Jenna Goodreau, Director of Full Service Community Schools
Kristy Wellins, Associate Project Director

SUBMITTED BY

Dr. Sharon Baskind-Wing, Senior Research Associate
Isabella Salazar, Research Assistant



metis associates
partners for meaningful change

🌐 metisassociates.com

🏢 500 7th Ave, 8th Floor, New York, NY 10018

✉️ PO Box 1063, Ann Arbor, MI 48106

Introduction

At the start of 2024, Paterson Public Schools (PPS), along with partner Passaic Public Schools, launched the first year of a five-year multi-district Full-Service Community Schools (FSCS) grant awarded by the U.S. Department of Education. Metis designed its local evaluation to determine the extent to which the project meets proposed goals, objectives, and performance indicators. This FSCS project provides comprehensive services for students, families, and community members at four Paterson schools and two Passaic schools 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.

The schools included in this initiative are found in Table 1:

Table 1: FSCS School Enrollment¹

District	School Name	Grade Levels	Enrollment
Paterson	School 10	K-8	552
Paterson	Joseph A Taub MS (JAT)	6-8	1,035
Paterson	International HS (IHS)	9-12	655
Paterson	Eastside HS (EHS)	9-12	2,340
Passaic	School 6	PK-8	853
Passaic	Passaic HS (PHS)	9-12	2,817

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

¹ All enrollment numbers are based on the number of students with attendance data available in June 2025.

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 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.

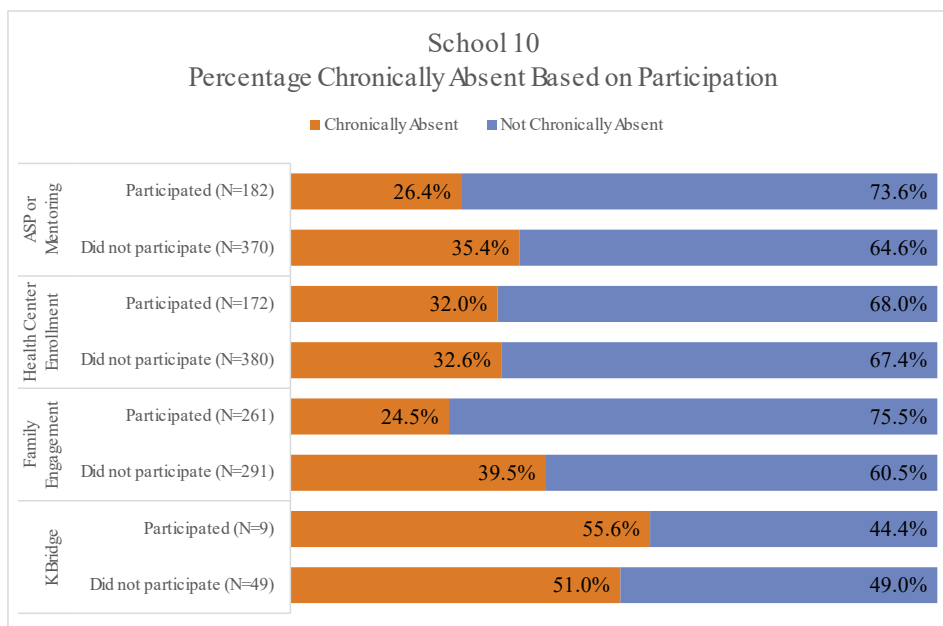
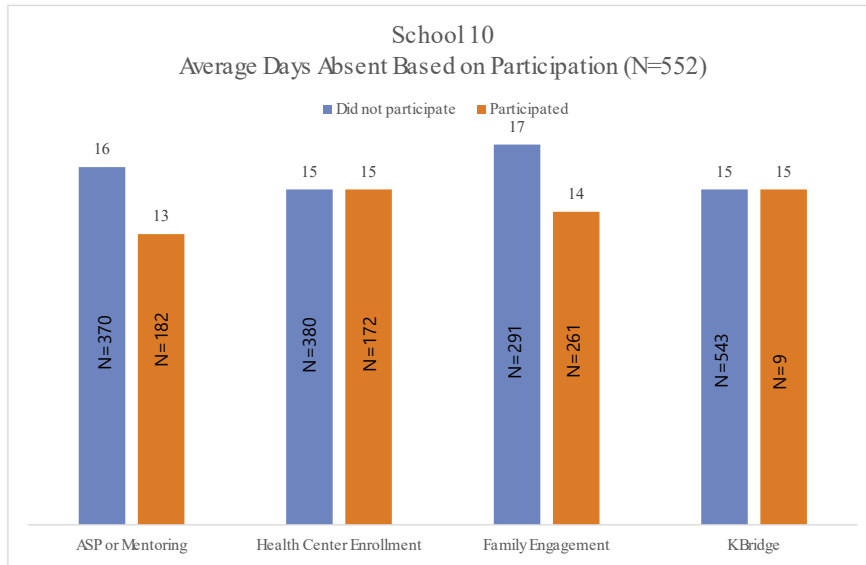
Student Outcomes: Attendance, Behavior, and Grades

Non-Indicator Priority: Students who have participated in afterschool (ASP) or mentoring programming², 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 10, ASP/mentoring and family engagement were most strongly positively correlated with fewer absences and lower rates of chronic absenteeism.

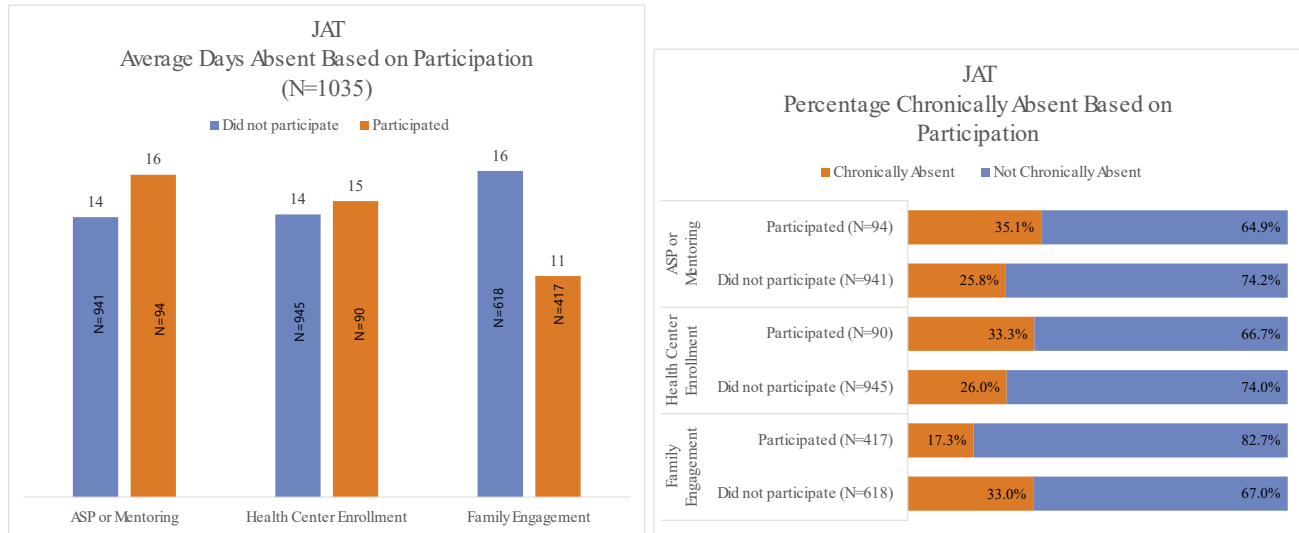
² The ASP and mentoring category for JAT includes the Lunch Bunch. Since PHS has no afterschool programming recorded, only mentoring participants are included.

Figure 1. School 10 Attendance



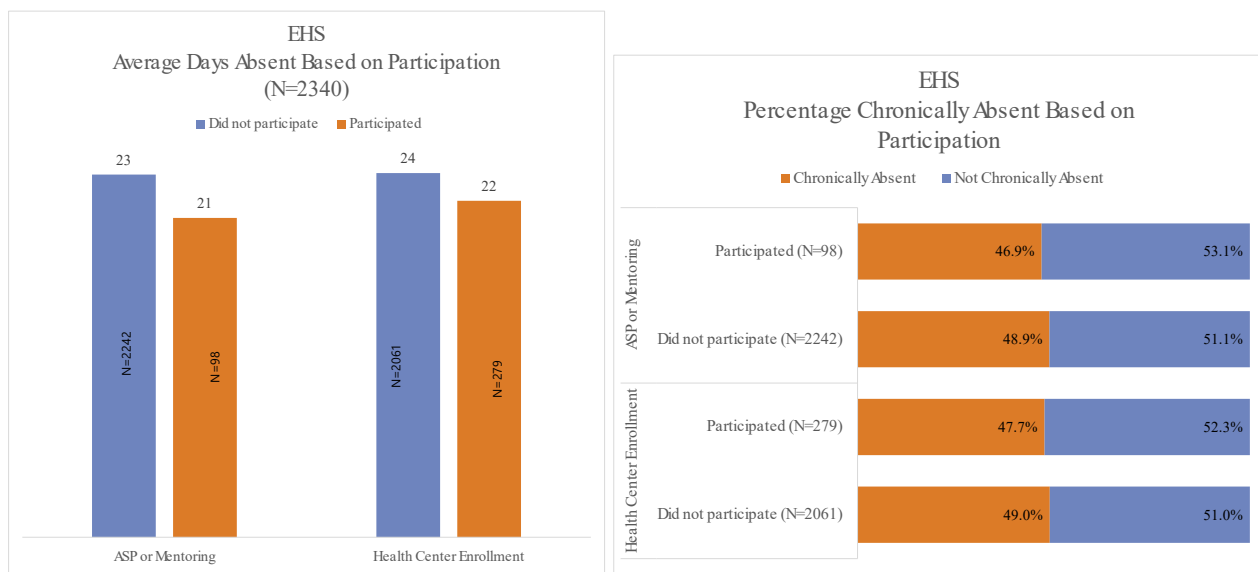
- At JAT, family engagement was positively correlated with fewer absences and lower rates of chronic absenteeism.

Figure 2. JAT Attendance



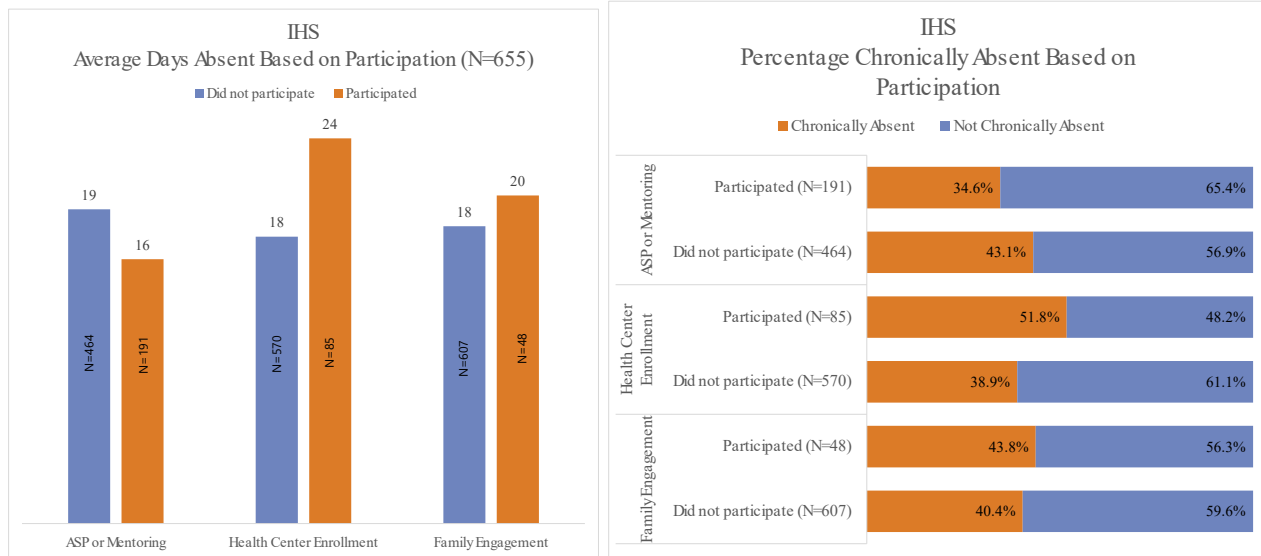
- At EHS, ASP/mentoring and health center enrollment were positively correlated with fewer absences and lower rates of chronic absenteeism. Family participation was not recorded at EHS.

Figure 3. EHS Attendance



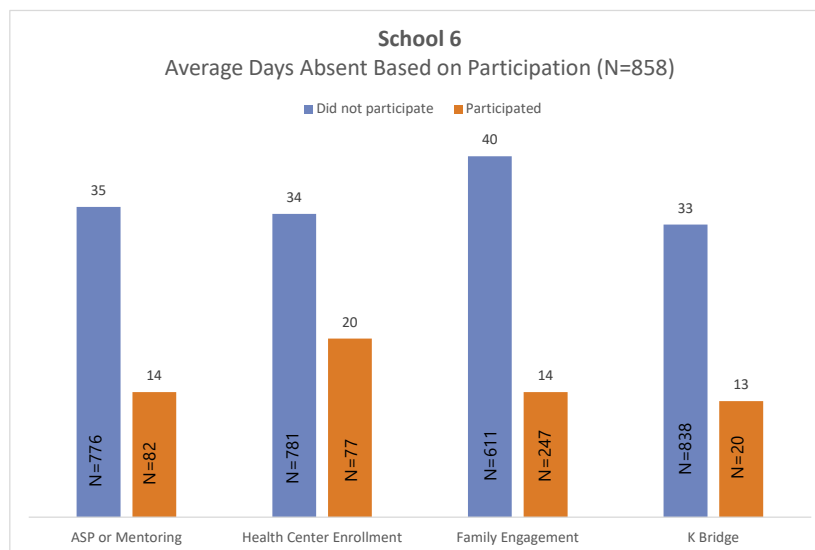
- At IHS, ASP/mentoring was positively correlated with fewer absences and lower rates of chronic absenteeism.

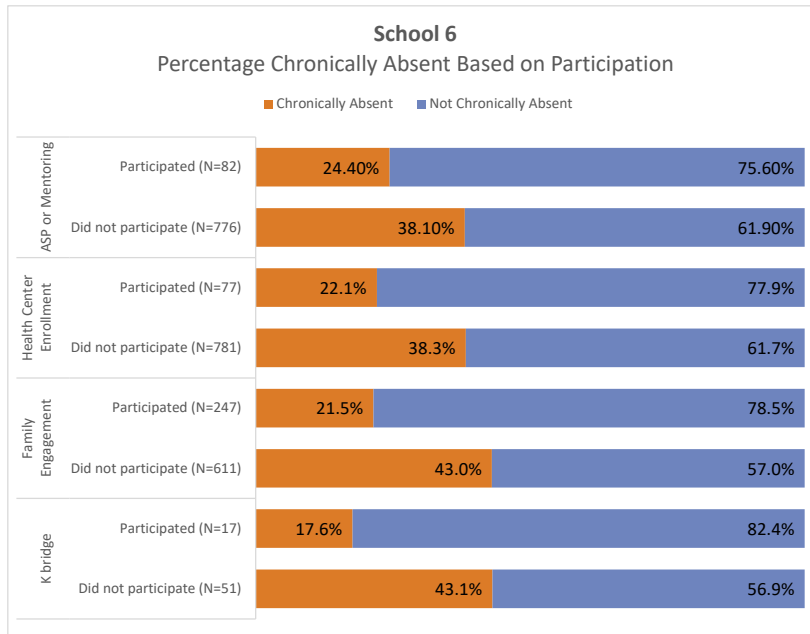
Figure 4. IHS Attendance



- At Passaic School 6, all interventions were positively correlated with fewer absences and lower rates of chronic absenteeism.

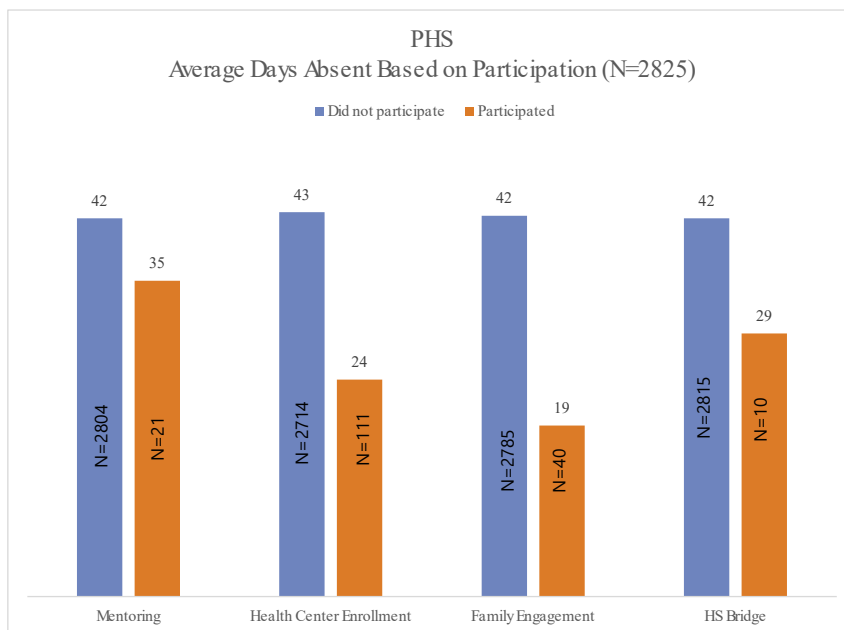
Figure 5. Passaic School 6 Attendance

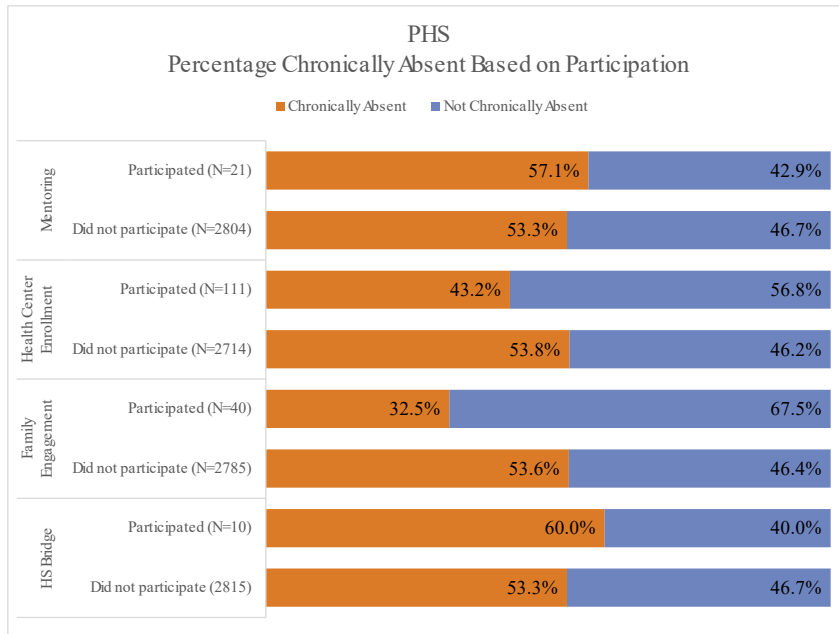




- At PHS, all interventions were positively correlated with fewer absences, while reduced chronic absenteeism was positively correlated with family engagement and health center enrollment.

Figure 6. PHS Attendance

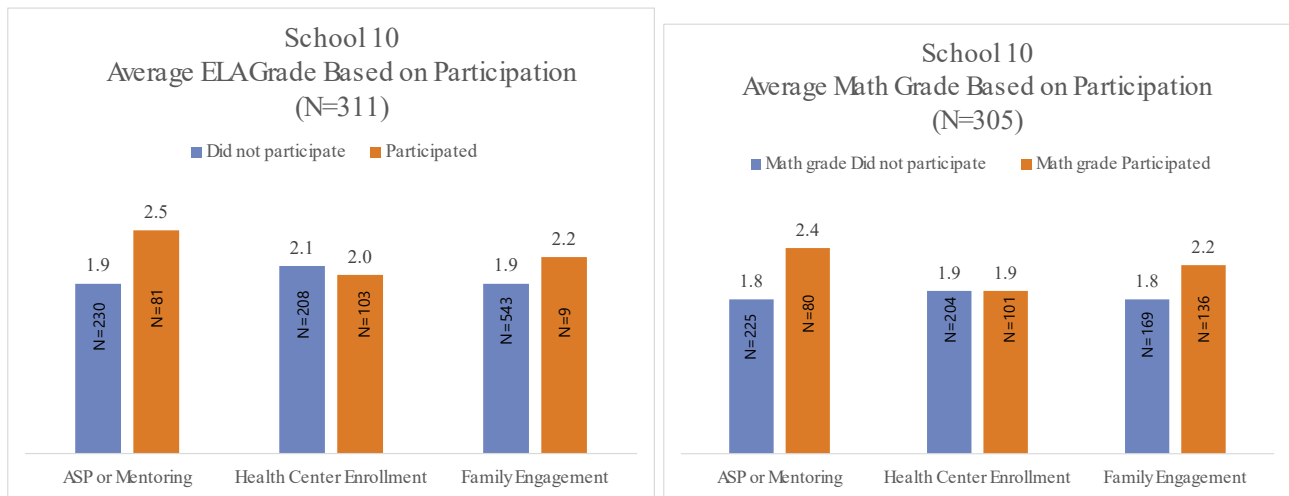




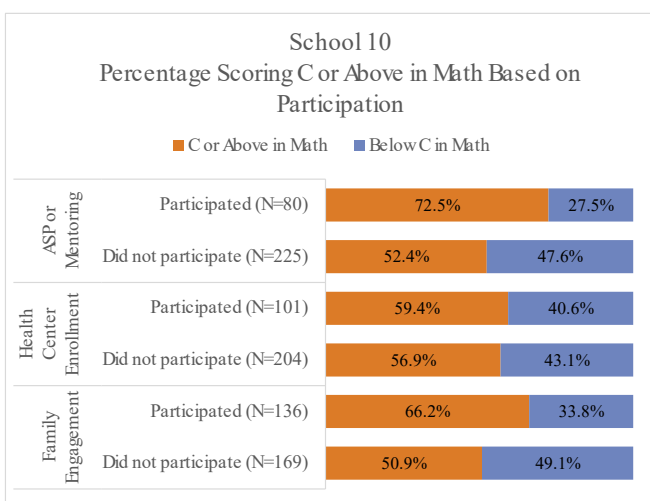
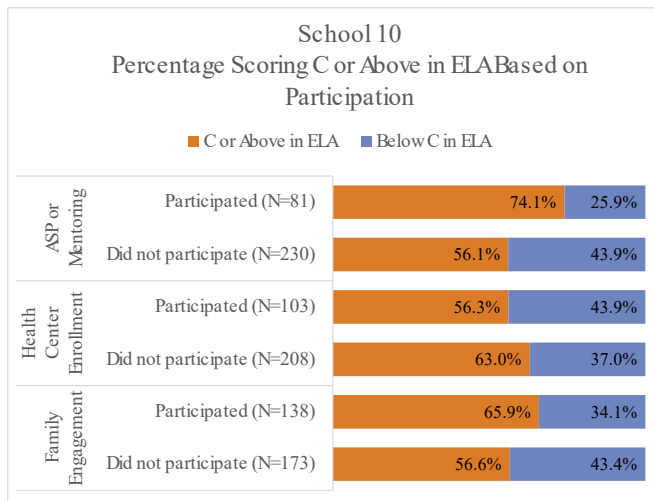
Non-Indicator Priority: Students who have participated in afterschool or mentoring programming, enrolled in the school health center, participated in a kindergarten or high school bridge program, or had a parent attend one or more family events will have higher math and ELA grades³ than their nonparticipating peers.

- At School 10, ASP/mentoring and family engagement were positively correlated with higher ELA and math grades.

Figure 7. School 10 ELA and Math Grades

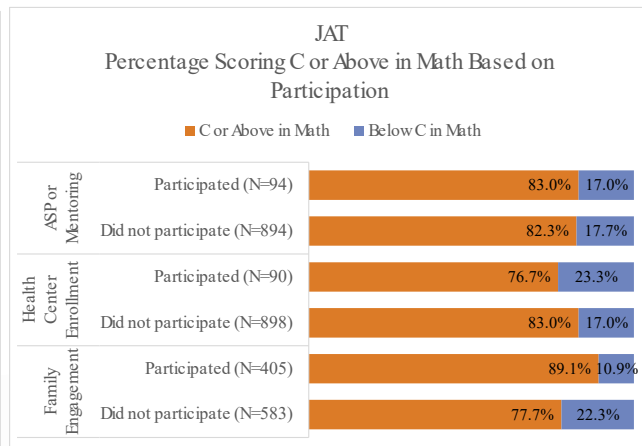
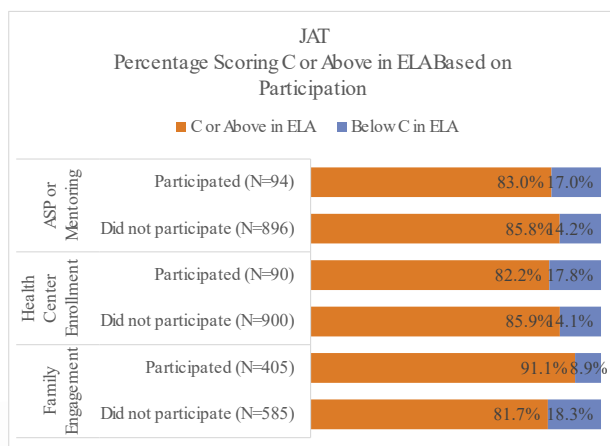
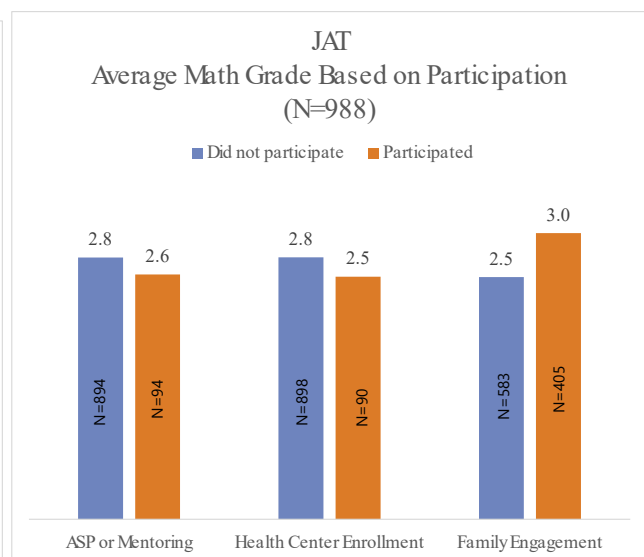
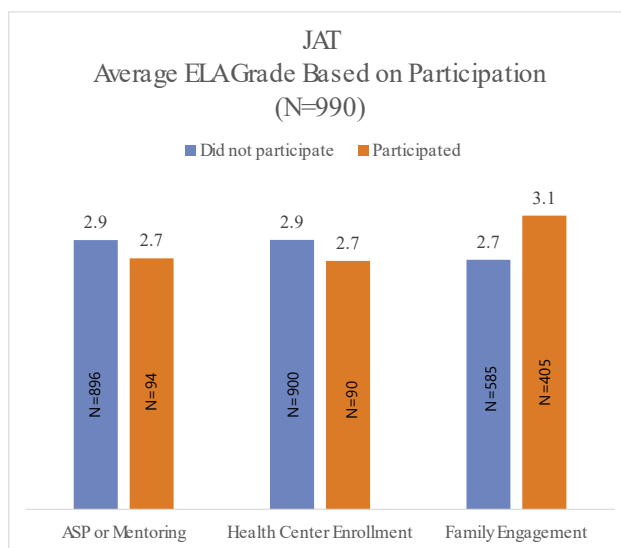


³ Final grades are represented using a 4-point scale where A+=4.3, A=4, A-=3.7... F=0. Letter grades are not assigned to Paterson students in grades K-2 nor to Passaic students in grades K-3; thus, they are not included in this analysis.



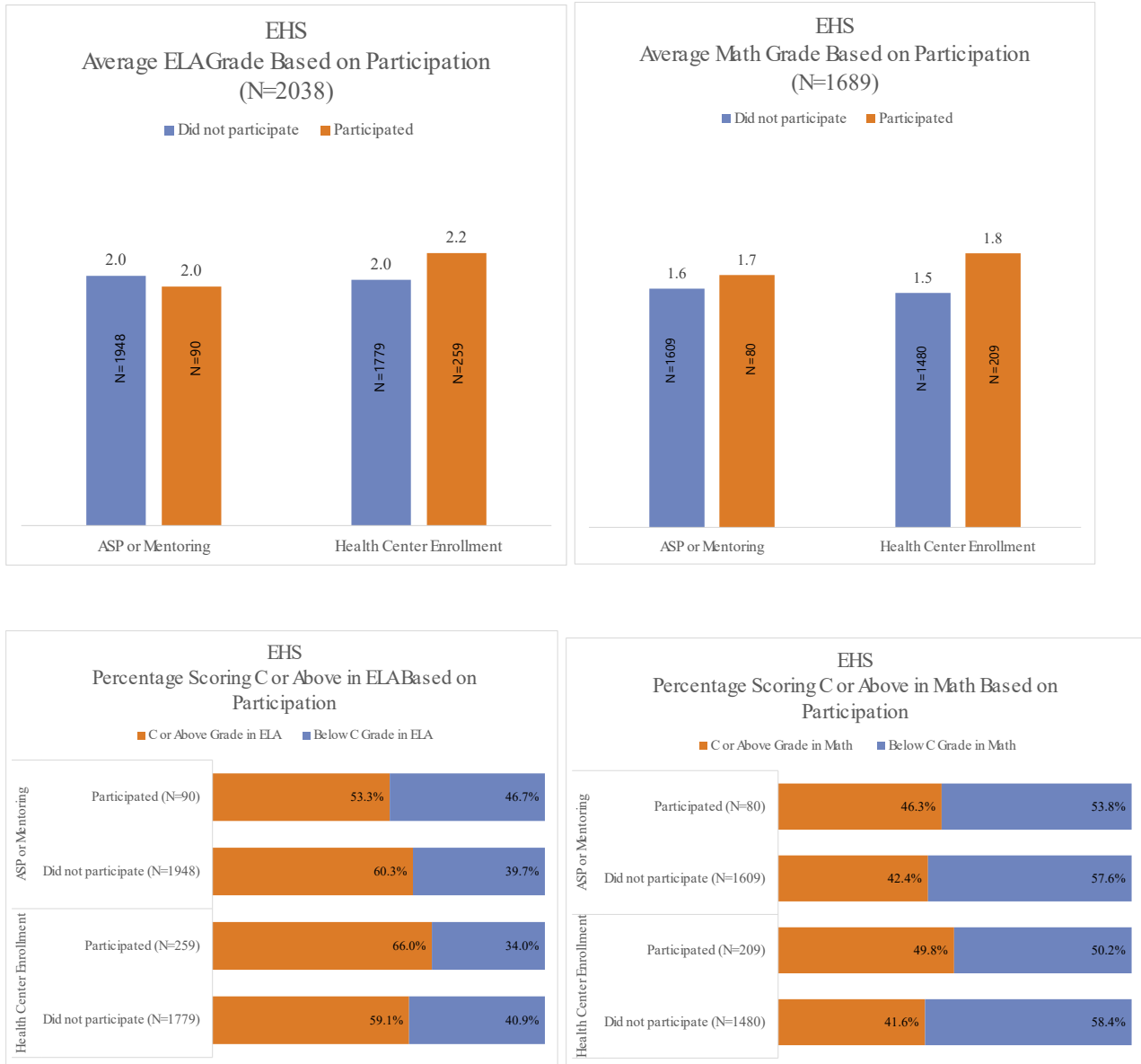
- At JAT, family engagement was positively correlated with higher ELA and math grades.

Figure 8. JAT ELA and Math Grades



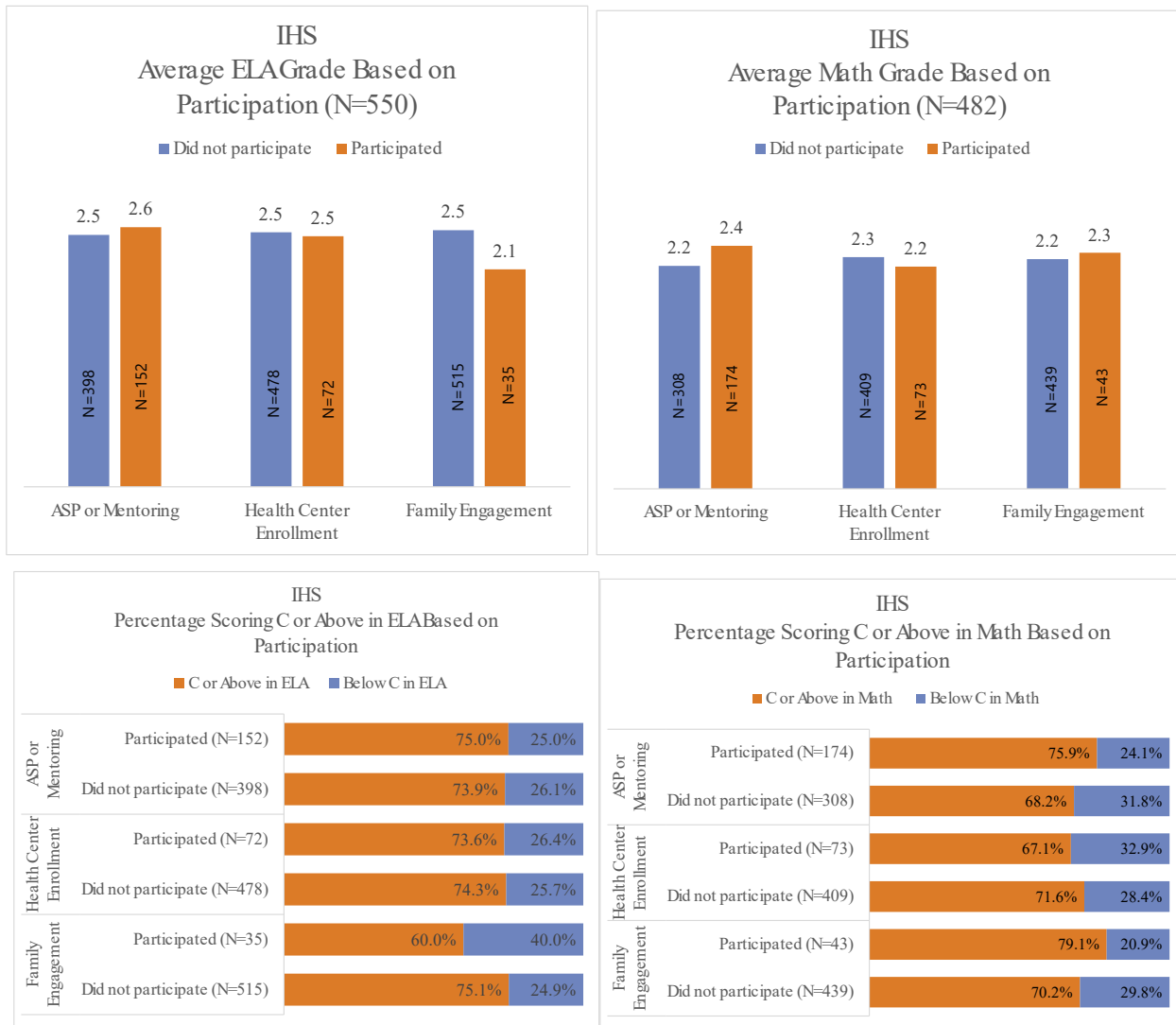
- At EHS, health center enrollment was positively correlated with higher grades in both ELA and math, while ASP/mentoring participation was positively correlated with higher math grades only.

Figure 9. EHS ELA and Math Grades



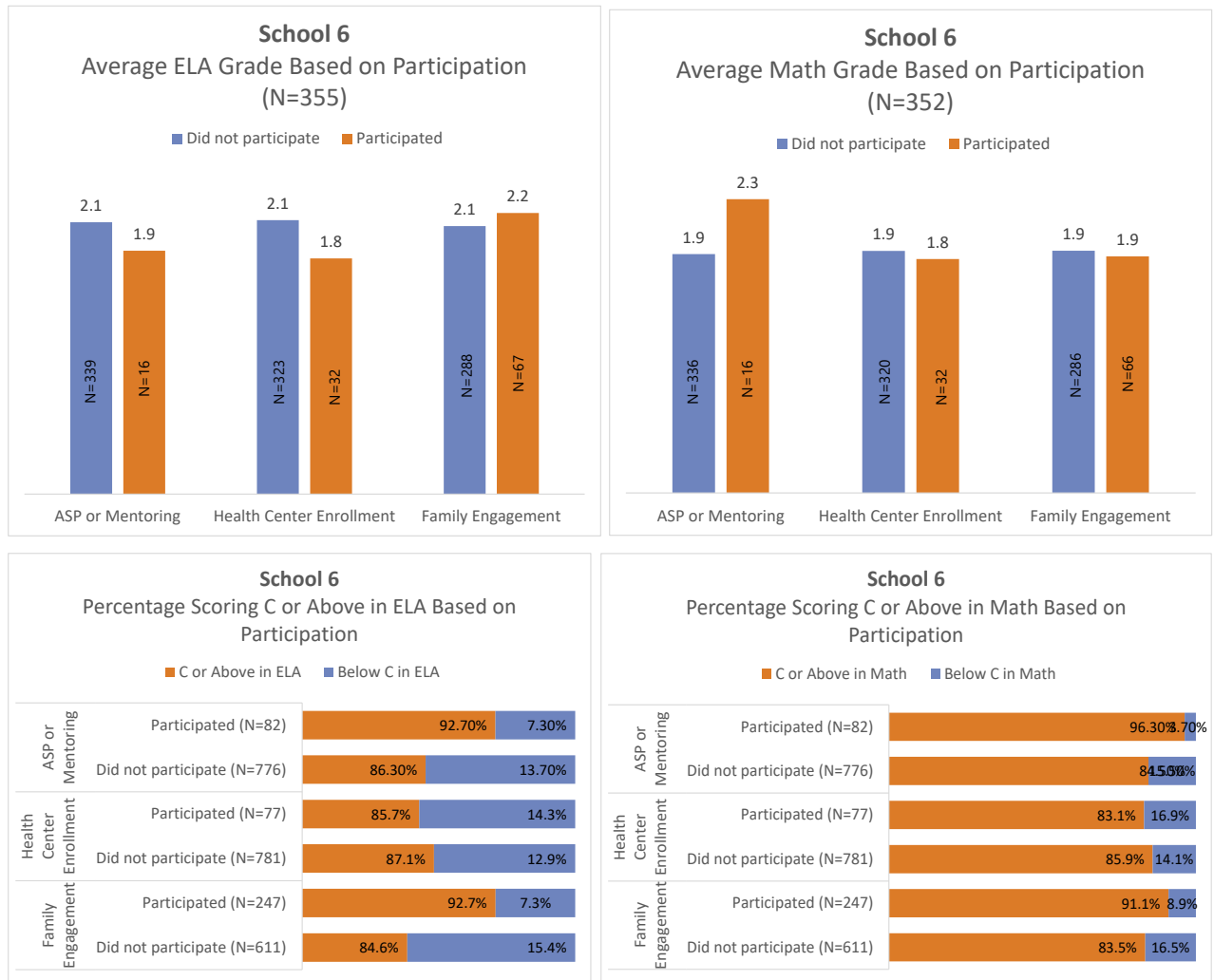
- At IHS, ASP/mentoring was positively correlated with higher ELA and math grades, while family engagement was positively correlated with higher math grades only.

Figure 10. IHS ELA and Math Grades



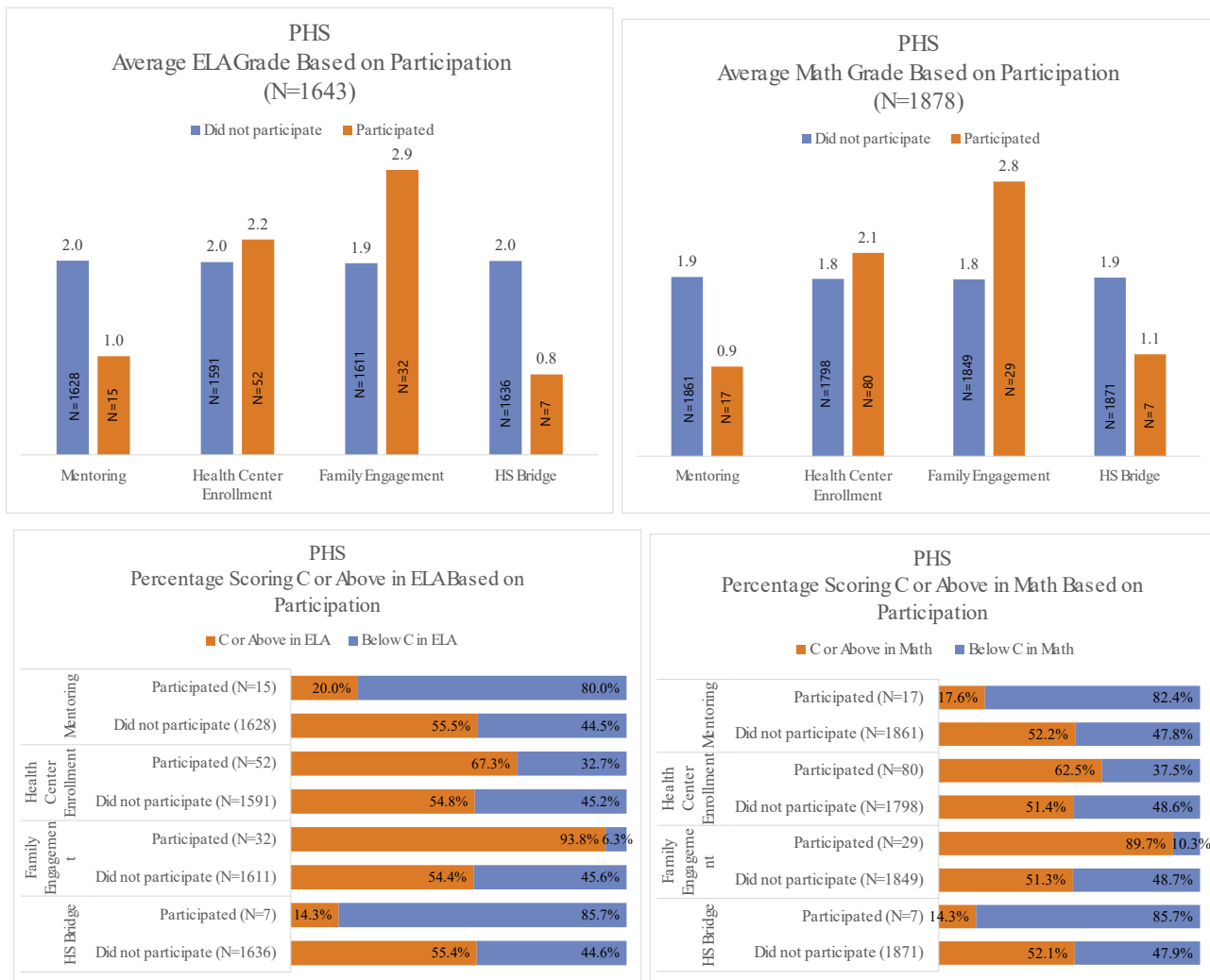
- At Passaic School 6, family engagement was positively correlated with higher ELA grades while APS/mentoring was positively correlated with higher math grades.

Figure 11. Passaic School 6 ELA and Math Grades



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

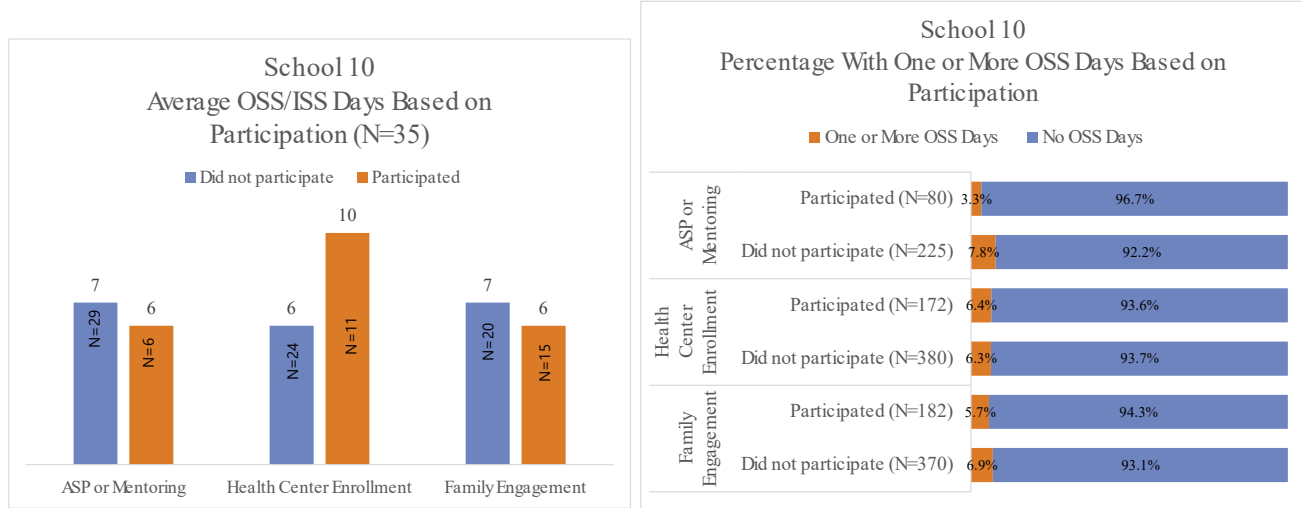
Figure 12. PHS ELA and Math Grades



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 fewer in- and out-of-school suspensions than their nonparticipating peers.

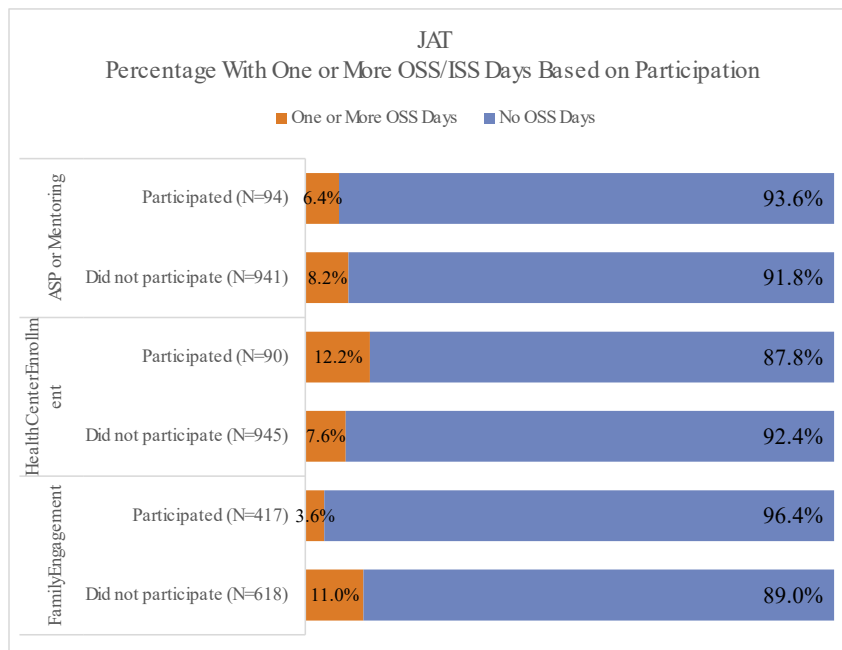
- At School 10, ASP/mentoring and family engagement were positively correlated with fewer average OSS/ISS days and with fewer students with at least one OSS/ISS day.

Figure 13. School 10 Suspensions



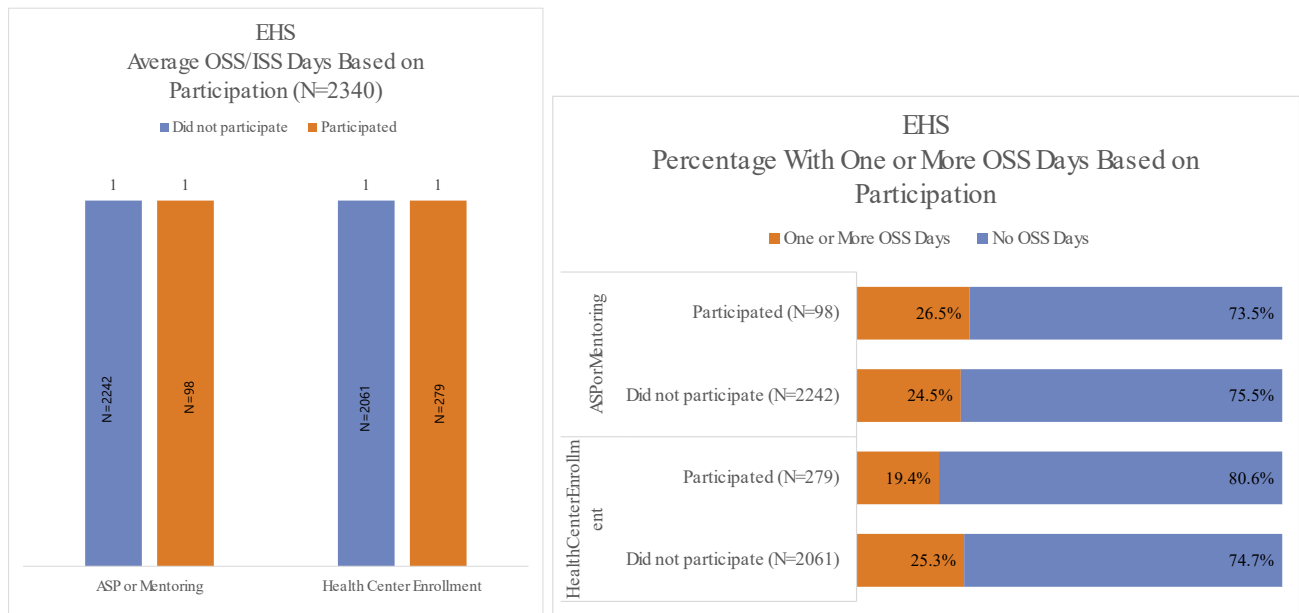
- At JAT, ASP/mentoring and family engagement were positively correlated with fewer students with at least one OSS/ISS day. Since the mean of OSS/ISS days was less than one, the chart showing average means is not shown here.

Figure 14. JAT Suspensions



- At EHS, health center enrollment was positively correlated with fewer students with at least one OSS/ISS day.

Figure 15. EHS Suspensions



- At IHS, ASP/mentoring was positively correlated with fewer students with at least one OSS/ISS day. Since the mean of OSS/ISS days was less than one, the chart showing average means is not shown here.

Figure 16. IHS Suspensions

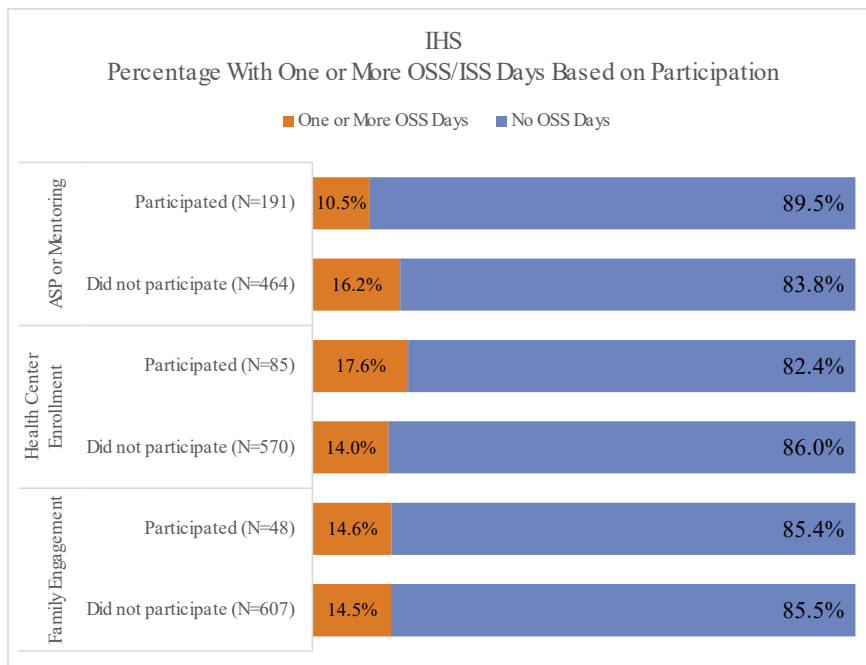
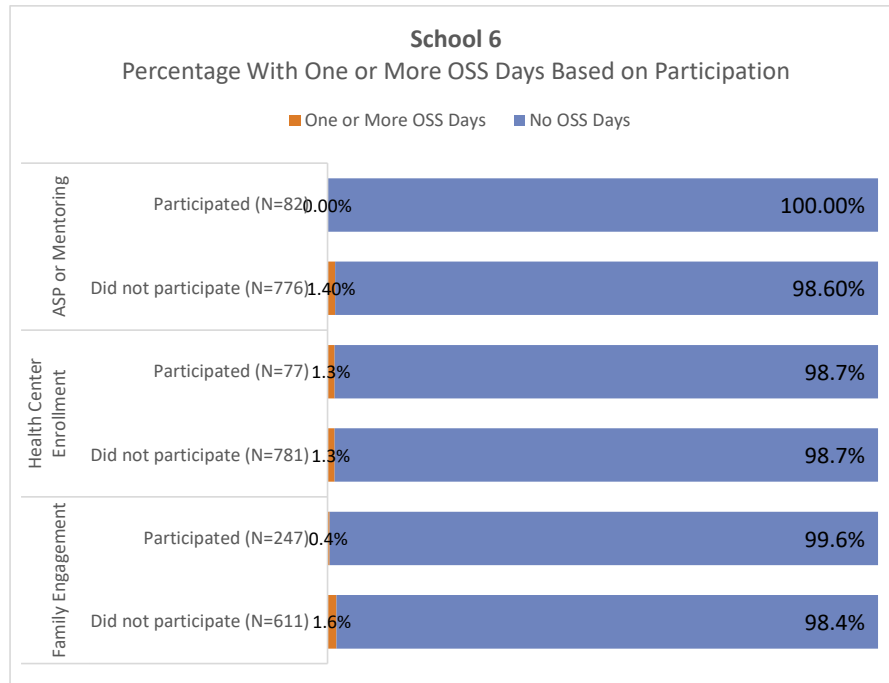


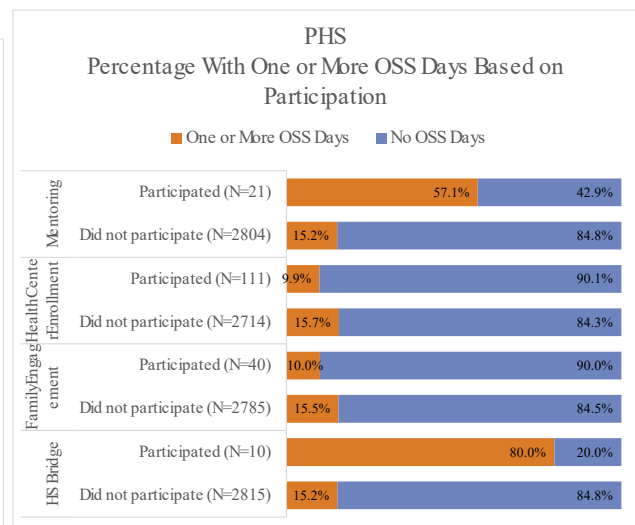
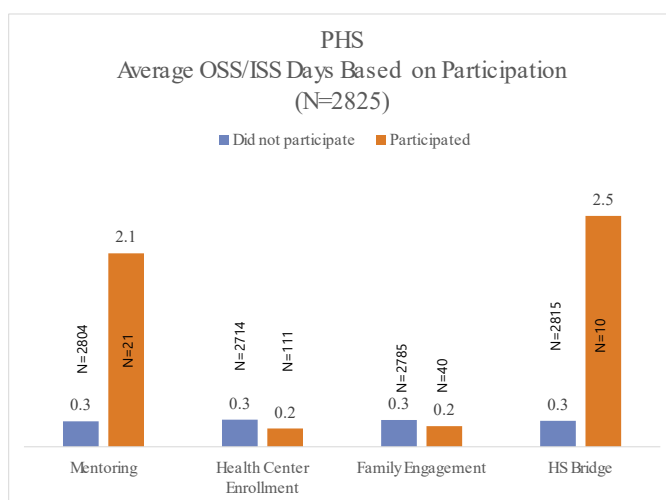
Figure 17. Passaic School 6 Suspensions

- At IHS, ASP/mentoring and family engagement were positively correlated with fewer students with at least one OSS/ISS day. Since the mean of OSS/ISS days was less than one, the chart showing average means is not shown here.



- At PHS, health center enrollment and family engagement were positively correlated with fewer suspensions.

Figure 18. PHS Suspensions



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

- From Year 1 to Year 2, chronic absenteeism rates declined at School 10 and remained consistent at JAT, but increased at IHS, EHS, School 6, and PHS.

Table 2: Chronic Absenteeism Rates by School

School	Year 1 Percentage of Chronically Absent Students	Year 2 Percentage of Chronically Absent Students
School 10	35%	32%
Joseph A. Taub MS	27%	27%
International HS	31%	41%
Eastside HS	47%	49%
School 6	26%	37%
Passaic High School	38%	51%

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

- From Year 1 to Year 2, suspension rates declined at School 10 and EHS; remained consistent at JAT, School 6, and PHS; and increased at IHS.

Table 3. Suspension Rates by School

School	Year 1 Percentage of Students who have received an ISS or OSS	Year 2 Percentage of Students who have received an ISS or OSS
School 10	10%	6 %
Joseph A. Taub MS	8%	8%
International HS	12%	15%
Eastside HS	32%	24%
School 6	1%	1%
Passaic High School	16%	16%

School climate

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

- In 2025, **76%** of students (1,036/1,363) strongly agreed (45%) or agreed (31%) that they are safe at their school. This represents a **three-percentage-point increase** from 2024, when **73%** of students (572/784) strongly agreed (43%) or agreed (30%) that they are safe at their school.

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

- In 2025, **84%** of staff respondents rated student engagement as excellent (16%), very good (32%), or good (36%). This represents a **four-percentage-point increase** from the previous year, when **80%** of staff respondents rated student engagement as excellent (23%), very good (31%), or good (26%).

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.

- Across all schools, there were **849 students** enrolled in their school's Health Center in 2024-25, representing **10%** of the schools' population. This represents a **seven-percentage point increase** from 2023-24, when **3%** (254 students from two reporting schools) of the schools' students were enrolled.

Table 4. Health Center Enrollment by School

School	Year 1 Percentage of School Population Enrolled ⁴	Year 2 Percentage of School Population Enrolled ⁵
School 10	NA (0 enrollment)	32%
Joseph A. Taub MS	13%	9%
International HS	NA (0 enrollment)	14%

⁴ Includes students who enrolled and then transferred out of the school.

⁵ Includes students who enrolled and then transferred out of the school.

School	Year 1 Percentage of School Population Enrolled ⁴	Year 2 Percentage of School Population Enrolled ⁵
Eastside HS	6%	12%
Passaic School 6	NA (0 enrollment)	11%
Passaic HS	NA (0 enrollment)	4%
TOTAL	3% (254 students)	10% (849 students)

Local Indicator #9: In Years 2-5, the proportion of students participating in OST (before, after, and mentoring) programming at all schools will increase 5 percentage points each year compared to the Year 1 baseline, up to capacity.

- Across all schools, **9%** of students participated in OST programming in 2024-25. This represents a **five-percentage point increase** from 2023-24, when **4%** of students participated in afterschool programming. Participation also increased at each individual school.

Table 5. Enrollment in OST Programming by School

School	Year 1 Percentage of School Population Enrolled	Year 2 Percentage of School Population Enrolled
School 10	17%	33%
Joseph A. Taub MS	13%	17%
International HS	NA	29%
Eastside HS	3%	4%
Passaic School 6	NA	8%
Passaic HS	NA	0.8% ⁶
TOTAL	4%	9%

⁶ Mentoring program only

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).

- In 2024-25, **23%** of students across all middle and high schools participated in at least one college or career readiness program. This is a substantial **19-percentage point increase** over the **4%** who participated in 2023-24.

Table 6. Participation in Job, College, and Career-Readiness Programming by School

School	Year 1	Year 2
	Percentage of School Population Participating	Percentage of School Population Participating
Joseph A. Taub MS	NA	99%
International HS	NA	79%
Eastside HS	10%	9%
Passaic HS	2%	6%
TOTAL	4%	23%

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. The overall rate of parents who attended at least one event at their child’s school was 10%, with significantly more parent engagement at the middle and elementary schools than at the high schools.

Table 7. Parent Attendance by School

School	Year 2
	Percentage (and number) of Students with a Parent Who Attended at Least One Event
School 10	47% (261)

School	Year 2
	Percentage (and number) of Students with a Parent Who Attended at Least One Event
Joseph A. Taub MS	22% (232)
International HS	7% (49)
Eastside HS	0.3% (7)
Passaic School 6	29% (248)
Passaic HS	1% (40)
TOTAL	10% (837)

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

- In fall 2025, **82%** of parents (N=296) strongly agreed (44%) or agreed (38%) that they are engaged in their child's school. This is largely consistent with responses from fall 2024, when **83%** (N=89) of parents strongly agreed (45%) or agreed (38%) they are engaged.

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, **77%** of staff from both schools (N=187) rated communication among school staff and partners as excellent (20%), very good (28%), or good (28%). This represents a **four-percentage point increase** from 2024, when **73%** (N=215) rated communication as excellent (31%), very good (22%), or good (20%).

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 and 2, all schools held monthly principal meetings to leverage best practices and outcomes for continuous quality improvement. In fall 2024, a Metis researcher attended the principal meetings at all schools to facilitate discussions guided by data snapshots summarizing spring 2024 survey and focus group data for each school.