Syracuse University

SURFACE

Spring 2008

Comparison of six selected New York City High Schools

Syracuse University. Maxwell School. Community Benchmarks Program

COMPARISON OF SIX SELECTED NEW YORK CITY HIGH SCHOOLS

Spring 2008

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EXECUTIVE SUMMARY
Comparison of Six Selected New York City High Schools
Spring 2008
Community Benchmarks Program
The Maxwell School at Syracuse University

Introduction

New York City Department of Education (NYCDOE)
and
New York State Education Department (NYSED) Reports

This section presents data from five NYCDOE and NYSED documents for each of six New York City public high schools:

- Health Opportunities High School (HOH)
- High School of Economics and Finance (HSEF)
- High School for Leadership and Public Service (HSLAPS)
- Jacqueline Kennedy Onassis High School (JKO)
- Mathematics, Science Research, and Technology Magnet High School (MSRT)
- Richard R. Green High School of Teaching (RRG)

Data from these reports compare test scores, attendance, drop-out rates, demographics, etc. for each school. The goal of the study is to consolidate key findings in a manner that allows readers to easily make comparisons and to identify those areas in need of improvement.

Alumni Survey

This section reports the results of a convenience survey of High School for Leadership and Public Service (HSLAPS) alumni conducted by the researchers with the Community Benchmarks Program. The data collected from the survey is used to supplement the NYCDOE reports and to gain firsthand accounts of high school information from some HSLAPS alumni.

Methods

NYCDOE and NYSED Reports

The online data used in this section were collected by the NYCDOE and NYSED. Researchers used the following reports for the 2006 and 2007 academic years: 1) Accountability and Overview Report, 2) 2005-06 Comprehensive Information Report, 3) Learning Environment Survey, 4) Progress Report, and 5) Annual School Report Supplement. There is no way to measure the representativeness of the NYCDOE and NYSED reports because neither the sample size nor information on target population is provided.

Alumni Survey

The data in this section were collected through an online instrument by LAPS alumni who maintained contact with students and staff at Syracuse University. There is no target population for the survey. It is a convenience survey sent to 56 students. A total of 38 HSLAPS alumni responded, a 68 percent response rate.

NYCDOE and NYSED Department of Education Comparisons

Enrollment
1. HSEF has the highest proportion of incoming students meeting Math (62.2%) and ELA (39.9%) standards.

2. MSRT has the highest improvement in attendance rates (2.05%). There was minimal change in attendance rates over time for all schools.

3. MSRT has the highest percent of still enrolled averaged over time (29.4%).

4. 30% of the teachers at five of the six schools have a Masters Degree or higher. Only 20% of the MSRT teaching staff has a graduate degree.

5. 70% of RRG teachers at have more than two years of experience, the highest of the six high schools. 50% of the teachers in three of the remaining five schools have this much experience.

6. 52% of RRG teachers at have more than five years of teaching experience, the highest of the six schools.

Academics
7. 88% of HSLAPS students tested passed the English Regents.

8. 98% of HSEF students tested passed the Math A Regents.

9. 64% of HSEF students tested passed the Math B Regents.

10. 77% of HSEF students tested passed the Global History/Geography Regents.

11. 90% of RRG students tested passed the US History/Government Regents.

12. 86% of HSEF students tested passed the Living Environment Regents.

13. 91% of HOH students tested passed the Earth Science Regents.

14. 91% of HSEF students tested passed the Chemistry Regents.

15. 67% of MSRT students tested passed the Physics Regents.

16. 57% of RRG students tested received a proficient score on the Listening and Speaking New York State English as a Second Language Achievement Test (NYSESLAT).

17. 50% of RRG students tested received a proficient score on the Reading and Writing New York State English as a Second Language Achievement Test (NYSESLAT).

Parent Opinion

18. RRG parents gave the highest weighted average score (3.42) to the school for keeping them informed about their child's progress.

19. HOH and RRG parents gave the highest weighted average score (3.34) to these shools for contacting them when their child breaks school rules.

20. HOH parents gave the highest weighted average score (3.22) that they were confident there is an adult at the school whom their child can trust and go to for help with a school problem.

21. RRG parents gave the highest weighted average score (3.16) to the school for responding when contacted with information or questions about their child's learning.

22. HOH parents gave the highest weighted average score (3.24) for the high expectations set for their child by the school.

23. HOH parents gave the highest weighted average score (3.24) that the school clearly communicates expectations.

24. HOH and JKO parents gave the highest weighted average scores (3.06) to these schools for preparing their children for the next grade or post-graduation.

25. MSRT parents gave the lowest weighted average score (2.53) for their child's safety while at school.

Teacher Opinion

26. HSEF teachers gave the highest weighted average score (3.00) for effective and clear communication from school leaders.

27. HSEF teachers gave the highest weighted average score (2.91) to school leaders for supporting alignment in curriculum, instruction and assessment.

28. HSEF teachers gave the highest weighted average score (2.58) for effective management by their principal.

29. HSEF teachers gave the highest weighted average score (2.93) to school leaders for encouraging open and honest communication on school issues.

30. HSLAPS and HSEF teachers gave the highest weighted average scores (2.72) to their schools for having high expectations of all students.

31. JKO teachers gave the highest weighted average score (3.22) to the principal for visiting and observing the quality of teaching in the classroom.

32. HSLAPS teachers gave the highest weighted average score (2.49) for the use of information from parents by teachers and administrators to improve instructional practices and meet student learning needs.

33. MSRT teachers gave the lowest weighted average score (2.64) for their safety in school.

Student Opinion
34. HOH students gave the highest weighted average score (3.13) to teachers for encouraging them to succeed.

35. HSLAPS students gave the highest weighted average score (2.61) that they were comfortable talking to teachers and other adults at their school about problems in class.

36. RRG and MSRT students gave the highest weighted average scores (2.77) that their teachers inspire them to learn.

37. HSEF students gave the highest weighted average score (2.37) for the wide variety of classes and activities offered by their school to keep them interested.

38. MSRT students from gave the lowest weighted average score (2.78) for their safety in classes.

39. MSRT students gave the lowest weighted average score (2.54) for their safety in hallways, bathrooms and locker rooms.

School Demographics
40. JKO exceeds official capacity by 29.4%, the highest of the six schools.

41. 58% of the RRG budget is spent on classroom instruction.

42. 41.1% of MSRT students are eligible for free lunch, the highest of the six schools.

43. 75% of 2005 HSEF graduating students received a Regents diploma.

44. 92.1% of 2006 HSEF seniors graduated.

45. 99.1% of 2005 HSLAPS graduates planned to attend a two- or four-year college.

HSLAPS Alumni Findings

1. 50% of HSLAPS respondents had a commute time of 30 to 60 minutes to school (21/38).

2. 61% of HSLAPS respondents graduated in 2007 (23/38).

3. 55% of HSLAPS respondents graduated with a Regents Diploma (21/38).

4. 32 respondents participated in activities during their final year at HSLAPS, with several participating in more than one activity.

5. 79% of respondents skipped an average of zero to two classes per week at (30/38).

6. 66% of HSLAPS respondents rate the building and facilities as good or very good (25/38).

7. 47% of HSLAPS respondents say the building is secure and clean (17/36).

8. 71% of HSLAPS respondents say they were prepared them well for the Regents Exams (27/38).

9. 92% of HSLAPS respondents say there was a faculty or staff member that they considered to be their mentor or that they felt comfortable talking to if they had a problem (35/38).

10. 63% of HSLAPS respondents thought their parents/guardians had little or no involvement in their experience at (24/38).

11. 65% of respondents have parents/guardians whose first language is not English (22/34).

12. 58% of HSLAPS respondents currently attend a four-year college and are not employed (22/34).

13. 58% of respondents say HSLAPS prepared them well for a profession and/or higher education (22/38).

14. 41% of respondents say the student-teacher relationship is the greatest strength of HSLAPS (14/34).

15. 34% of HSLAPS respondents say the presence of disruptive students and the lack of discipline are the school's greatest weaknesses (12/35).

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Purpose

This is a comparative study of six New York City public high schools. This report contains an analysis of school data provided by the New York City Department of Education (NYCDOE), the New York State Education Department (NYSED) and a survey of alumni from the High School for Leadership and Public Service (HSLAPS). The purpose of this research is to allow readers to easily make comparisons about achievement and rankings between schools instead of having to examine the information in its present form which is spread across more than 30 documents. Researchers collected pertinent information from these documents to display similarities, differences, failures and successes in the six schools. This report also identifies policies and programs that have been successful in other parts of the country and provides suggestions to improve student achievement or programs in New York City.

Initially, it was planned to look only at the HSLAPS, because of the unique relationship Syracuse University has with the school. The school was founded in 1993 in collaboration with SU's Maxwell School of Citizenship and Public Affairs. Since HSLAPS opened its doors, SU has sent more than 50 interns and tutors to spend spring or summer semesters at the school. SU alumni have been instrumental in fundraising for new school programs and equipment along with their involvement in mentoring programs. The Syracuse University Mentor/Mentee Alliance (SUMMA) is a program through which SU alumni mentor HSLAPS students and encourage them to continue their education (Leadership High School, 2005).

It was later decided that the data would have more relevance if a comparative study of several schools was conducted. The following criteria were used to identify comparable schools: 1) similar student selection method, 2) comparable enrollment figures, 3) open to students from all five New York City boroughs and 4) all the schools are Educational Option Schools. This means that the schools select half of their incoming students, and the other half is randomly selected from an applicant pool of students who meet the eligibility requirements.

The six schools will be referred to in this report by the following acronyms:

HOH	Health Opportunities High School
HSEF	High School of Economics and Finance
HSLAPS	High School for Leadership and Public Service
JKO	Jacqueline Kennedy Onassis High School
MSRT	Mathematics, Science Research and Technology Magnet High School
RRG	Richard R. Green High School of Teaching

Researchers from the Community Benchmarks Program (CBP) at Syracuse University analyzed attendance and drop-out rates, test scores, surveys, and other data to compare these schools and identify effective programs or policies. CBP researchers also designed and implemented a survey of HSLAPS alumni. Data collected from the survey provide a sampling of student opinions of HSLAPS and give researchers a sense of whether student opinion was similar to the NYCDOE findings.

HSLAPS was chosen for the alumni survey because of the partnership with Syracuse University since the individual schools and the NYC DOE cannot release contact information for alumni. Former interns/tutors at the school, along with members of the Public Affairs Program, continue to maintain contact with a number of HSLAPS alumni, who were asked to complete the survey via email.

It is useful to compare the six schools because their principals and other education leaders have recently taken on added responsibility for the quality of education schools provide. After recent education reforms were enacted, school support organizations were designed to identify the best educational practices, develop strategies to tackle specific student needs, and prioritize demands on resources and time. For the 2007-08 academic year, all New York City public schools leaders selected a support system. Empowerment Schools, Learning Support Organizations and Partnership Support Organizations are the three options. School administrators made a two-year commitment to the support organization selected. As part of this initiative, schools are given increased access to resources through the Fair Student Funding formula, which allocates funds based on student need (Education NY, 2008). The six schools selected for this report are either an Empowerment or Learning Support School.

Empowerment Schools
Based on the idea that the best decisions are made by the people closest to the issues, principals, parents and teachers comprise this support community. Curricula, educational programming, budgets, and other decisions are made within these networks (Education NY, 2008) by the people who best understand the needs of the students and schools.

Learning Support Organization schools (LSOs)
They establish a direct partnership with the NYCDOE. Schools can choose from three types of LSOs that will provide support around specific themes. Each support offering focuses on instruction, programming, scheduling, youth development and professional development. The three LSO schools in this report have each chosen the Community Learning Support option. These place emphasis on the development of a cohesive community within a school to develop a relationship with families and other communities. If gaps can be bridged among schools, parents, and communities, Community LSO administrators believe school environments will improve and expectations of learning will be more effectively promoted (Education NY, 2008).

In exchange for greater control at the school level, principals and administrators are responsible for meeting student achievement benchmarks and improving the school overall from year to year. If schools are not providing students with the education they need, there are consequences, which are outlined on page 3 of this report.

This report contains data from the NYCDOE and the NYSED as well as data collected from the 2008 alumni survey. These reports include the Accountability and Overview Report (2005-06), Comprehensive Information Report (2005-06), Learning Environment Survey (2006-07) and the Annual School Report Supplement (2005-06) for each of the six schools. All of these reports were retrieved from the NYCDOE Web site.

Urban Education Reform
This report comes at a time of great change for public schools in the United States. In 2002, President George W. Bush signed into law the No Child Left Behind Act (NCLB). This legislation established requirements for stronger accountability in schools, allowed more freedom for states and communities the use of proven education methods and gave more choices to parents. In order to enforce and monitor these standards, schools are now evaluated annually through state and district report cards.

States have worked to close achievement gaps and insure that all students are meeting educational standards. School report cards that do not meet standards are required to provide after-school tutoring or additional services. Two-year improvement plans had to be developed and students given the option to transfer to another school in the district (Education, 2004).

If three years pass without substantial progress, students from low-income families are offered free tutoring and other supplemental services outside of the normal school day. Parents chose these services from an approved list of providers. If, within five years, the school still fails to make progress, it can be subject to dramatic restructuring and reorganization (Education, 2004).

NCLB was passed in order to provide more standardization, coordination, and accountability in the nation's schools. Lawmakers hoped education reforms would help more students learn essential skills and concepts in public schools (Education, 2004).

In 2002, the New York state legislature granted control of the New York City public school system to Mayor Michael Bloomberg in order to address the needs of city schools. The mayor began the planning and implementation for the city's new "Children First" reforms. The intent of these reforms was to overhaul the education system, provide greater structure and require school administrators to work toward a standardized quality of education (Education N. Y., 2007.

 "Children First" reforms has two main objectives. 1) Reorganize and update the structure of the NYCDOE and 2) Provide more resources and empower principals.

1. Reorganize and update the structure of the NYCDOE
    The NYCDOE which provides system-wide services, sets academic standards, controls student placement, school funding and teacher recruitment. The reforms call for administrators to develop a system that emphasizes leadership, both within the NYCDOE and individual schools District and high school superintendents oversee decisions and evaluations of teachers and principals and act as liaisons to the citywide High School Education Council. These superintendents also oversee the District Family Advocates and Borough Directors. The High School Education Council is an organization in which parents undergo training to provide leadership and support within schools. District Family Advocates are NYCDOE employees who provide direct services for families and parent leaders. This include helping families understand the high school enrollment process; collaborating with educators, parents and community members to develop programs to engage families and improve student achievement, and visiting schools regularly to perform these functions and monitor school environments (Education N. Y., DOE Organization, 2007).

2. Provide more resources and empower principals
   Significantly more resources and decision-making power are given to principals to stabilize
   and improve schools. As a result, principals are held accountable for a school's performance
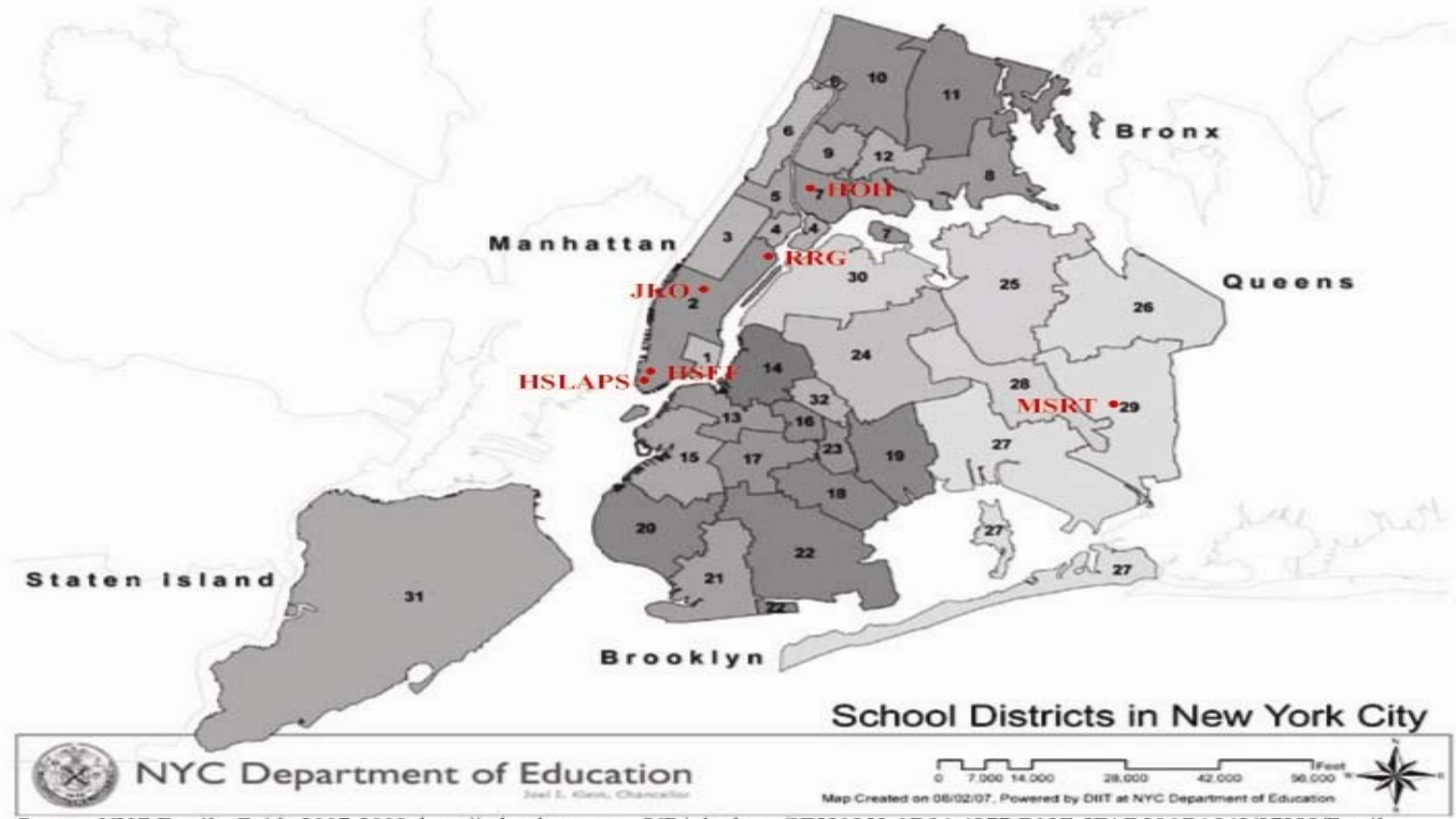   (Education N. Y., NYC DOE: Children First History, About US, 2007).

The "Children First" reforms mandate annual reports, similar to those outlined in the NCLB Act.
These reports grade schools on an A through F system and identify areas of success and
weakness in each school. The grades in these reports are determined through a formula that
places emphasis on how students improve year to year on the Regents Examinations, New York
State's standardized tests. This element makes up 55 percent of a school's grade. Overall student
achievement on state tests is weighted 30 percent. The remaining 15 percent is based on the
school's learning environment score, which is determined by parent, teacher and student
opinions about academic expectations, communication, engagement, safety and respect. Mayor
Bloomberg believes these reports will provide crucial information and impartial school
assessments.

Schools are rewarded or penalized based on the grades they receive. Financial awards are given
to schools who receive an overall grade of an A. Schools that receive a D or an F must set
improvement measures. If no progress is made after more than three consecutive years,
principals can be removed, restructuring may occur, or the school can be closed. If a school
receives a C for three years in a row, similar consequences can result. In making these decisions,
the NYCDOE considers whether the school's grade is a C, D or F, whether the Quality Review
reflected positively or poorly on the school, and whether the Quality Review score has improved
or worsened in the most recent evaluations (Education N. Y., 2007).

The data presented in this report come at an important time for New York City public schools,
one in which record-keeping is increased and regular evaluations are used to assess performance.
Educators, administrators, and students are held to standards that they must meet or face
potentially serious outcomes. Advancement has been made in some areas since the changes have
been implemented, but in November 2007, 50 of the city's 1,400 schools were designated as
failing. The enrollment at these schools totaled 29,000 (Gootman, 2007).

Because HSLAPS received a failing grade, and comparable schools examined in this report also
struggled in some areas, it is anticipated that the information presented will be of some use to
administrators. The NYCDOE reports consider school weaknesses and strengths, and by
comparing successes and failures elsewhere, this report will offer recommendations for school
improvement, based on policies or programs that have been effective in other parts of the
country. Recommendations to the NYCDOE are also included. These recommendations identify
ways in which NYCDOE reports could be improved in order to provide additional information to
readers that is not currently available.

Location of High Schools

School Districts in New York City

NYC Department of Education
Joel I. Klein, Chancellor

0   7,000 14,000   28,000   42,000   56,000 1Feet

Map Created on 08/02/07. Powered by DIIT at NYC Department of Education

Source: NYC Family Guide 2007-2008, http://schools.nyc.gov/NR/rdonlyres/8F521853-1D94-4877-B13F-5FAD396CA842/27288/Family_
Guide_English_1031.pdf

High School of Economics and Finance (HSEF)

School Support Organization and Theme
HSEF employs the Learning Support Organization (LSO), and is a part of the Community LSO. "The school was founded in 1990 with principles of instilling students with the feel of the business world. HSEF offers a variety of programs and courses focused on different parts of business. Students must intern and dress professionally on Wednesdays, and participate in a comprehensive summer math, English, and business program is 'strongly advised' to incoming freshmen" (NYC DOE School Portals: High School of Economics and Finance, 2008).

Mission Statement
"To provide a rigorous world-class academic program for all students in economics and finance.

- To graduate students with the skills and knowledge necessary to pursue a variety of career pathways in the financial services industry, and prepared to attend college.
- To include the participation of the family in the development of the whole student.
- To institute new approaches in education to prepare students to succeed in our technological society and in the global economy through public and private sector partnerships" (NYC DOE School Portal: High School of Economics and Finance, 2008).

HSEF Picture Courtesy of Meredith Bowyer

Extracurricular Activities
Student Government, SPARK Youth Leadership, Tutoring, National Honor Society, Science Olympiad, Fed Challenge, Euro Challenge, Computer Lab, Drama, Literary Magazine, Arts Festival and Talent Show, Fashion Show, Yearbook, Chess, Marine Biology, Stock Market Game Karate, Dance, Cheerleading, Volleyball, Boys Basketball, Bowling, Cross Country and Handball, and Girls Basketball, Bowling, Cross Country, Softball, and Tennis.

Health Opportunities High School (HOH)

School Support Organization and Theme
HOH employs the Learning Support Organization (LSO), and is a part of the Integrated Curriculum and Instruction LSO. "Health Opportunities gives struggling students the opportunity to pursue professional goals in health with internships and electives. Students are also given the option of taking tuition-free college courses at Hostos Community College" (NYC DOE School Portals: Health Opportunities High School, 2008).

Mission Statement
"At Health Opportunities High School, we are a collaborative school community, committed to providing equal access and equity to diverse students from a wide range of cultures. Our mission is to create life-long learners and responsible citizens who are highly prepared for higher education and professional careers. Our standards-driven instruction, with an emphasis on health and science, reflects high expectations for all students. We strive to better educate our students so that they will be successful in our demanding and ever-changing society" (NYC DOE School Portal: Health Opportunities High School, 2008).

Extracurricular Activities
Student Government, School Leadership Team, Young Men and Women's Leadership, National Honor Society/Arista, Leadership, Peer Tutoring Corps., Art Therapy, Ceramics, Music, Dance, The Red Cross, Building with Books, Chess, HOP HS Dance/Cheerleading Team, Building Readers in Today's Entrepreneurs (BRITE), Yearbook, Digital Documentaries, Mandelbaum Music, Intramural Basketball, and Touch Football.

Math, Science, Research and Technology Magnet High School (MSRT)

School Support Organization and Theme
MSRT employs the Empowerment Support Organization (ESO) as their School Support Organization. The school's focus is on Math, Science, Technology and Research. As such, many of the students entering MSRT show strengths in these subjects. In order to achieve their mission, MSRT says they are "dedicated to providing a comprehensive education for all students, inclusive of the varied cultural backgrounds, learning styles and needs, with a particular focus on math, science research skills, and technology. We will accomplish this through the collaborative efforts of parents, staff, administration students, and community" (NYC DOE School Portal: Mathematics, Science Research and Technology Magnet High School).

Mission Statement
"The Mathematics, Science Research, and Technology Magnet High School is dedicated to providing a comprehensive education for all students and seeks to include students with varied learning styles, cultural backgrounds, and needs. This school's focus is on math, science research skills, and technology. Through the collaborative efforts of the parents, staff, administration, students, and community all students succeed" (NYC DOE School Portal: Mathematics, Science Research and Technology Magnet High School).

Extracurricular Activities
PM School, Peer Mentoring, Extended Day, Debate, Yearbook, Newspaper, Regents Preparatory Academy, Mouse Squad, Band, Step Team, Chorus, USDA Research, Freshman Arista, Cheerleading, Boys Baseball, Basketball & JV Basketball, Bowling, Football and JV Football, Indoor Track, Outdoor Track, Soccer, Swimming, Tennis, and Volleyball, and Girls Basketball, Bowling, Gymnastics, Indoor Track, Outdoor Track, Soccer, Softball, Swimming, Tennis, and Volleyball.

Jacqueline Kennedy Onassis High School (JKO)

School Support Organization and Theme
JKO employs the Learning Support Organization (LSO), and is part of the Community LSO. The school's focus is in the area of business. As such, all students are required to complete ten credits in business courses. In order to achieve their mission JKO says they aim to "meet the educational needs of all students and to prepare them to meet the demands of the international community. We recognize that students and parents come to our school with diverse gifts and are equal partners in fulfilling our vision. We are committed to the concept that all strive to achieve high standards of academic excellence. The school is committed to a philosophy that secondary education must prepare students for both the immediate world in which they will be living during the rest of their lives" (NYC DOE School Portal: Jacqueline Kennedy Onassis High School, 2008).

Mission Statement
"The central vision of our school is to provide the most comprehensive education possible in order to develop the various talents our children possess by utilizing scientifically supported educational techniques and the development and implementation of specific programs, namely:
- Cross-curricular, student-centered curriculum base
- Continued introduction of Advanced Placement (AP) courses
- Development of a multi-media course curriculum based upon the use of our reinvigorated television studio
- To strengthen the award-winning Virtual Enterprise (VE) program
- To forge a greater sense of community through a collaboration with the parents and teachers
- To develop the whole child-- socially, educationally and communally
- To develop international liaisons so as to help the students better understand the world community" (NYC DOE School Portal: Jacqueline Kennedy Onassis High School, 2008).

JKO Picture Courtesy of Meredith Bowyer

Extracurricular Activities
Awareness, Peer Tutoring, Yearbook, National Honor Society, Journalism, Upward Bound, Dance, Drama, Math, Web Design, Key, Political Science, Journalism, Theater, Film, Yearbook, Debate, Science Fair, Karate, Drama, and Basketball.

High School for Leadership and Public Service (HSLAPS)

School Support Organization and Theme
HSLAPS employs the Empowerment Support Organization (ESO) as their School Support Organization. "The theme of the school is incorporated by offerings in subjects such as Leadership, Law and Public Policy, Virtual Enterprise, Public Service, 9th grade core curriculum including Advisory. The curriculum includes athletic, civic and social activities, connecting learning to life beyond the classroom. We believe that through the teaching/learning process we all grow and develop a deeper understanding of ourselves, others and our world."

Mission Statement
"It is the mission of the High School for Leadership and Public Service, with collaborative support of Syracuse University, to provide all of our students with the tools that will foster academic curiosity, and thus inspire them to become life-long learners. The cooperative efforts of staff, parents, Syracuse Friends and alumni, and other concerned participants, working together to support a rigorous, high quality, academic educational program, combined with leadership and service learning-related experiences, will stimulate, encourage, and create a need in our students to make contributions towards improving society, while enriching the lives of others, as well as their own lives."

HSLAPS Picture courtesy of Meredith Bowyer

Extracurricular Activities
Internships, Community Service, participation in Lower Manhattan activities, Earth Day, Moot Court and Mock Trial Teams, Debate Team, School Newspaper, Model United Nations, SAT Preparation, National Honor Society, Boys Basketball and Soccer, Girls Softball, and Cross Country.

Richard R. Green High School of Teaching (RRG)

School Support Organization and Theme
R.R. Green employs the Learning Support Organization (LSO), and is part of the Community LSO. "All students participate in a teaching program designed to support students interested in a career in education. Students who excel in the program will have the opportunity to participate in an off-site internship at an elementary school, working directly with young students. The teaching program provides students with elective credits necessary for graduation. However, if students do not successfully complete the program they may not earn enough credits to graduate from our school" (NYC DOE School Portal: Richard R. Green High School of Teaching, 2008)

Mission Statement
"The mission of the High School of Teaching is to ensure the future of the teaching profession by educating all its students in an inclusive environment that sets high standards by placing an emphasis on excellence. To ensure our success, teachers and support personnel, parents, students, collaborative institutions and community stakeholders will work together to create an educational environment that centers around the individual student's creatively and actively in the process of learning. To that end, the school will provide in-school and external experiences that stimulate thinking and encourages students to be informed and responsible citizens" (NYC DOE School Portal: Richard R. Green High School of Teaching, 2008).

Extracurricular Activities
Student Government, Leadership, Future Teachers of America, The Century Program, Saturday School, PM School, AM School, Drama, Chorus, Fine Arts, Dance, Gay and Lesbian Alliance, Sports, Art, Boys Baseball and Basketball, and Girls Basketball and Softball.

RRG Picture courtesy of Meredith Bowyer

Comparative Chart of Six High Schools

	HOH	HSEF	HSLAPS	JKO	MSRT	RRG
Location	Bronx	Lower Manhattan	Lower Manhattan	Midtown Manhattan	Queens	Upper Manhattan
Principal	Carron Straple	Michael Frank Stanzione	Frank Brancato	Edward DeMeo	Andrea Holt	Isabel Dimola
School Report Card Grade (06-07)	C	B	F	C	C	B
Total Enrollment (05-06)	593	760	682	700	542	708
Per Pupil Expenditures (2005)	$12,220	$12,528	$11,302	$11,458	$11,347	$11,251
No. of LEP Students (05 – 06)	5%	6%	5%	6%	3%	5%
2006 Total 9th Grade Applicants	2,365	4,895	1,614	2,941	747	1,775
2006 9th Grade Program Seats	168	230	198	179	150	145
Support System	LSO	LSO	ESO	LSO	ESO	LSO
AP Courses Offered	5	7	5	4	9	5
Title I School	Yes	Yes	No	Yes	No	Yes
Eligible for Free-and Reduced Price Lunch (05-06)	86%	75%	57%	85%	33%	85%
Estimated Percent of Students From Families Receiving Public Assistance (05 – 06)	71–80%	61-70%	41-50%	71-80%	21-30%	71-80%
Uniforms Required	Yes	Wednesday Dress for Success	No	Yes	No	Yes
New Student Orientation	No	No	No	No	No	Yes

Department of Education Report Analysis

Data Collection
The data were collected by the NYC DOE. Researchers used school data from The New York State School Report Card Comprehensive Information Report, The New York State School Report Card Accountability and Overview Report, Annual School Report Supplement, Learning Environment Survey and New York City Department of Education Statistical Summaries. These reports were accessed via the NYC DOE Web site.

Data Presentation
This report presents information on student achievement and school-wide performance at six New York City Public Schools. The data are displayed using bar and pie graphs that compare the six schools. The Community Benchmarks Program (CBP) researchers organized and presented data in the following categories: entering-student data, attendance rates, teacher qualifications, Regents Exams scores, learning environment, school spending and economic factors, graduation rates and students' post-grad plans. Values that cluster within a constricted range, or are very small are reported with decimals. The graphed findings for each school are displayed in alphabetical order along the y-axis in order to provide easy comparisons across graphs.

Quality of Data
The data were all provided by the Department of Education and are believed to be accurate. Graphs were reviewed and checked for accuracy by researchers. The data are believed to be mostly representative. It is unknown if the data provided by the Learning Environment survey are representative.

Overview of Reports

New York State Report Card Accountability and Overview Report (AOR)
The AOR is a compilation of each school's results on state- and nation-wide assessments used to measure accountability amongst schools. Such assessments measure student proficiency and progress in the areas of English language arts, mathematics, and science for elementary and middle school; and English language arts, mathematics, and graduation rates for secondary schools. Additionally, the AOR provides data for enrollment, average class size, demographic factors, attendance and suspensions, teacher qualifications, and staff size. The assessment results, as well as the profile data, are used to assess the school's progress in areas such as test scores for minority student groups.

For the purposes of this report, the AOR was accessed via the NYC DOE Web site. Data reported in the AOR is presumed to be accurate. The graphs in this report displaying data obtained from the AOR have been reviewed for accuracy by the CBP research team.

Data displayed in this report that uses the AOR as a source have been entered into Microsoft Excel documents. All graphs are representations of the data extracted.

The New York State Report Card Comprehensive Information Report (CIR)
The CIR uses data retrieved from each New York City school on state tests including Regents examinations, Regents competency tests, second language proficiency examinations, New York State English as a Second Language Achievement Tests, social studies tests, and New York State Alternate Assessments. Scores represent student performances from the 2006-2007 school year.

For the purposes of this report, the CIR was accessed via the DOE Web site. Data reported in the CIR is presumed to be accurate. Graphs in this report displaying CIR data have been reviewed for accuracy by the CBP research team.

Data displayed in this report that uses the CIR as a source have been taken from the CIR and entered into Microsoft Excel documents. All graphs are representations of the data extracted from the CIR.

Annual School Report Supplement (ASRS)
The Division of Assessment and Accountability (DAA) compiled this report primarily from central databases and information provided by the school's principal. Throughout the report, N/A indicates that information was not available or did not apply to this school. The 2005-2006 ASRS is a supplement to the New York State Education Department's School Report Card for New York City schools. This report provides the school mission statement, a statement from the principal, available special academic programs, extracurricular activities, and any community and parent/school support. The collected data includes information about the students, school characteristics, performance of all students on Regents Examinations, and other indicators such as SAT scores and plans after graduation.

For the purposes of this report, the ASRS was accessed via the DOE Web site. Data reported in the ASRS is presumed to be accurate. The graphs in this report displaying data obtained from the ASRS have been reviewed for accuracy by the CBP research team.

Data displayed in this report that uses the ASRS as a source have been taken from the ASRS and entered into Microsoft Excel documents. All graphs are representations of the data extracted from the ASRS.

Learning Environment Survey (LES)
The Learning Environment Survey measures perceptions of academic expectations, communication, engagement, safety and respect among parents, teachers, and students within a particular school. The survey was designed after the DOE's Office of Accountability met with key members of school communities in citywide discussions about how schools can best facilitate student learning. These discussions included principals, teachers, parents, and students. The survey was designed using comments from nearly 400 participants. Representatives from several education councils provided input to improve the quality of the survey.

Parent surveys for elementary school students were distributed in school to be delivered home. Middle and high school parent surveys were mailed home. Teacher surveys were placed in faculty mailboxes and could also be completed online. All mailed surveys were distributed in self-addressed postage-paid envelopes. Student surveys were distributed in middle and high schools during class time. The administration period was April 30 through June 6, 2007.

Each answer was awarded a point value between zero and 10. The most favorable response earned 10 points, and the least favorable resulted in a zero. Answers that fell in between were assigned values between one and nine. Scoring was determined by averaging the point value of the selected answer by all respondents. The student and parent surveys contained 14 questions, while 15 questions appeared on the teacher survey.

For the purposes of this report, the LES was accessed via the DOE Web site. Data reported in the LES is presumed to be accurate. No demographics of the respondents other than grade of the student and primary teaching responsibility were made available, therefore it cannot be determined if the sample represents the target population. The graphs in this report displaying data obtained from the LES have been reviewed for accuracy by the CBP research team.

Data displayed in this report using the LES as a source have been entered into Microsoft Excel documents. CBP researchers created a new scale for data that were taken from the LES because the NYCDOE gave different weights for each response. The new weighted scale was determined by dividing the sum of the number of weighted responses by the total number of responses. This new weighted average is used in all graphs based on data from the LES. All graphs are representations of the data extracted from the LES.

NYC DOE Statistical Summaries (SS)
Statistical Summaries is a branch of the NYC DOE. This office is responsible for the compilation of data from several aspects of education for all New York City schools. They report attendance rates using certain domains or demographics, such as region or ethnicity.

The Statistical Summaries branch of the NYC DOE gathers data from schools during their Period Attendance Reporting (PAR) process. Data is updated regularly and the Statistical Summaries Web site reflects those updates. Therefore, data presented on the Web site is often unofficial and unaudited. To view official, audited register data, one can access the "10/31 Reg by Ethn & Gndr (J-Form)" and "10/31 Reg (S-Form)."

For the purposes of this report, the "10/31 Reg by Ethn & Gndr (J-Form)" was accessed via the DOE Web site. Data reported in the J-Form is assumed to be accurate. The graphs in this report displaying data obtained from the J-Form have been reviewed for accuracy by the CBP research team.

Data displayed in this report using the J-Form as a source have been entered into Microsoft Excel documents. All graphs are representations of the data extracted from the J-Form.

Note: Findings in this report are not based on the following information, but they are referenced in the recommendations, which can be found on page 75.

Progress Report (PR)
The 2006-2007 Progress Report presents data in three distinct dimensions: School Environment, Student Performance, and Student Progress. Data represented in the School Environment dimension were collected from each New York City school's Learning Environment Survey and attendance records for the 2006-2007 academic year. The Student Performance dimension uses each school's graduation and diploma rates. The Student Progress dimension uses students' scores in English, Math, Science, United States History, and Global History Regents exams, as well as the credit students earn in a three year span.

For the purpose of this report, the PR was accessed via the NYC DOE Web site. Data reported in the PR are assumed to be accurate.

Quality Review (QR)
The NYC DOE began conducting annual quality reviews on schools as part of the 2007 accountability initiative. The quality reviews are conducted by the DOE's contractor, Cambridge Education, or by the DOE staff. No matter which reviewers assumed the task, they are always asked to review schools with which they are not personally familiar. Reviewers are trained in pairs to ensure consistency, and the DOE occasionally sends two reviewers to a school independent of each another to verity the validity of the findings.

Reviewers spend the equivalent of two full days at the school after an initial research period that includes time for school leaders and teachers to conduct self-evaluations. The reviewer has essentially free reign of the school and may ask to sit in on classes, review student work, review academic plans for students that he or she chooses at random. He or she may also talk to parents formally and informally. Finally, the reviewer conducts case studies of two students who enter the school with similar skills but experience different outcomes (i.e. one shows improvement, while the other does not).

After the reviewer completes their observations, he or she will draw up a brief document outlining findings and recommendations that will be used to debrief school leaders. Within several weeks, a full draft copy of the quality review is sent to the schools for comment. Schools can requests corrections or appeal bias, but they rarely do so. After this, the review is released to the public.

The review opens with background information on the school and continues to present a narrative of the reviewer's findings in five primary categories:
 "(1) How well the school knows how each child is performing.
  (2) How well the school plans and sets goals for improving each child's learning and outcomes.
  (3) How well the school uses its academic programs to meet the goals.
  (4) How well the school uses its leadership, professional, and youth development services to meet the goals.
  (5) How well the school monitors student progress throughout the year and makes the changes needed to assure the student improves as planned (Office of Accountability, 2007)."

Schools are then scored in each of these categories as well as several subcategories based on whether the review deems their progress to be developed, proficient, or underdeveloped.
For the purpose of this report, the QR was accessed via the NYC DOE Web site. Data reported in the QR are assumed to be accurate.

HSLAPS Alumni Survey

Researchers developed a survey for HSLAPS alumni to gauge student opinion of the school. These responses were used to compare and contrast with raw data from the DOE, and to provide suggestions or comments for the other five schools studied.

Data Collection
The alumni survey was sent to students who graduated from HSLAPS. Because HSLAPS has a relationship with SU, some contact information was available through the Public Affairs Program in the Maxwell School of Citizenship and Public Affairs. SU students who taught in the school for a semester also provided contact information for some students. The HSLAPS alumni were sent e-mails inviting them to complete the online survey and them to forward the survey request to other alumni with whom they maintain electronic communication. For this reason, the total sample size is unknown. Initially, 56 students were e-mailed, using 69 e-mail addresses (some alums had two e-mail addresses). The survey was active from February 7- 28, 2008. Those who did not respond were sent reminders on February 19, 2008. A total of 38 students completed the survey.

Quality of Data
 It is unlikely that this convenience survey reflects the average student opinion of the school. Only students who graduated from HSLAPS responded and the sample size is insignificant and is not considered to be representative. Students who dropped out were not included because their e-mail addresses were not available. Their opinions of their educational experiences may have varied considerably from those students who graduated. Females comprise 79% of respondents, while only 59% of students enrolled in 2005-06 were female.

While not scientifically grounded, the information does offer a snapshot of alumni opinion from selected recent graduates. Based on the documentation made available, there is also no way of knowing how representative the survey data collected by the DOE's consultants.

Demographics of DOE Reports

		03 - 04							04 - 05							05 - 06					
Demographics																					
	HOH	HSEF	HSLAPS	JKO	MSRT	RRG	Average*	HOH	HSEF	HSLAPS	JKO	MSRT	RRG	Average	HOH	HSEF	HSLAPS	JKO	MSRT	RRG	Average
Gender[1]																					
Male	N/A	47% (332)	40% (239)	32% (207)	63% (314)	22% (168)	38% (252)	30% (187)	34% (345)	40% (264)	36% (221)	60% (326)	26% (194)	39% (256)	27% (158)	50% (377)	41% (283)	37% (259)	61% (329)	30% (210)	41% (269)
Female	N/A	53% (371)	60% (359)	68% (431)	37% (188)	78% (607)	59% (391)	70% (442)	52% (376)	60% (389)	64% (396)	40% (213)	74% (548)	61% (394)	73% (435)	50% (383)	59% (399)	63% (441)	39% (213)	70% (498)	59% (394)
RACE[2]																					
American Indian or Alaska Native	0% (3)	0% (2)	0% (0)	0% (1)	0% (2)	0% (2)	0% (2)	0% (2)	0% (3)	0% (0)	0% (0)	0% (0)	0% (2)	0% (1)	0% (0)	0% (3)	0% (1)	0% (1)	1% (4)	0% (1)	0% (2)
Black or African American	39% (288)	24% (171)	25% (151)	25% (157)	79% (399)	40% (311)	39% (246)	39% (247)	22% (161)	28% (184)	26% (158)	74% (399)	36% (270)	38% (237)	39% (234)	23% (174)	27% (181)	26% (179)	77% (419)	36% (252)	38% (240)
Hispanic or Latino	58% (421)	42% (298)	52% (311)	66% (422)	9% (44)	53% (410)	47% (318)	59% (368)	42% (301)	50% (329)	67% (411)	13% (68)	56% (417)	48% (316)	58% (343)	43% (325)	54% (365)	66% (462)	8% (41)	57% (402)	48% (323)
Asian or Native Hawaiian/Other Pacific Islander	1% (4)	20% (138)	11% (68)	3% (21)	9% (43)	2% (17)	8% (49)	1% (5)	24% (170)	12% (78)	3% (16)	11% (58)	3% (19)	9% (58)	1% (7)	24% (185)	11% (11)	4% (28)	13% (68)	2% (17)	9% (53)
White	2% (14)	13% (94)	11% (68)	6% (37)	3% (14)	5% (35)	7% (44)	1% (7)	12% (86)	9% (62)	5% (32)	3% (14)	5% (34)	6% (39)	2% (9)	10% (73)	9% (58)	4% (30)	2% (10)	5% (36)	5% (36)
Economics[2]																					
Estimated Percentage of Students From Families Receiving Public Assistance	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	71-80%	61-70%	41-50%	71-80%	21-30%	71-80%	56-65%
Estimated Percentage of Students Not From Families Receiving Public Assistance	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	20-29%	30-39%	50-59%	20-29%	70-79%	20-29%	35-44%
Total Students[2]	730	703	598	638	502	775	658	629	721	653	617	539	742	650	593	760	682	700	542	708	664

Sources: Data collected by the Community Benchmark Program, 2008, through
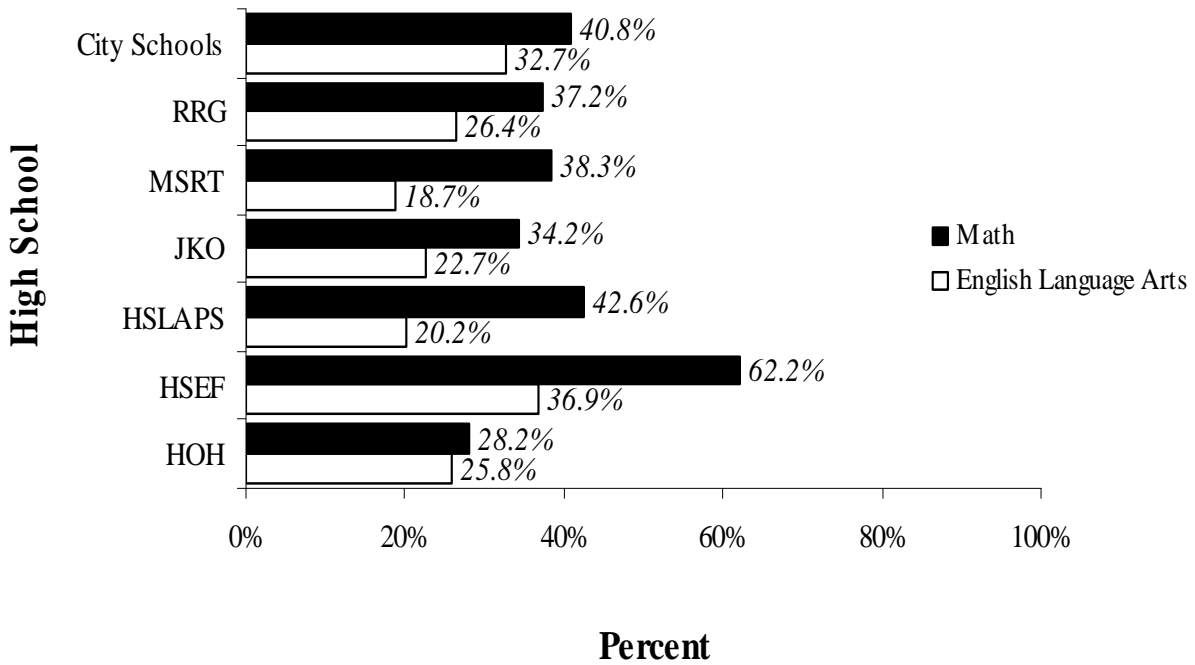1. The New York State Education Department, Statistical Summaries,
http://schools.nyc.gov/offices/stats/default.htm
2. The New York State Education Department, School Report Card Comprehensive Information
Reports, <www.nysed.gov>.

Enrollment

1. HSEF has the highest proportion of incoming students meeting Math (62.2%) and ELA (39.9%) standards.
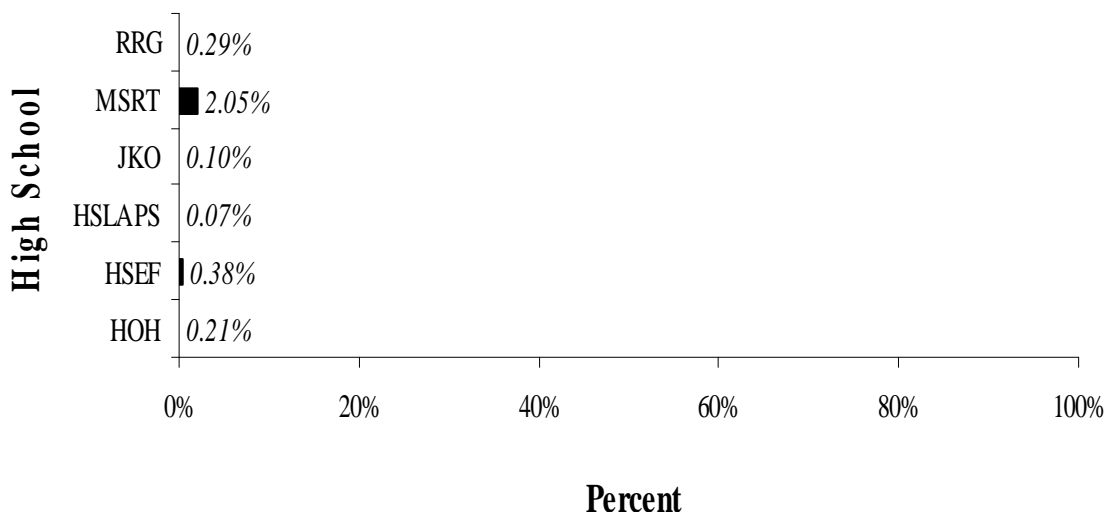
Students Meeting Standards, 2005-2006

Source: Data collected by the Community Benchmark Program, 2008, through the New York State Education Department, 2005-2006 Annual School Report Supplements, <www.nysed.gov>.

2. MSRT has the highest improvement in attendance rates (2.05%). There was minimal change in attendance rates over time for all schools.

Average Percent Change in Attendance Rates, 1997-2006

High School	Average Percentage Change in Attendance Rates	Minimum Value	Maximum Value
HOH	0.21%	82%	88%
HSEF	-0.38%	80%	89%
HSLAPS	0.07%	80%	89%
JKO	0.10%	87%	93%
MSRT	2.05%	80%	90%
RRG	-0.29%	85%	89%

Comments: The percent change graphed is in absolute value. The actual percent changes are shown in the chart above along with attendance rate ranges. MSRT's attendance rates for two of the school years (2004-2005, 2005-2006) were missing; the percentage change of the last three years are not taken into account as a result.

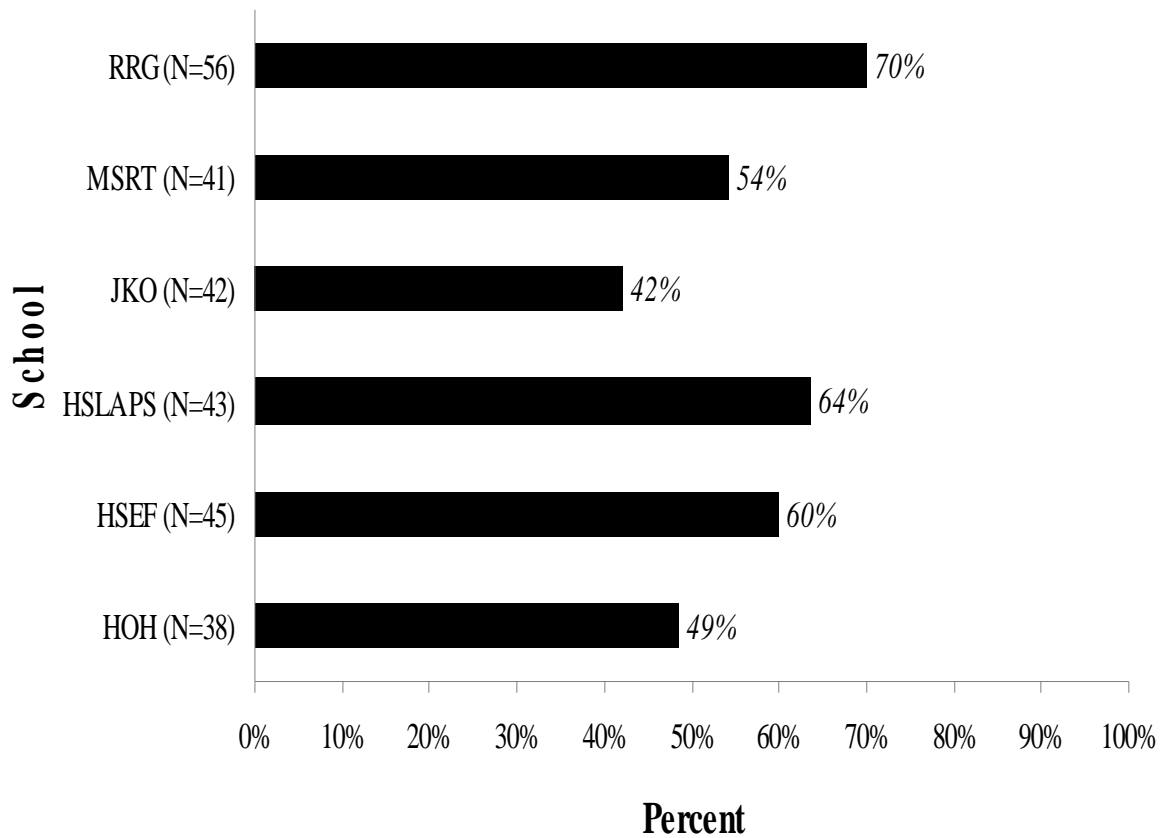Source: Data collected by the Community Benchmark Program, 2008, through the New York State Education Department, Statistical Summaries, <http://schools.nyc.gov/offices/stats/default.htm>.

3. MSRT has the highest percent of still enrolled averaged over time (29.4%).

Average Percent of Still Enrolled, 1997-2006
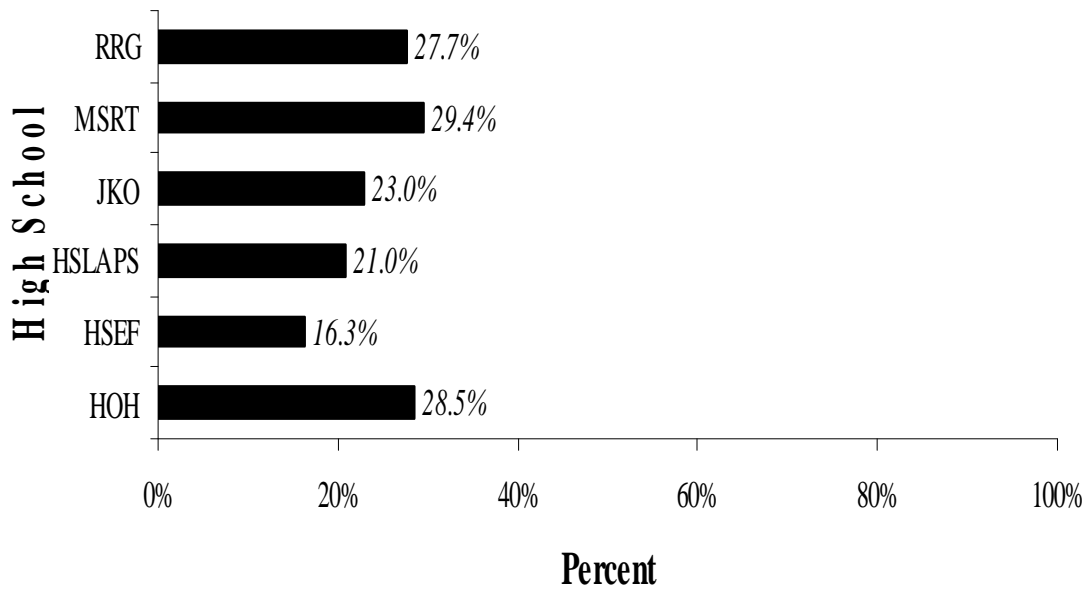
High School	Minimum Range	Maximum Range
HOH	17.0%	44.7%
HSEF	4.3%	29.6%
HSLAPS	13.6%	30.7%
JKO	11.0%	40.6%
MSRT	22.9%	36.3%
RRG	12.6%	49.5%

Source: Data collected by the Community Benchmark Program, 2008, through the New York State Education Department, Statistical Summaries, <http://schools.nyc.gov/offices/stats/default.htm>.

4. 30% of the teachers at five of the six schools have a Masters Degree or higher. Only 20% of the MSRT teaching staff has a graduate degree.

Percent of Teachers With
Masters Degree or Higher

School	Percent
RRG (N=56)	38%
MSRT (N=41)	20%
JKO (N=42)	30%
HSLAPS (N=43)	30%
HSEF (N=45)	37%
HOH (N=38)	35%
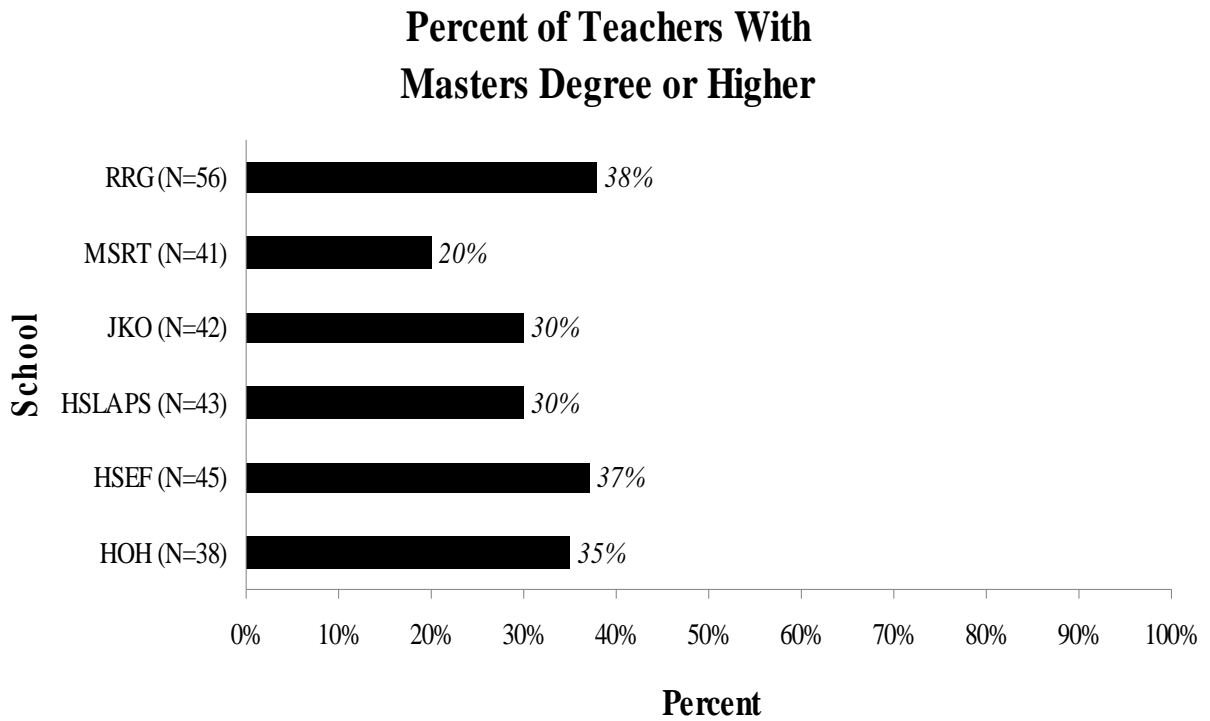
Source: Data collected by the Community Benchmark Program Academics Team, 2008, through the New York State Education Department, School Report Card Comprehensive Information Reports, <www.nysed.gov>.

18. 70% of RRG teachers at have more than two years of experience, the highest of the six high schools. 50% of the teachers in three of the remaining five schools have this much experience.

Percent of Teachers With
More Than 2 Years Teaching in This School

Source: Data collected by the Community Benchmark Program Academics Team, 2008, through the New York State Education Department, School Report Card Comprehensive Information Reports, <www.nysed.gov>.

5. 52% of RRG teachers have more than five years of teaching experience, the highest of the six schools.
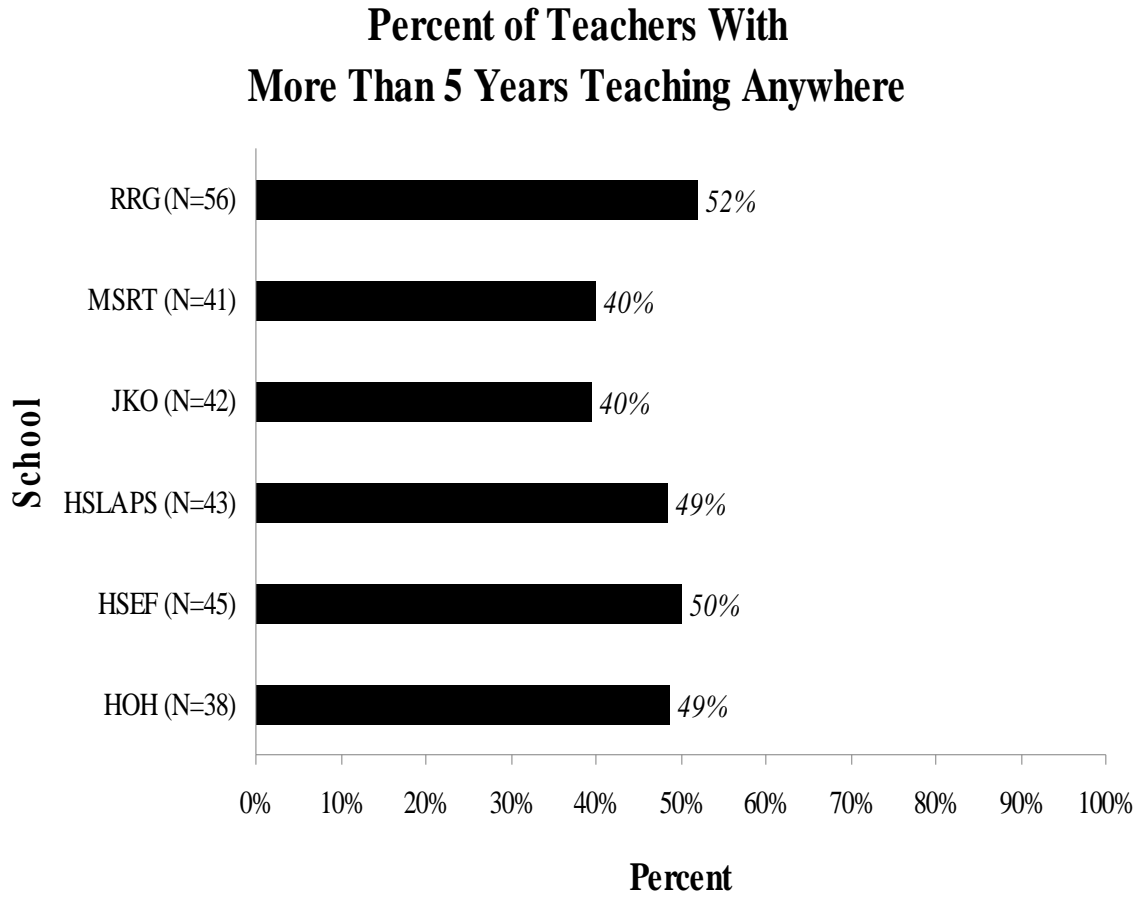
Percent of Teachers With
More Than 5 Years Teaching Anywhere

School	Percent
RRG (N=56)	52%
MSRT (N=41)	40%
JKO (N=42)	40%
HSLAPS (N=43)	49%
HSEF (N=45)	50%
HOH (N=38)	49%

Source: Data collected by the Community Benchmark Program Academics Team, 2008, through the New York State Education Department, School Report Card Comprehensive Information Reports, <www.nysed.gov>.

6. 88% of HSLAPS students tested passed the English Regents.

English Scores 55% or Above, 2005-2006
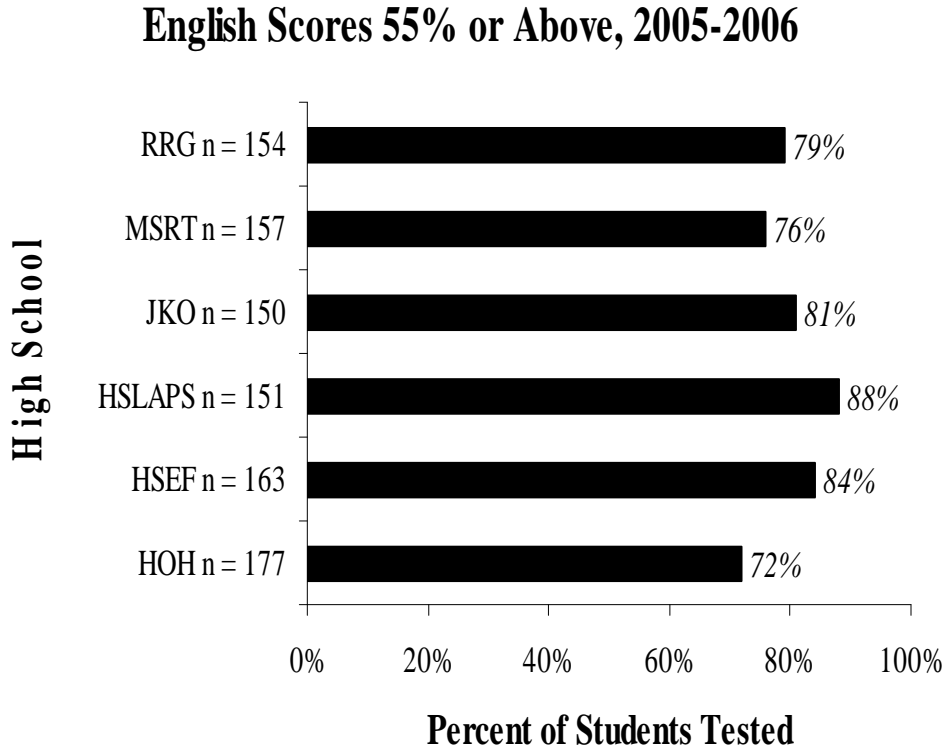
Percent Change English Regents						
School Years	**HOH**	**HSEF**	**HSLAPS**	**JKO**	**MSRT**	**RRG**
03-04 to 04-05	-5%	-3%	-25%	-6%	0%	-10%
04-05 to 05-06	-10%	-6%	40%	1%	-7%	5%
03-04 to 05-06	-14%	-9%	5%	-5%	-7%	-5%

Number of Students Tested						
	HOH	**HSEF**	**HSLAPS**	**JKO**	**MSRT**	**RRG**
03 - 04	168	141	121	136	138	172
04 - 05	137	151	179	163	142	172
05 - 06	177	163	151	150	157	154

Source: Data collected by the Community Benchmark Program, 2008, through the New York State Education Department, School Report Card Comprehensive Information Reports, <www.nysed.gov>.

7. 98% of HSEF students tested passed the Math A Regents.

Math A Scores 55% or Above, 2005-2006

High School	Percent of All Students Tested
RRG n = 191	86%
MSRT n = 169	79%
JKO n = 160	81%
HSLAPS n = 157	87%
HSEF n = 198	98%
HOH n = 129	81%

Percent of All Students Tested
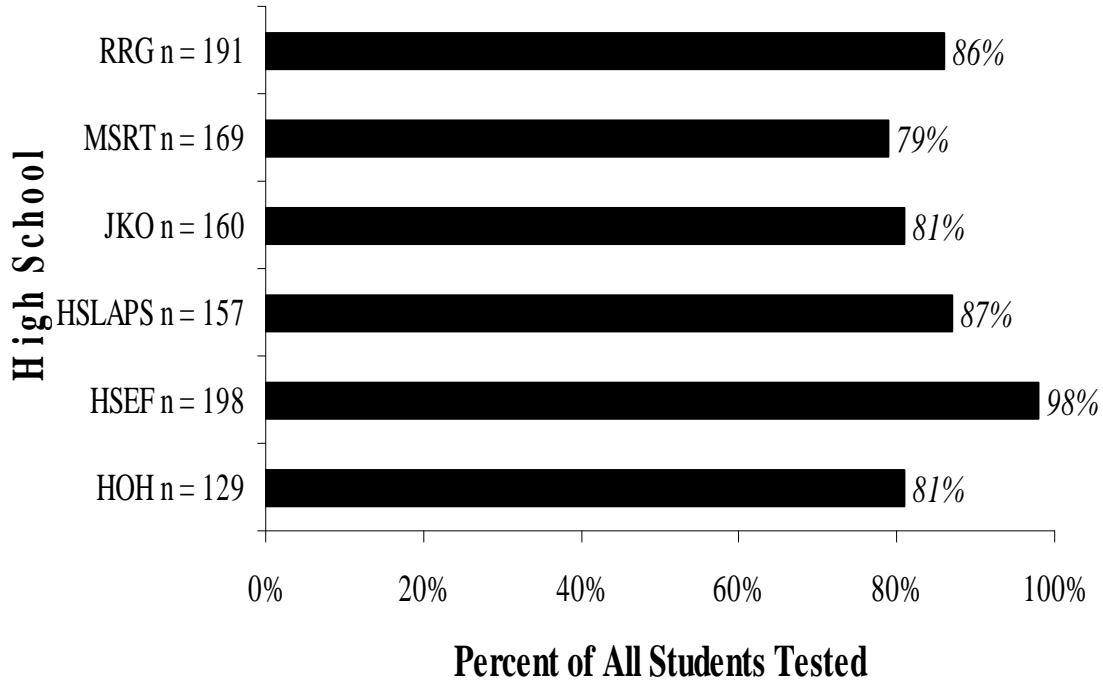
Percent Change Math A Regents						
School Years	**HOH**	**HSEF**	**HSLAPS**	**JKO**	**MSRT**	**RRG**
03-04 to 04-05	13%	26%	13%	6%	-2%	-11%
04-05 to 05-06	-9%	2%	-1%	-2%	-9%	1%
03-04 to 05-06	3%	29%	12%	4%	-2%	-10%

Number of Students Tested						
	HOH	**HSEF**	**HSLAPS**	**JKO**	**MSRT**	**RRG**
03 - 04	196	38	88	186	179	158
04 - 05	161	156	185	183	179	209
05 - 06	129	198	157	160	169	191

Source: Data collected by the Community Benchmark Program, 2008, through the New York State Education Department, School Report Card Comprehensive Information Reports, <www.nysed.gov>.

8. 64% of HSEF students tested passed the Math B Regents.

Math B Scores 55% or Above, 2005-2006

Percent of All Students Tested
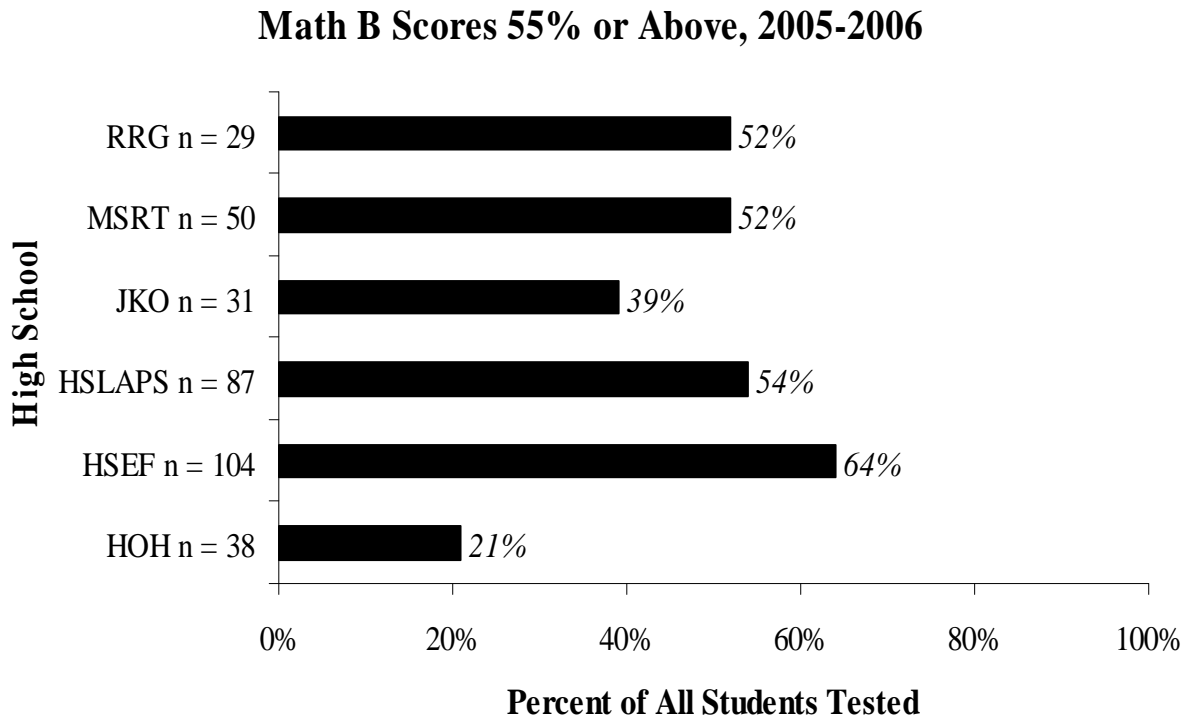
Percent Change Math B Regents						
School Years	**HOH**	**HSEF**	**HSLAPS**	**JKO**	**MSRT**	**RRG**
03-04 to 04-05	-21%	467%	-31%	-78%	-100%	N/A
04-05 to 05-06	-36%	88%	59%	117%	*	-20%
03-04 to 05-06	-50%	967%	10%	-52%	-45%	N/A

- Percent change could not be calculated.
- 0% of MSRT students tested passed in 2004-2005

Number of Students Tested						
	HOH	**HSEF**	**HSLAPS**	**JKO**	**MSRT**	**RRG**
03 - 04	31	31	53	16	16	0
04 - 05	30	170	38	11	7	49
05 - 06	38	104	87	31	50	29

Source: Data collected by the Community Benchmark Program, 2008, through the New York State Education Department, School Report Card Comprehensive Information Reports, <www.nysed.gov>.

9. 77% of HSEF students tested passed the Global History/Geography Regents.

Global History and Geography Scores 55% or Above, 2005-2006

High School (y-axis)

- RRG n = 205 — *46%*
- MSRT n = 58 — *43%*
- JKO n = 184 — *63%*
- HSLAPS n = 194 — *62%*
- HSEF n = 198 — *77%*
- HOH n = 200 — *49%*

x-axis: 0% 10% 20% 30% 40% 50% 60% 70% 80% 90%

Percent of All Students Tested
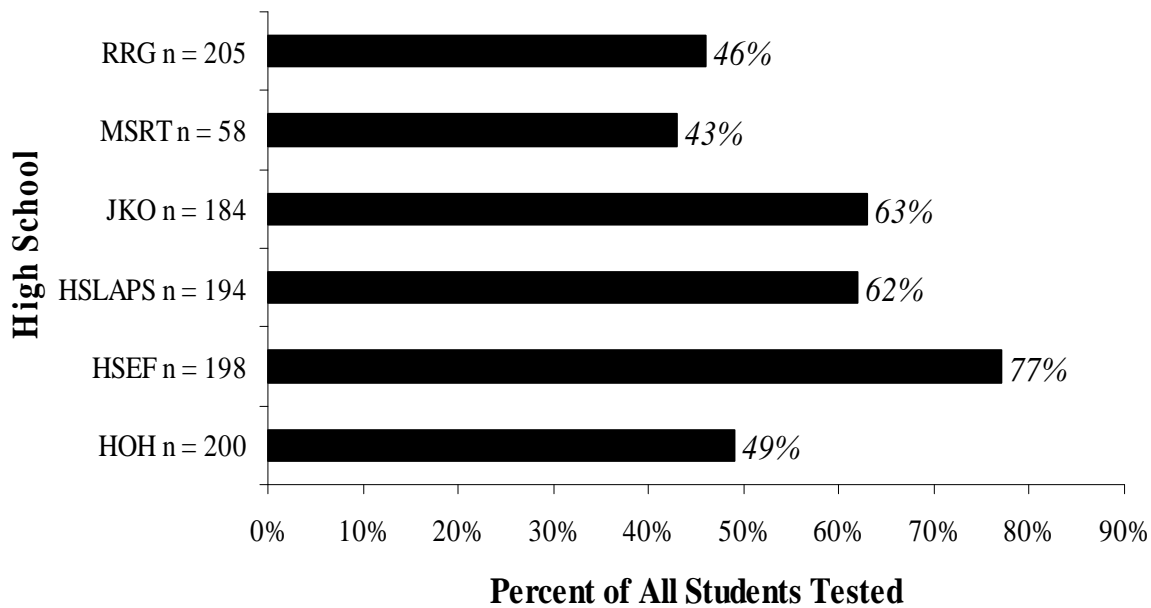
Percent Change Global History and Geography Regents						
School Years	**HOH**	**HSEF**	**HSLAPS**	**JKO**	**MSRT**	**RRG**
03-04 to 04-05	-5%	33%	-9%	-11%	-5%	-25%
04-05 to 05-06	-33%	-5%	3%	-3%	-39%	-19%
03-04 to 05-06	-36%	26%	-5%	-14%	-43%	-39%

Number of Students Tested						
	HOH	**HSEF**	**HSLAPS**	**JKO**	**MSRT**	**RRG**
03 - 04	151	18	108	177	126	199
04 - 05	164	203	174	188	177	197
05 - 06	200	198	194	184	58	205

Source: Data collected by the Community Benchmark Program, 2008, through the New York State Education Department, School Report Card Comprehensive Information Reports, <www.nysed.gov>.

10. 90% of RRG students tested passed the US History/Government Regents.

US History and Government Regents 55% or Above, 2005-2006

Percent of All Students Tested
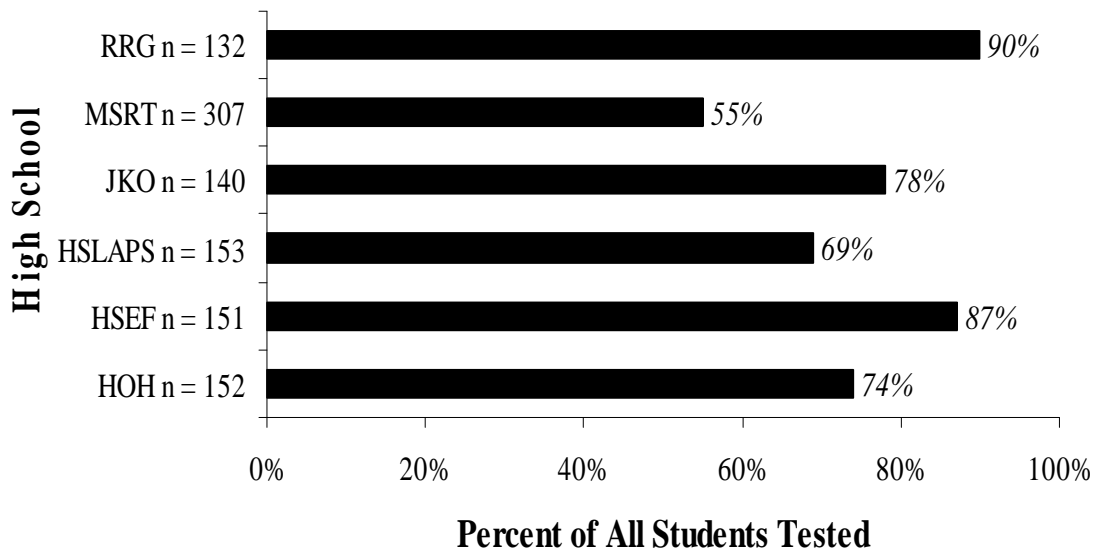
Percent Change US History and Government Regents						
School Years	**HOH**	**HSEF**	**HSLAPS**	**JKO**	**MSRT**	**RRG**
03-04 to 04-05	-20%	23%	-23%	-10%	-26%	-9%
04-05 to 05-06	0%	-3%	-1%	-1%	-15%	5%
03-04 to 05-06	-20%	19%	-24%	-11%	-38%	-5%

Number of Students Tested						
	HOH	**HSEF**	**HSLAPS**	**JKO**	**MSRT**	**RRG**
03 - 04	116	11	116	119	155	110
04 - 05	117	154	138	142	264	14
05 - 06	152	151	153	140	307	132

Source: Data collected by the Community Benchmark Program, 2008, through the New York State Education Department, School Report Card Comprehensive Information Reports, <www.nysed.gov>.

11. 86% of HSEF students tested passed the Living Environment Regents.

Living Environment Scores 55% or Above, 2005-2006

Percent of All Students Tested
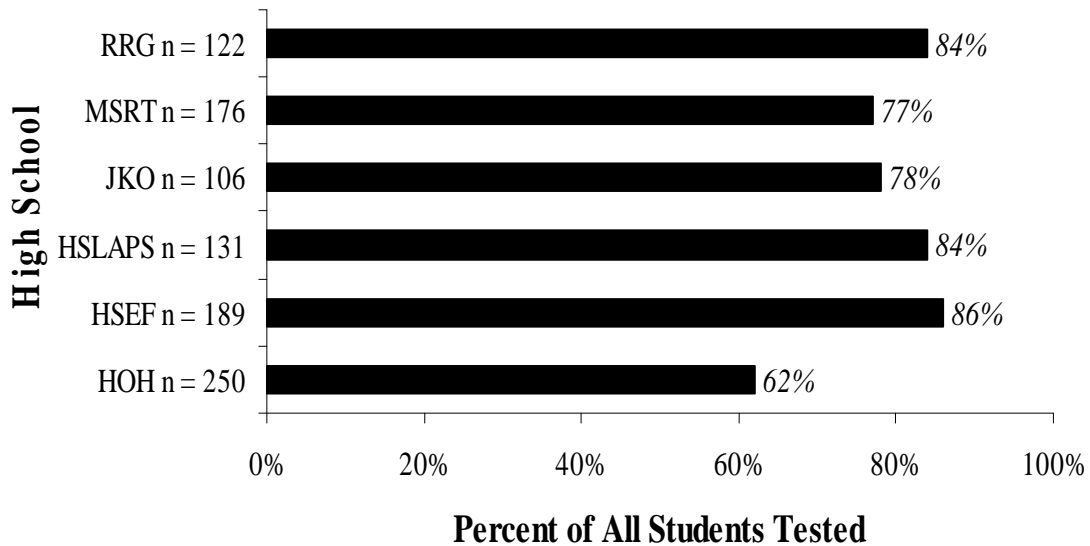
Percent Change Living Environment Regents						
School Years	**HOH**	**HSEF**	**HSLAPS**	**JKO**	**MSRT**	**RRG**
03-04 to 04-05	-14%	5%	-2%	13%	-14%	-5%
04-05 to 05-06	2%	1%	4%	-8%	-3%	42%
03-04 to 05-06	-13%	6%	1%	4%	-16%	18%

Number of Students Tested						
	HOH	**HSEF**	**HSLAPS**	**JKO**	**MSRT**	**RRG**
03 - 04	242	16	12	12	79	13
04 - 05	217	255	113	142	117	208
05 - 06	250	189	131	106	176	122

12. 91% of HOH students tested passed the Earth Science Regents.

Earth Science Scores 55% or Above, 2005-2006
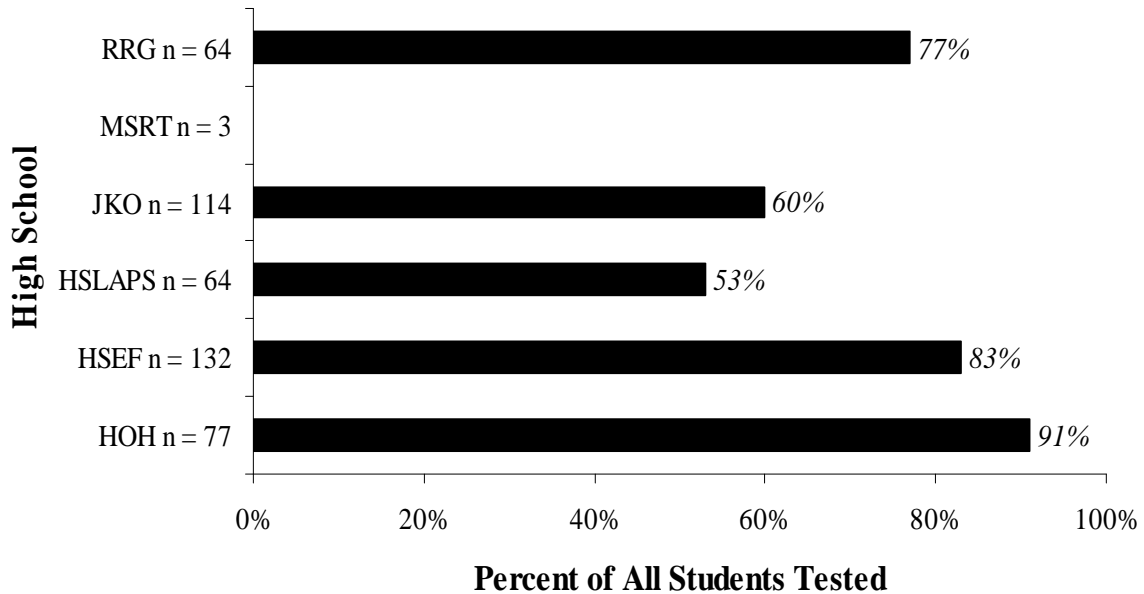
Percent Change Earth Science Regents						
School Years	**HOH**	**HSEF**	**HSLAPS**	**JKO**	**MSRT**	**RRG**
03-04 to 04-05	-9%	14%	10%	60%	-33%	-7%
04-05 to 05-06	3%	-9%	-7%	-6%	N/A	13%
03-04 to 05-06	-6%	4%	2%	50%	N/A	5%

Number of Students Tested						
	HOH	**HSEF**	**HSLAPS**	**JKO**	**MSRT**	**RRG**
03 - 04	74	5	23	5	93	11
04 - 05	58	45	132	139	12	168
05 - 06	77	132	64	114	3	64

Comments: MSRT had 3 students take the Earth Science Regents exam in 2005-2006. For student privacy purposes, no scores are reported when fewer than 5 students take an exam.

Source: Data collected by the Community Benchmark Program, 2008, through the New York State Education Department, School Report Card Comprehensive Information Reports, <www.nysed.gov>.

13. 91% of HSEF students tested passed the Chemistry Regents.

Chemistry Scores 55% or Above, 2005-2006
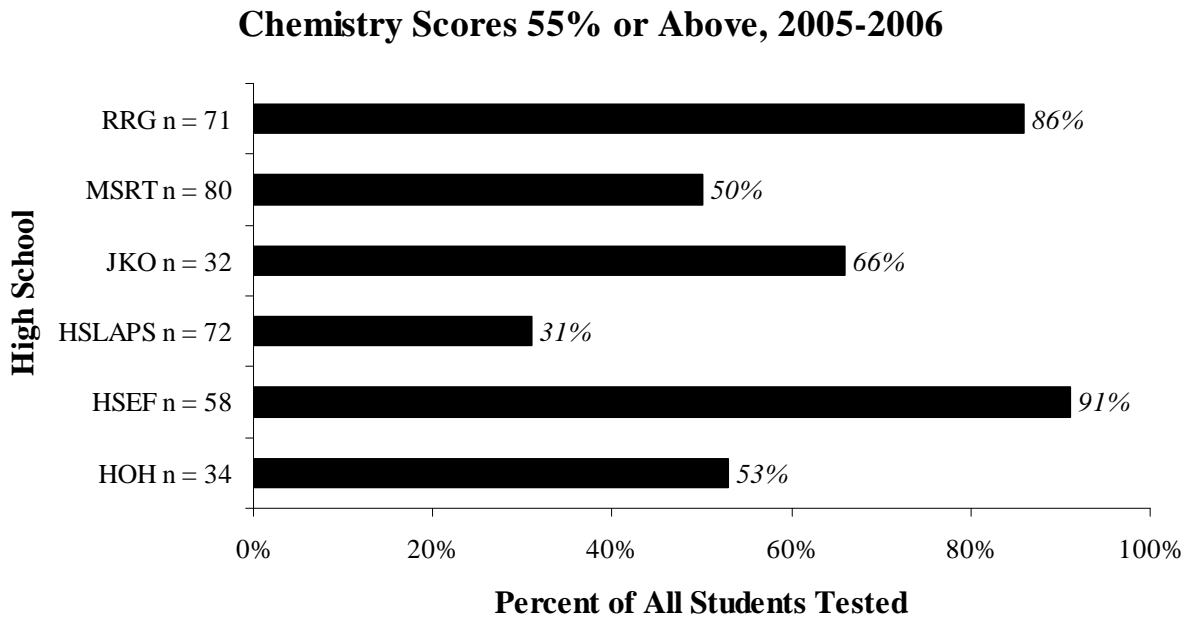
Percent Change Chemistry Regents						
School Years	**HOH**	**HSEF**	**HSLAPS**	**JKO**	**MSRT**	**RRG**
03-04 to 04-05	-30%	-6%	N/A	N/A	-13%	N/A
04-05 to 05-06	13%	18%	41%	27%	-38%	72%
03-04 to 05-06	28%	11%	N/A	N/A	-46%	N/A

Number of Students Tested						
	HOH	**HSEF**	**HSLAPS**	**JKO**	**MSRT**	**RRG**
03 - 04	12	11	4	2	54	3
04 - 05	47	70	36	27	74	66
05 - 06	34	58	72	32	80	71

Source: Data collected by the Community Benchmark Program, 2008, through the New York State Education Department, School Report Card Comprehensive Information Reports, <www.nysed.gov>.

14. 67% of MSRT students tested passed the Physics Regents.

Physics Scores 55% or Above, 2005-2006

Percent of All Students Tested
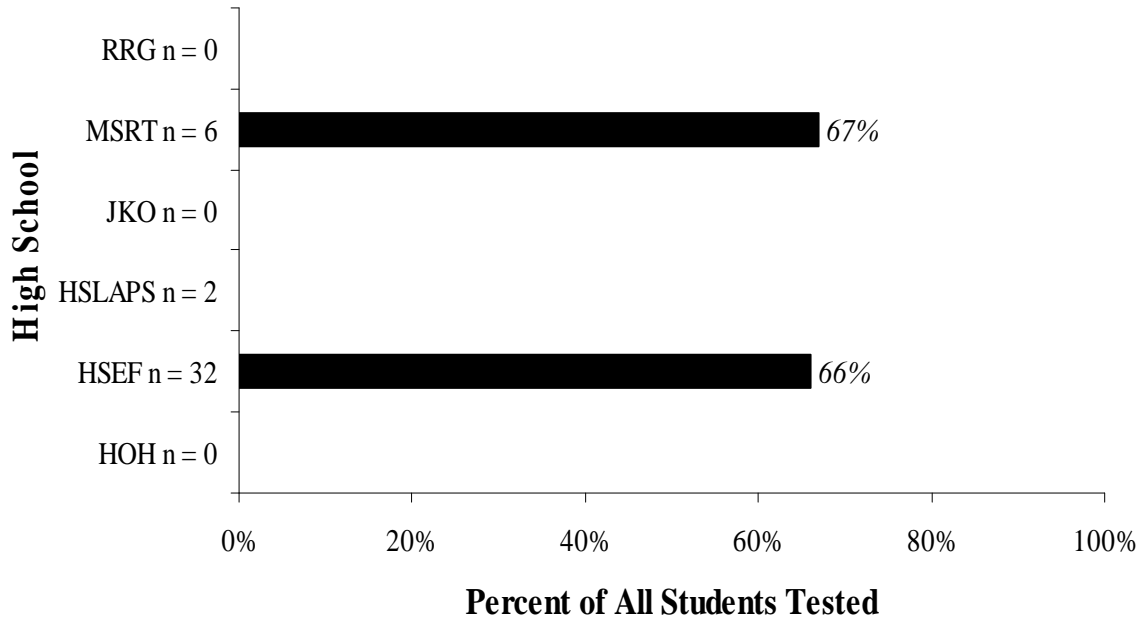
Percent Change Physics Regents						
School Years	HOH	HSEF	HSLAPS	JKO	MSRT	RRG
03-04 to 04-05	-35%	N/A	N/A	N/A	203%	N/A
04-05 to 05-06	N/A	-11%	N/A	N/A	-24%	N/A
03-04 to 05-06	N/A	N/A	N/A	N/A	131%	N/A

Number of Students Tested						
	HOH	HSEF	HSLAPS	JKO	MSRT	RRG
03 - 04	13	0	0	0	7	0
04 - 05	14	43	53	0	8	1
05 - 06	0	32	2	0	6	0

Comments: HSLAPS had 2 students take the Earth Science Regents exam in 2005-2006. For student privacy purposes, no scores are reported when fewer than 5 students take an exam. No students took the Physics Regents for HOH, JKO, and RRG in 2005-2006.

Source: Data collected by the Community Benchmark Program, 2008, through the New York State Education Department, School Report Card Comprehensive Information Reports, <www.nysed.gov>.
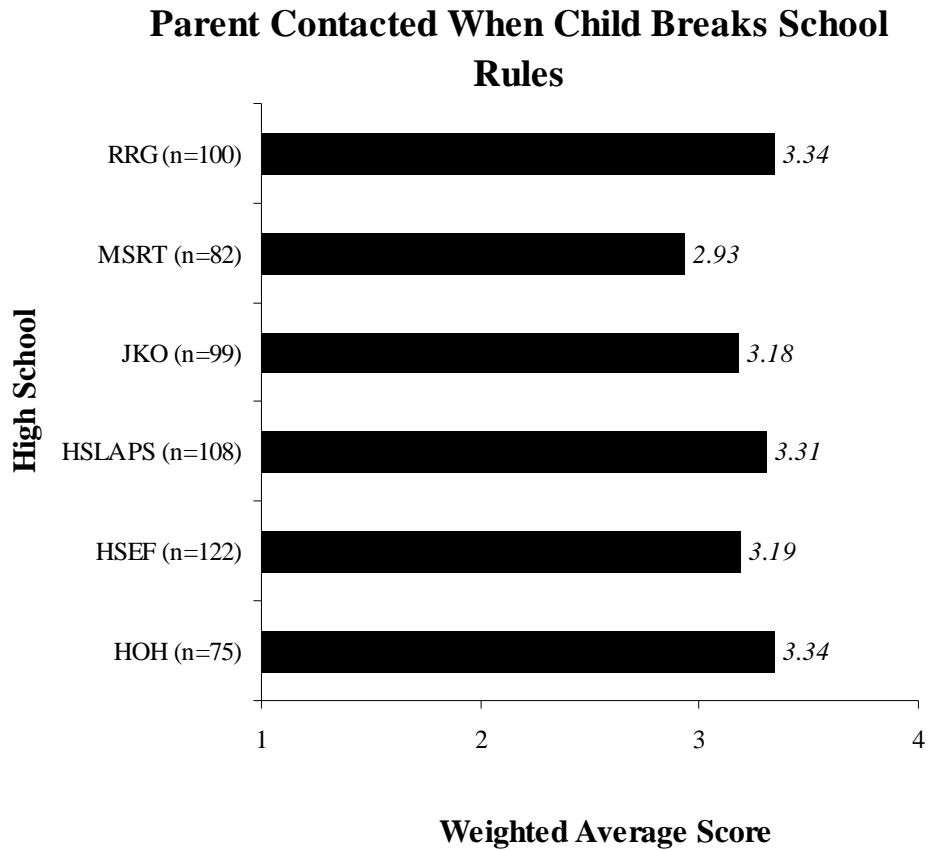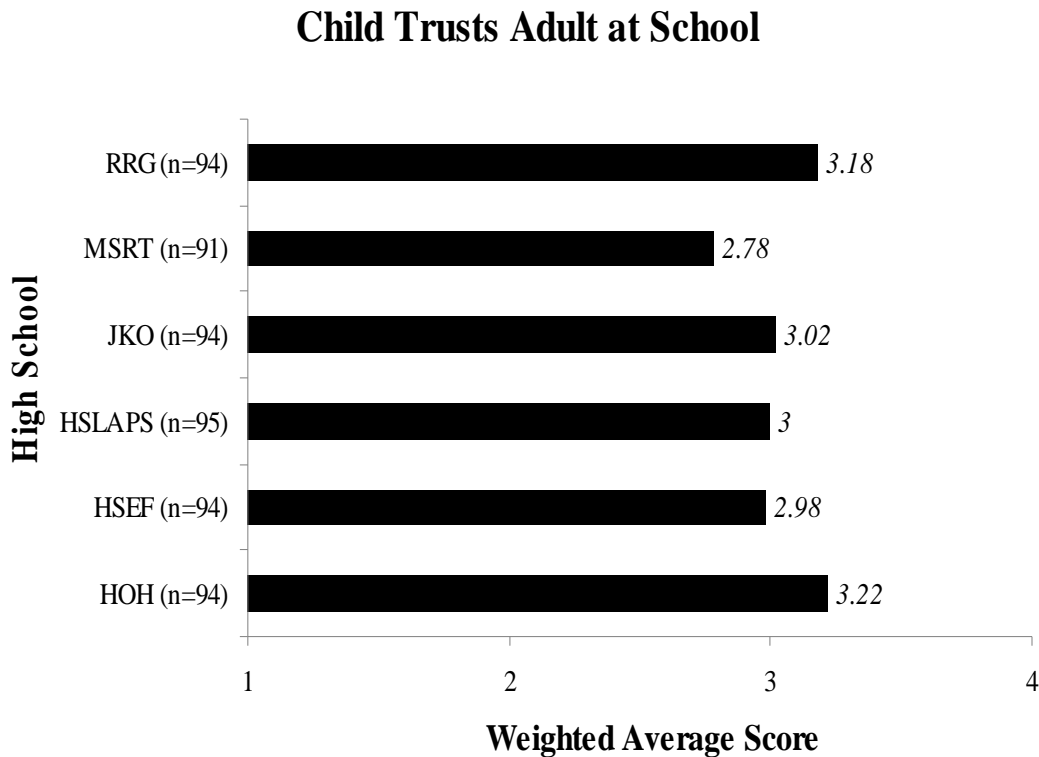
15. 57% of RRG students tested received a proficient score on the Listening and Speaking New York State English as a Second Language Achievement Test (NYSESLAT).

NYSESLAT Listening and Speaking Scores Proficient, 2005-2006
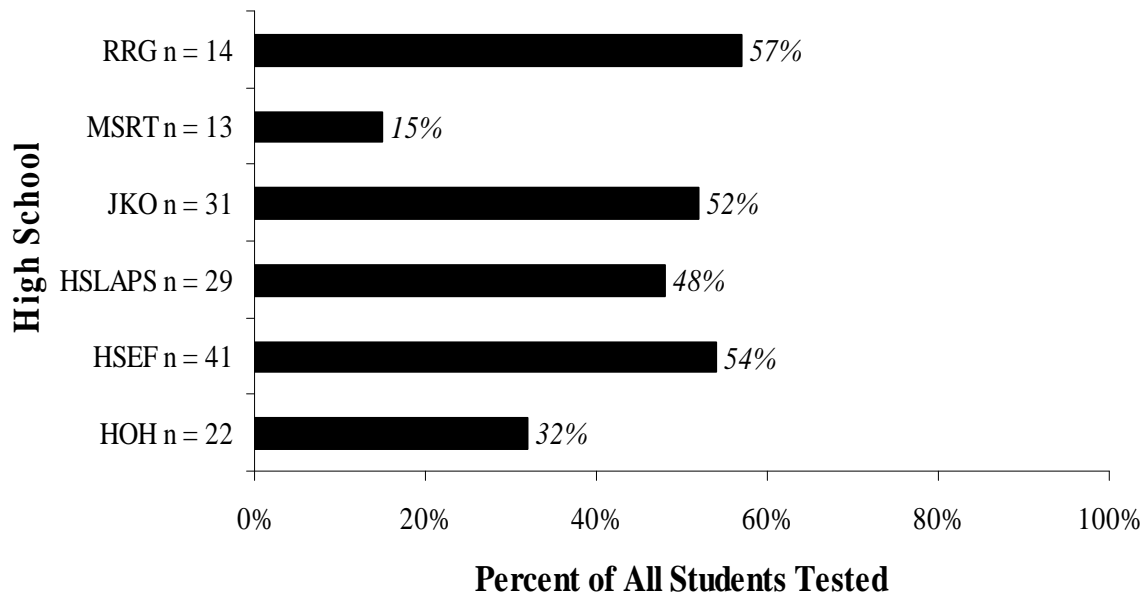
Percent Change NYSESLAT Listening and Speaking						
School Years	HOH	HSEF	HSLAPS	JKO	MSRT	RRG
03-04 to 04-05	530%	-11%	*	-48%	-15%	45%
04-05 to 05-06	-49%	-7%	7%	126%	-77%	28%
03-04 to 05-06	220%	-37%	*	18%	-80%	185%

- Percent Change could not be calculated.
- 0% of HSLAPS students tested passed in 2003-2004

Number of Students Tested						
	HOH	HSEF	HSLAPS	JKO	MSRT	RRG
03 - 04	30	43	25	39	12	10
04 - 05	35	50	33	35	14	21
05 - 06	22	41	29	31	13	14

Source: Data collected by the Community Benchmark Program, 2008, through the New York State Education Department, School Report Card Comprehensive Information Reports, <www.nysed.gov>.
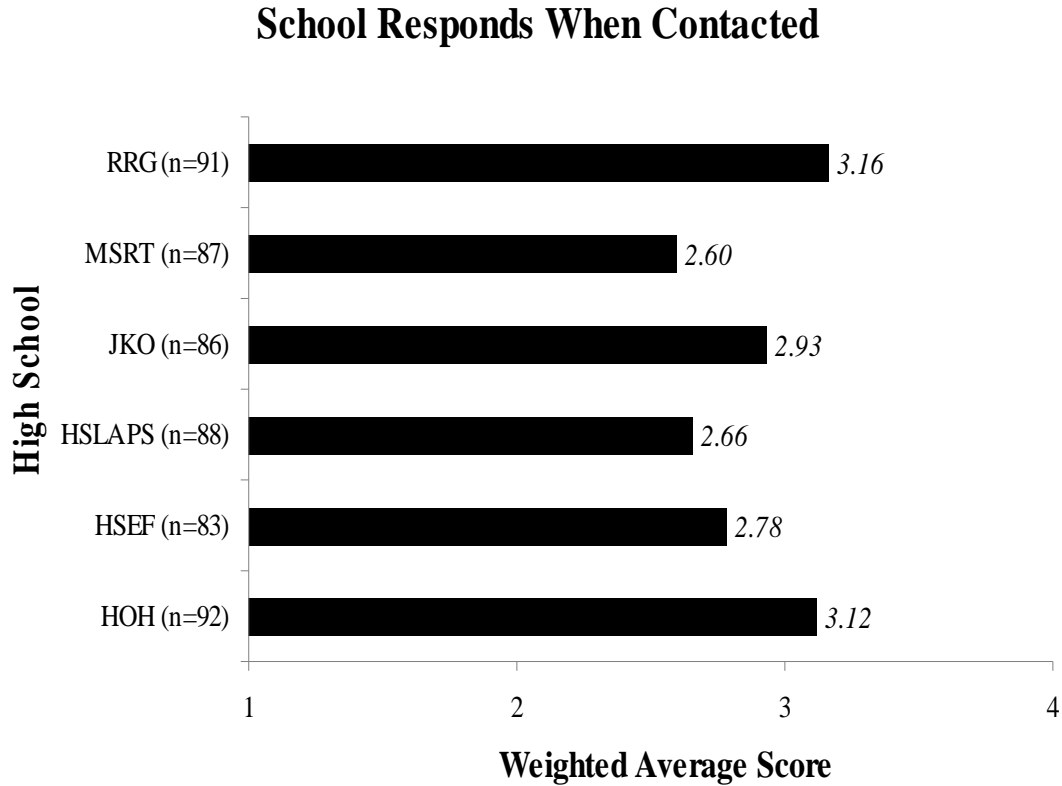
16. 50% of RRG students tested received a proficient score on the Reading and Writing New York State English as a Second Language Achievement Test (NYSESLAT).

NYSESLAT Reading and Writing Scores Proficient, 2005-2006

Percent of All Students Tested
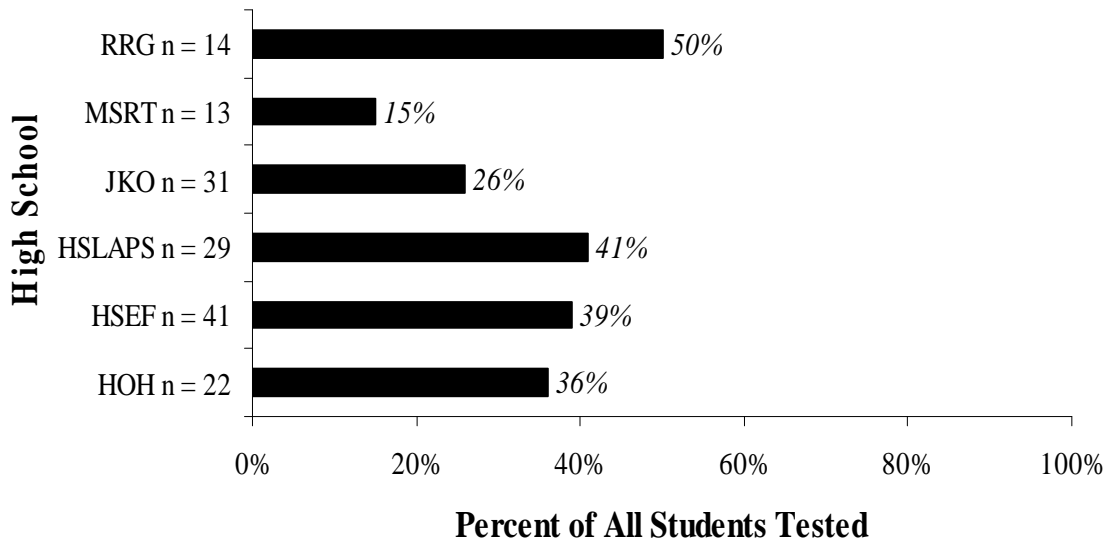
Percent Change MYSESLAT Reading and Writing						
School Years	HOH	HSEF	HSLAPS	JKO	MSRT	RRG
03-04 to 04-05	*	100%	280%	167%	*	500%
04-05 to 05-06	6%	21%	8%	-22%	-68%	4%
03-04 to 05-06	*	129%	310%	108%	*	525%

▪ Percent Change could not be calculated. 0% of HOH students tested passed in 2003-2004

Number of Students Tested						
	HOH	**HSEF**	**HSLAPS**	**JKO**	**MSRT**	**RRG**
03 - 04	30	42	29	41	12	13
04 - 05	35	50	34	37	15	21
05 - 06	22	41	29	31	13	14

Source: Data collected by the Community Benchmark Program, 2008, through the New York State Education Department, School Report Card Comprehensive Information Reports, <www.nysed.gov>.
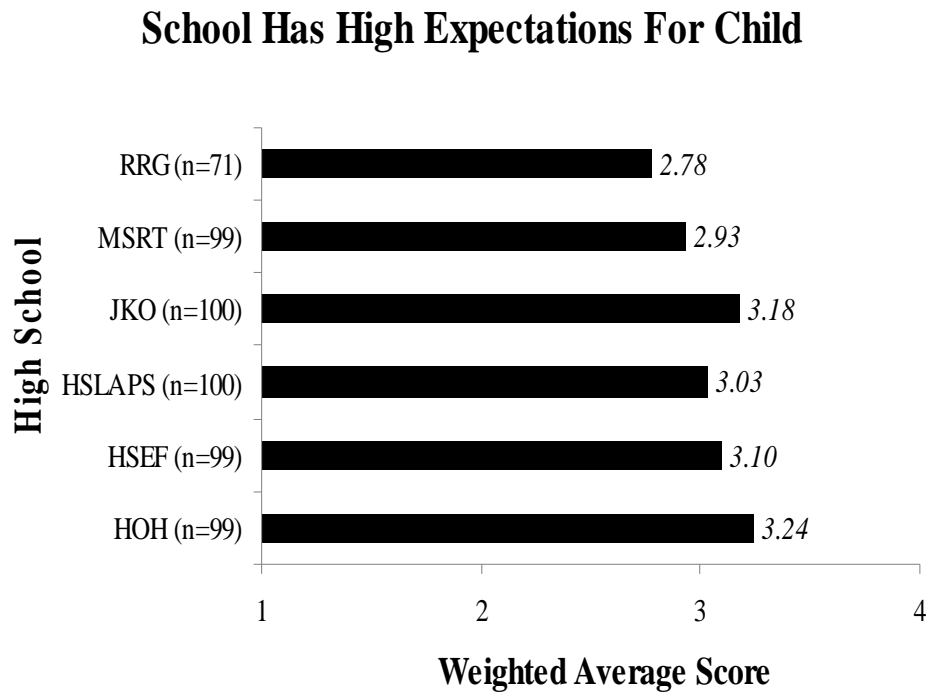
17. RRG parents gave the highest weighted average score (3.42) to the school for keeping them informed about their child's progress.

Parent Informed About Child's Academic Progress

Comments: A rating scale different than the NYC DOE was created to produce a weighted average for this question. The scale for the question was 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree. Responses of "Does Not Apply" or "Don't Know" were not included in calculations.

Source: Data collected by the Community Benchmark Program, 2008, through the New York State Education Department, Learning Environment Survey Report, <www.nysed.gov>.
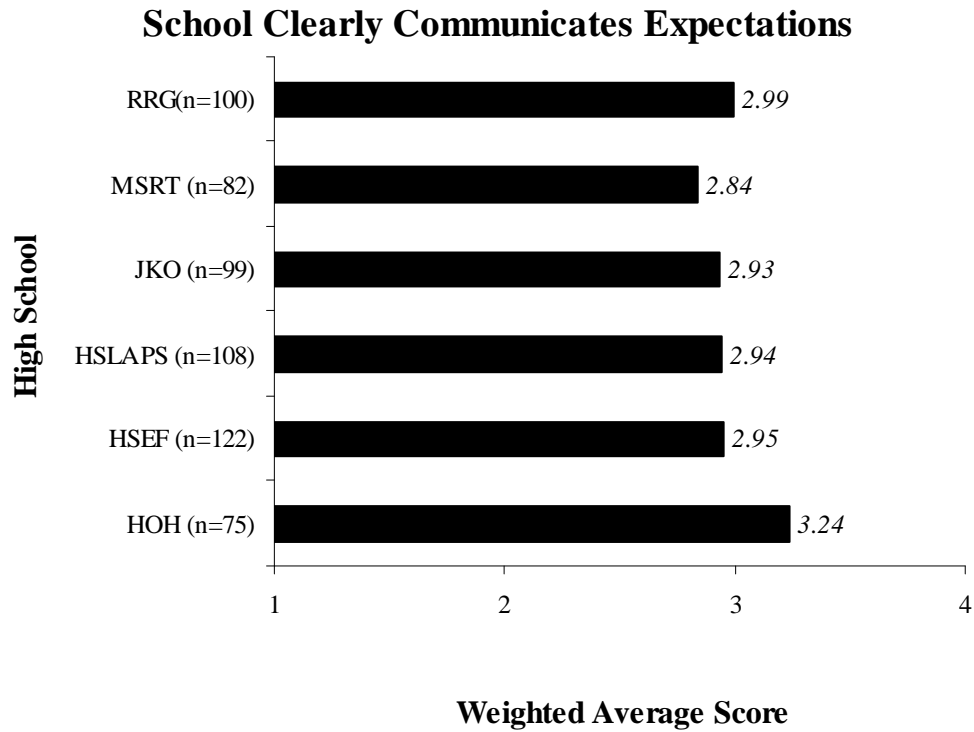
18. HOH and RRG parents from gave the highest weighted average score (3.34) that these schools for contacting them when their child breaks school rules.

Parent Contacted When Child Breaks School Rules

Comments: A rating scale different than the NYC DOE was created to produce a weighted average for this question. The scale for the question was 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree. Responses of "Does Not Apply" or "Don't Know" were not included in calculations.

Source: Data collected by the Community Benchmark Program, 2008, through the New York State Education Department, Learning Environment Survey Report, <www.nysed.gov>.
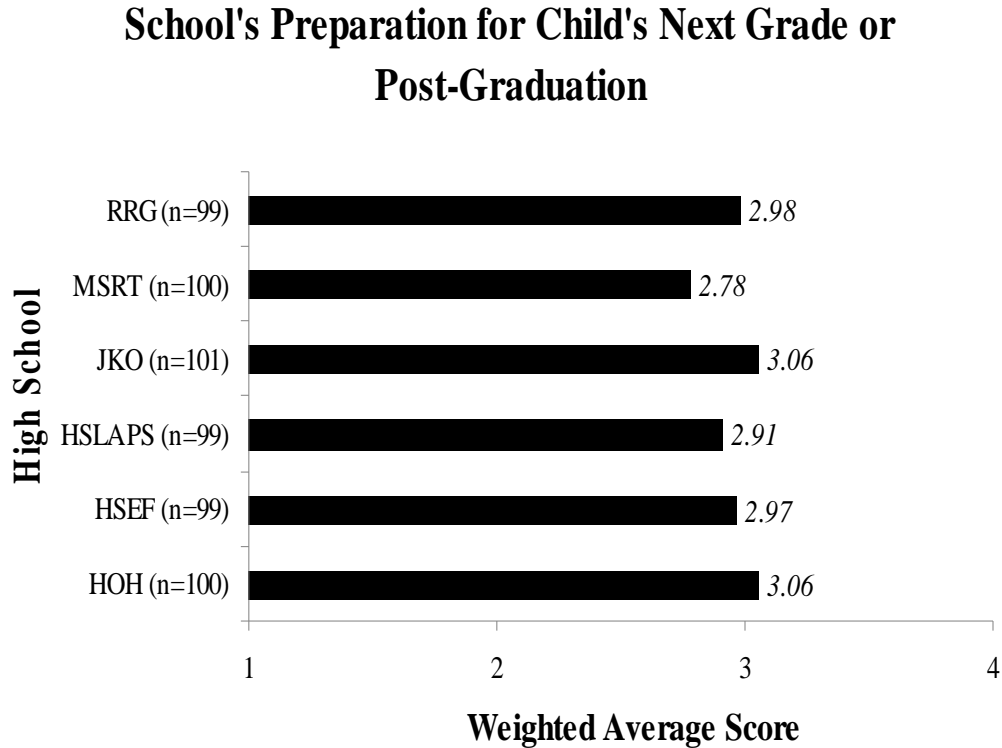
19. HOH parents gave the highest weighted average score (3.22) that they were confident there is an adult at the school whom their child can trust and go to for help with a school problem

Child Trusts Adult at School

Comments: A rating scale was created different than the NYC DOE to produce a weighted average for this question. The scale for the question was 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree. Responses of "Does Not Apply" or "Don't Know" were not included in calculations.

Source: Data collected by the Community Benchmark Program, 2008, through the New York State Education Department, Learning Environment Survey Report, <www.nysed.gov>.
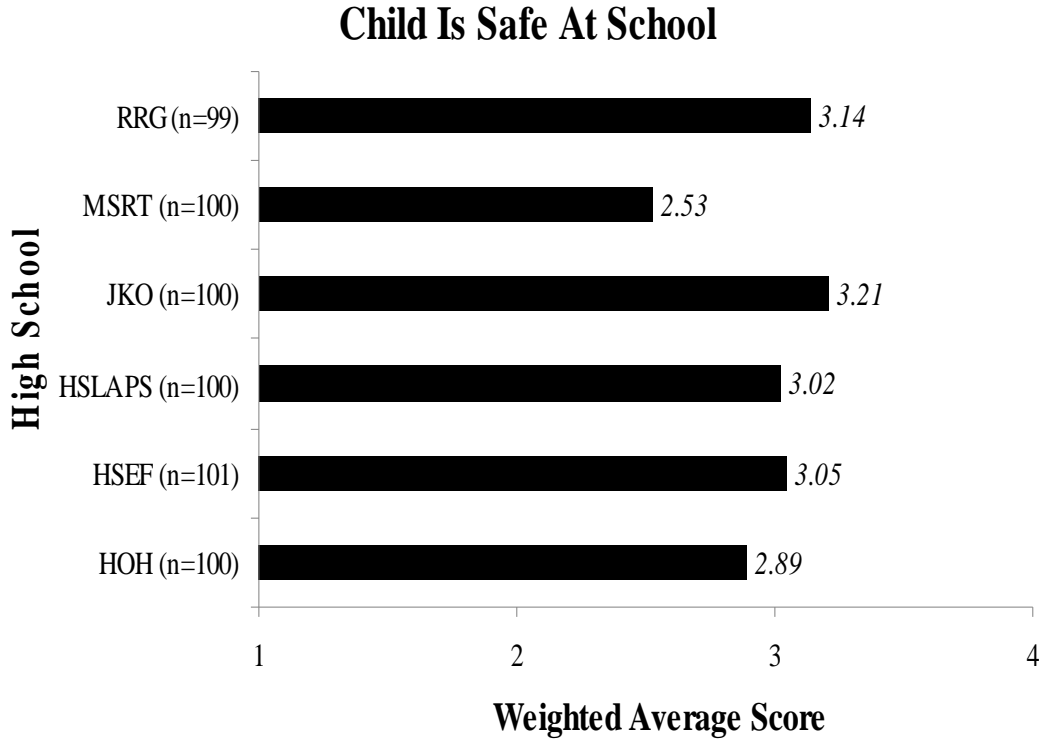
20. RRG parents gave the highest weighted average score (3.16) to the school for responding when contacted with information or questions about their child's learning.

School Responds When Contacted

Comments: A rating scale was created different than the NYC DOE to produce a weighted average for this question. The scale for the question was 1= Never 2= Sometimes 3= Most of the Time 4= Always. Responses of "Does Not Apply" or "Don't Know" were not included in calculations.

Source: Data collected by the Community Benchmark Program, 2008, through the New York State Education Department, Learning Environment Survey Report, <www.nysed.gov>.

21. HOH parents gave the highest weighted average score (3.24) for the high expectations set for their child by the school.
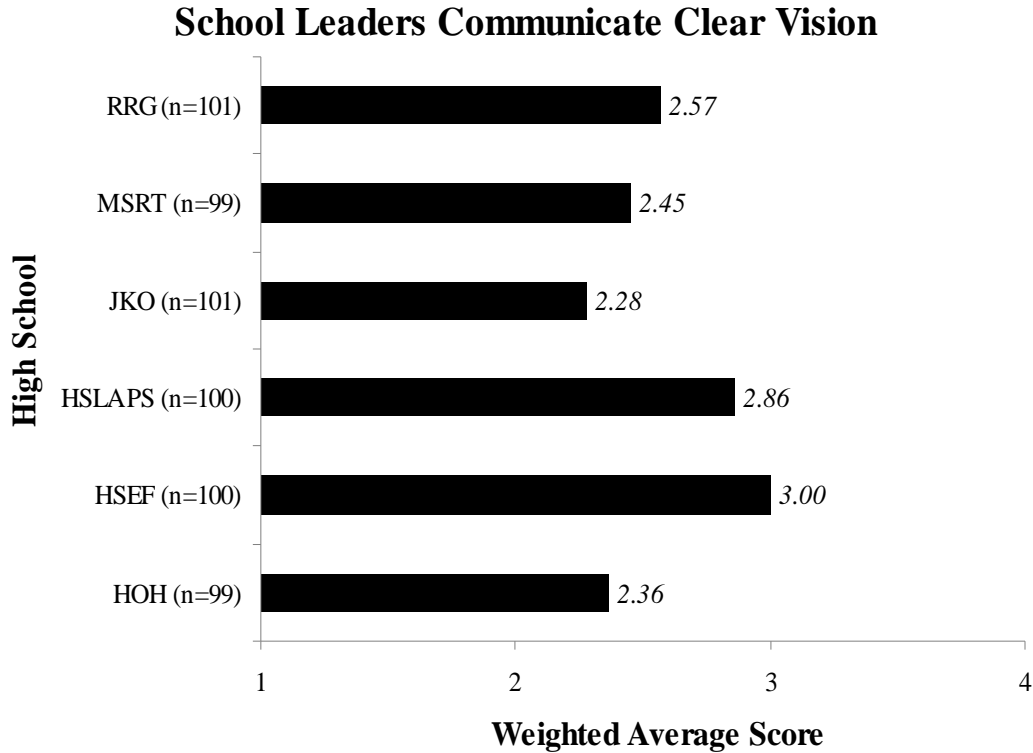
School Has High Expectations For Child

Comments: A rating scale was created different than the NYC DOE to produce a weighted average for this question. The scale for the question was 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree. Responses of "Does Not Apply" or "Don't Know" were not included in calculations.

Source: Data collected by the Community Benchmark Program, 2008, through the New York State Education Department, Learning Environment Survey Report, <www.nysed.gov>.

22. HOH parents gave the highest weighted average score (3.24) that the school clearly communicates expectations.

School Clearly Communicates Expectations

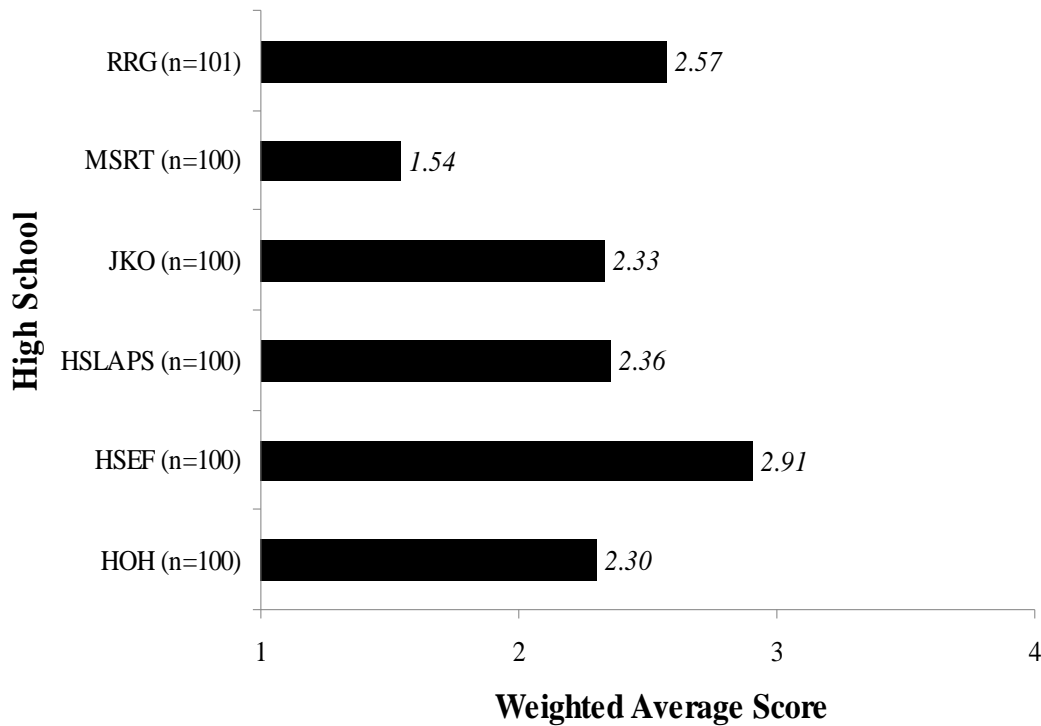| High School	Weighted Average Score
RRG(n=100)	2.99
MSRT (n=82)	2.84
JKO (n=99)	2.93
HSLAPS (n=108)	2.94
HSEF (n=122)	2.95
HOH (n=75)	3.24

Weighted Average Score

Comments: A rating scale was created different than the NYC DOE to produce a weighted average for this question. The scale for the question was 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree. Responses of "Does Not Apply" or "Don't Know" were not included in calculations.

Source: Data collected by the Community Benchmark Program, 2008, through the New York State Education Department, Learning Environment Survey Report, <www.nysed.gov>.

23. HOH and JKO parents gave the highest weighted average scores (3.06) to these schools for preparing their children for the next grade or post-graduation.

School's Preparation for Child's Next Grade or Post-Graduation

Comments: A rating scale was created different than the NYC DOE to produce a weighted average for this question. The scale for the question was 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree. Responses of "Does Not Apply" or "Don't Know" were not included in calculations.

Source: Data collected by the Community Benchmark Program, 2008, through the New York State Education Department, Learning Environment Survey Report, <www.nysed.gov>.

24. MSRT parents gave the lowest weighted average score (2.53) for their child's safety while at school.

Child Is Safe At School

Comments: A rating scale was created different than the NYC DOE to produce a weighted average for this question. The scale for the question was 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree. Responses of "Does Not Apply" or "Don't Know" were not included in calculations.

Source: Data collected by the Community Benchmark Program, 2008, through the New York State Education Department, Learning Environment Survey Report, <www.nysed.gov>.
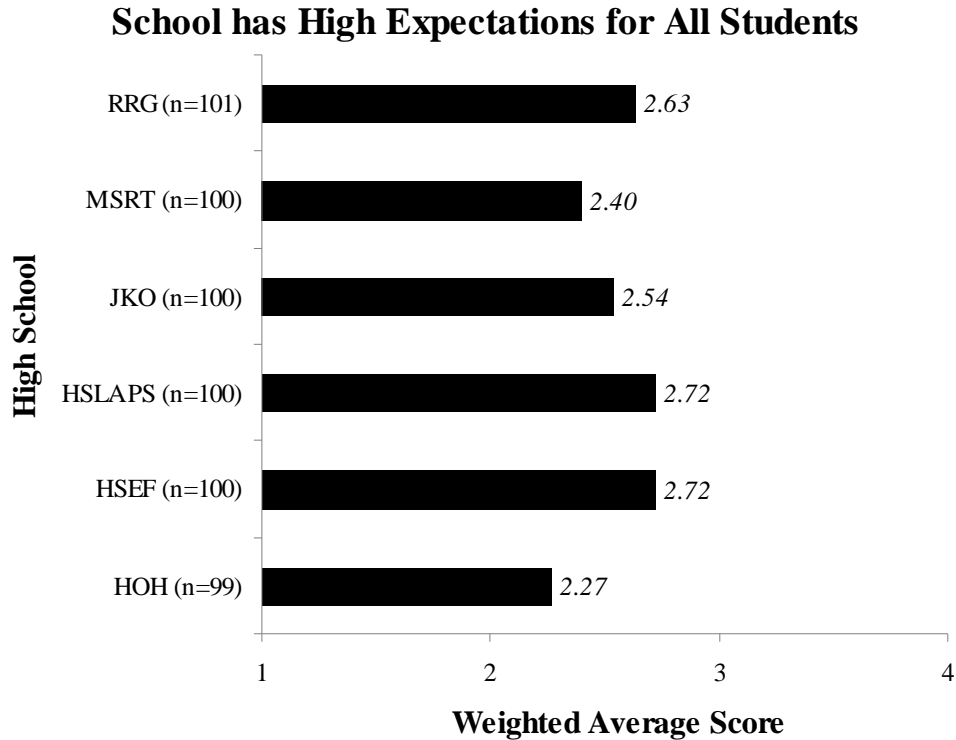
25. HSEF teachers gave the highest weighted average score (3.00) for effective and clear communication from school leaders.

School Leaders Communicate Clear Vision

Comments: A rating scale was created different than the NYC DOE to produce a weighted average for this question. The scale for the question was 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree. Responses of "Does Not Apply" or "Don't Know" were not included in calculations

Source: Data collected by the Community Benchmark Program, 2008, through the New York State Education Department, Learning Environment Survey Report, <www.nysed.gov>.

26. HSEF teachers gave the highest weighted average score (2.91) to school leaders for supporting alignment in curriculum, instruction and assessment.

Aligned Curriculum, Instruction and Assessment

Comments: A rating scale was created different than the NYC DOE to produce a weighted average for this question. The scale for the question was 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree. Responses of "Does Not Apply" or "Don't Know" were not included in calculations.

Source: Data collected by the Community Benchmark Program, 2008, through the New York State Education Department, Learning Environment Survey Report, <www.nysed.gov>.
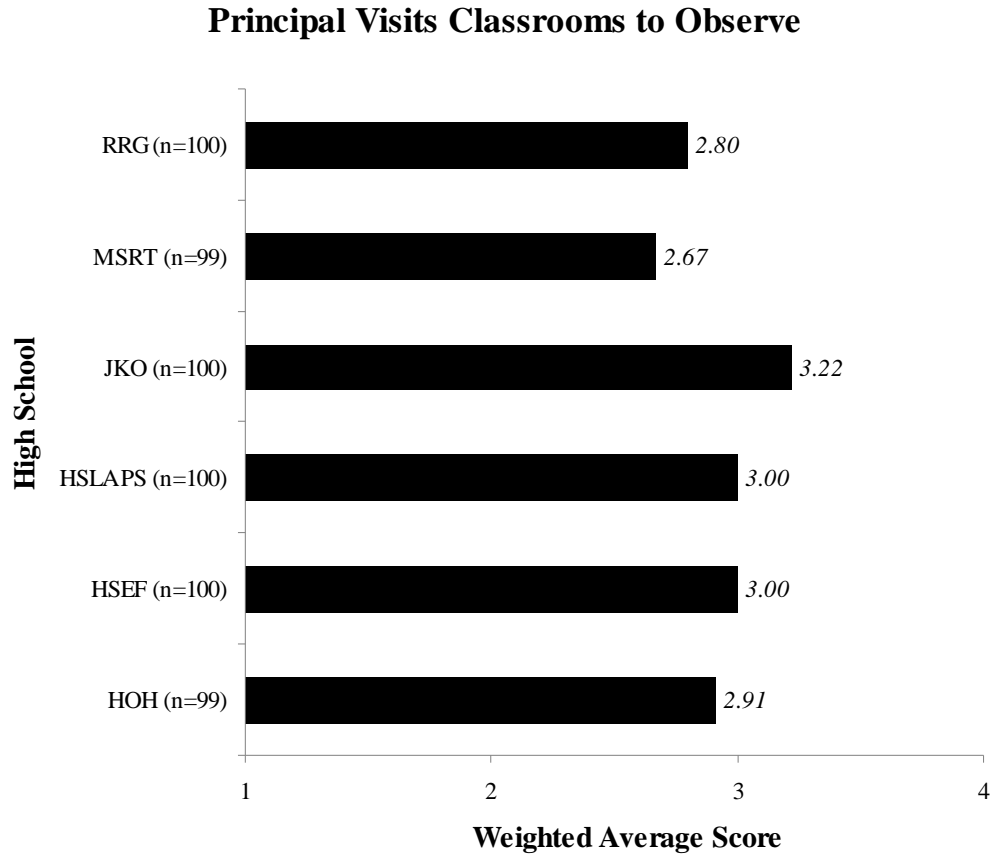
27. HSEF teachers gave the highest weighted average score (2.58) for effective management by their principal.

Principal is an Effective Manager

Comments: A rating scale was created different than the NYC DOE to produce a weighted average for this question. The scale for the question was 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree. Responses of "Does Not Apply" or "Don't Know" were not included in calculations.

Source: Data collected by the Community Benchmark Program, 2008, through the New York State Education Department, Learning Environment Survey Report, <www.nysed.gov>.

28. HSEF teachers gave the highest weighted average score (2.93) to school leaders encouraging open and honest communication on school issues.
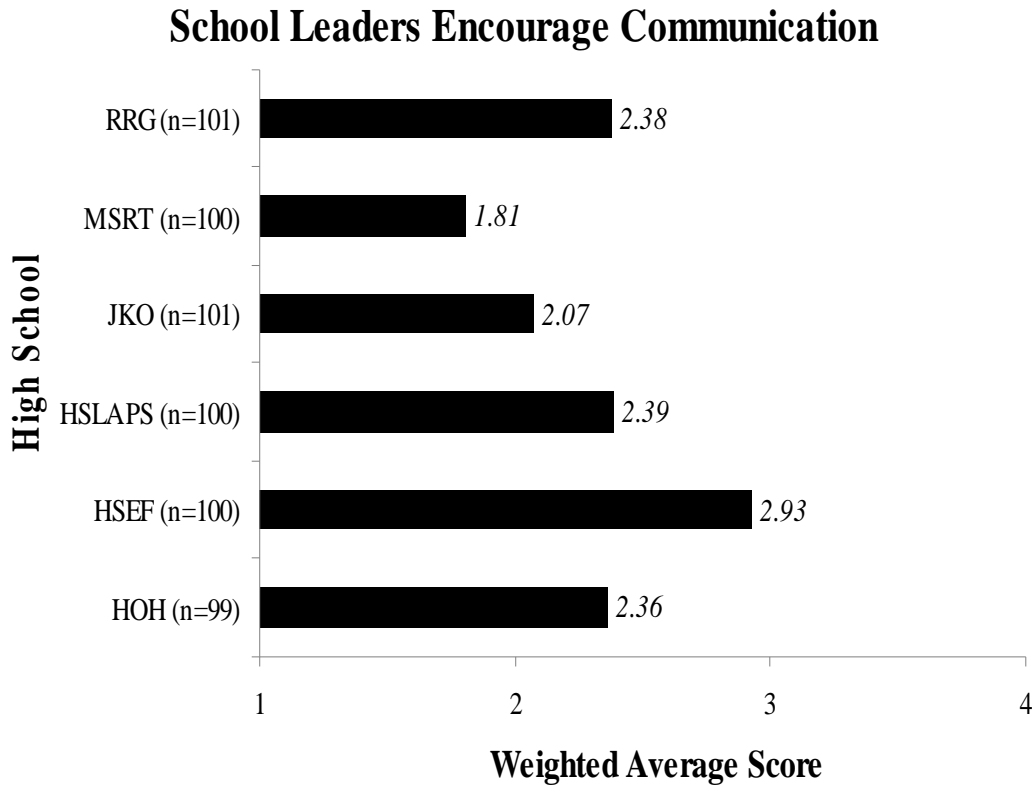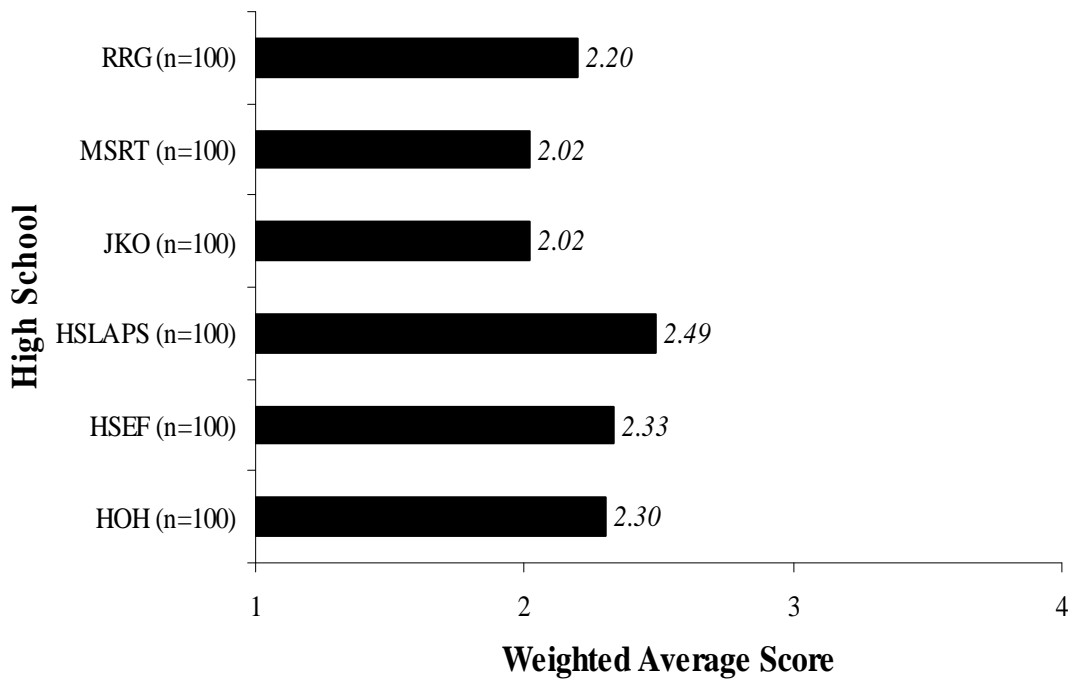
School Leaders Encourage Communication

Comments: A rating scale was created different than the NYC DOE to produce a weighted average for this question. The scale for the question was 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree. Responses of "Does Not Apply" or "Don't Know" were not included in calculations

Source: Data collected by the Community Benchmark Program, 2008, through the New York State Education Department, Learning Environment Survey Report, <www.nysed.gov>.

29. HSLAPS and HSEF teachers gave the highest weighted average scores (2.72) to their schools for having high expectations of all students.

School has High Expectations for All Students

Comments: A rating scale was created different than the NYC DOE to produce a weighted average for this question. The scale for the question was 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree. Responses of "Does Not Apply" or "Don't Know" were not included in calculations.

Source: Data collected by the Community Benchmark Program, 2008, through the New York State Education Department, Learning Environment Survey Report, <www.nysed.gov>.

30. JKO teachers gave the highest weighted average score (3.22) to the principal for visiting and observing the quality of teaching in the classroom.
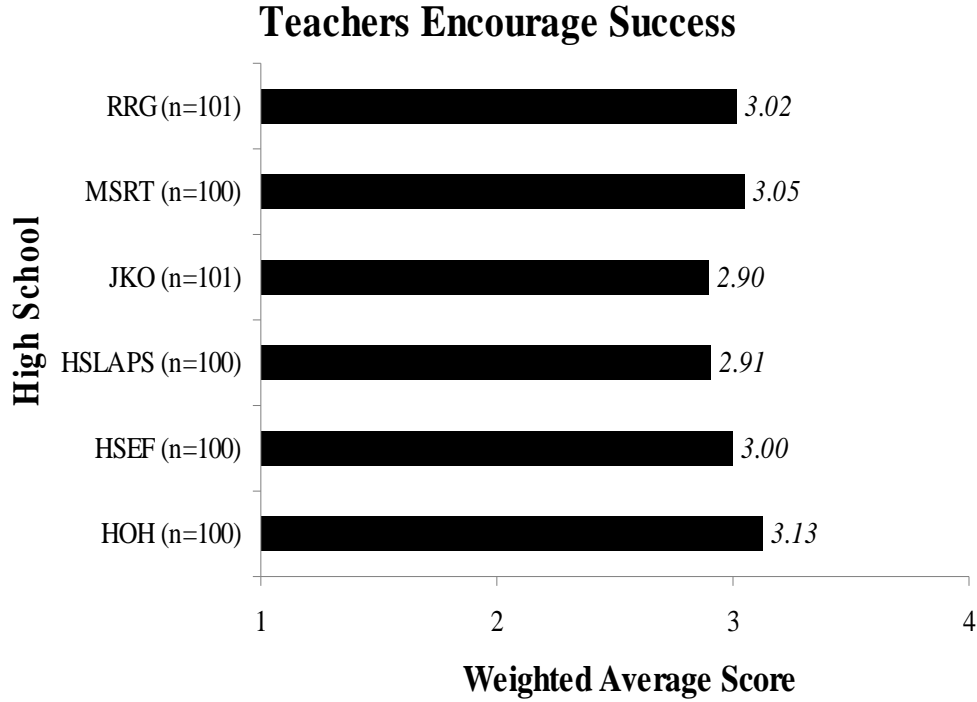
Principal Visits Classrooms to Observe

Comments: A rating scale was created different than the NYC DOE to produce a weighted average for this question. The scale for the question was 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree. Responses of "Does Not Apply" or "Don't Know" were not included in calculations.

Source: Data collected by the Community Benchmark Program, 2008, through the New York State Education Department, Learning Environment Survey Report, <www.nysed.gov>.

31. HSLAPS teachers gave the highest weighted average score (2.49) for the use of information from parents by teachers and administrators to improve instructional practices and meet student learning needs.

Teachers and Administrators Use Information from Parents

Comments: A rating scale was created different than the NYC DOE to produce a weighted average for this question. The scale for the question was 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree. Responses of "Does Not Apply" or "Don't Know" were not included in calculations.

Source: Data collected by the Community Benchmark Program, 2008, through the New York State Education Department, Learning Environment Survey Report, <www.nysed.gov>.
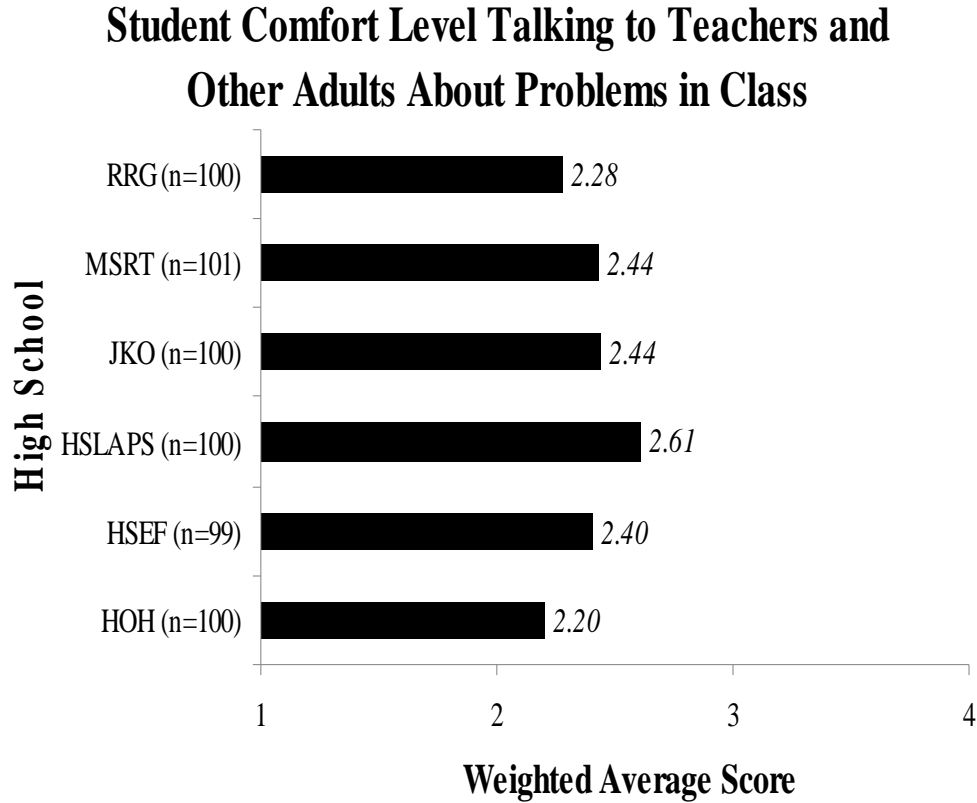
32. MSRT teachers gave the lowest weighted average score (2.64) for their safety in school.
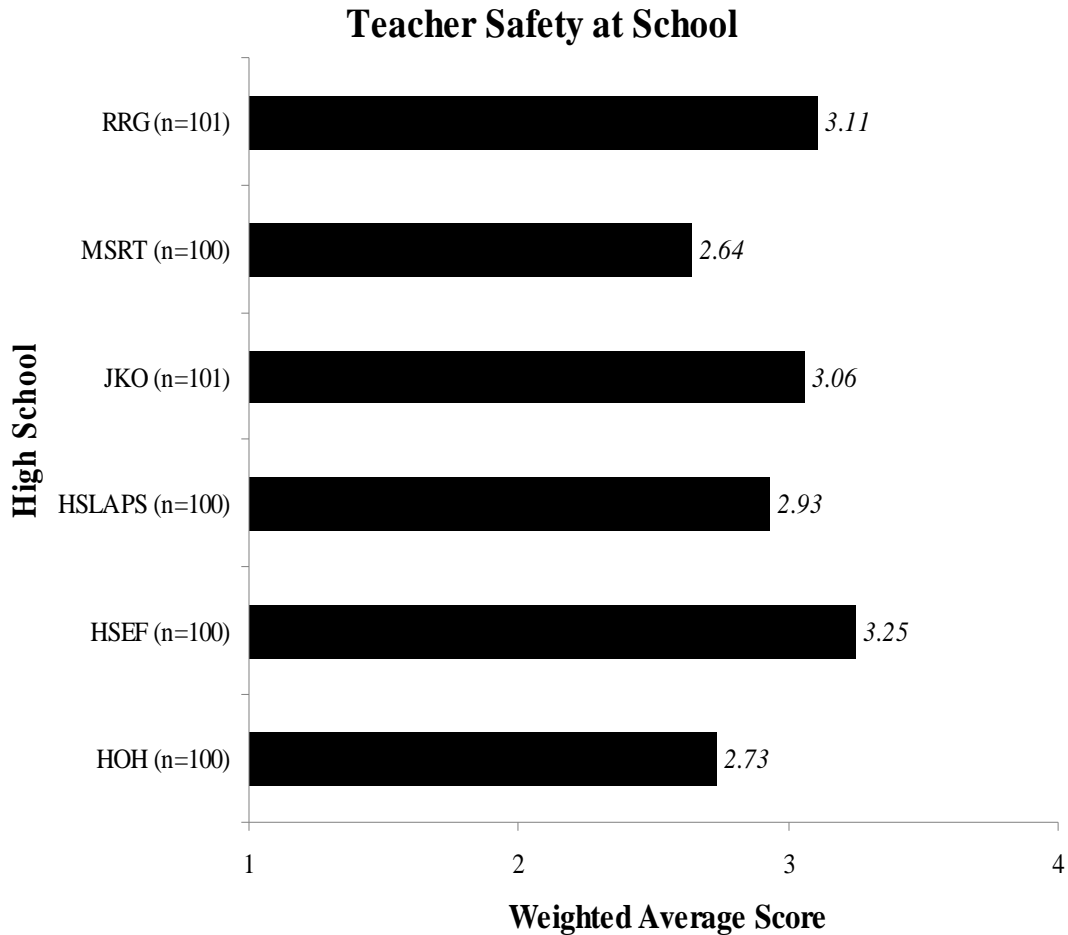
Teacher Safety at School

Comments: A rating scale was created different than the NYC DOE to produce a weighted average for this question. The scale for the question was 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree. Responses of "Does Not Apply" or "Don't Know" were not included in calculations.

Source: Data collected by the Community Benchmark Program, 2008, through the New York State Education Department, Learning Environment Survey Report, <www.nysed.gov>.
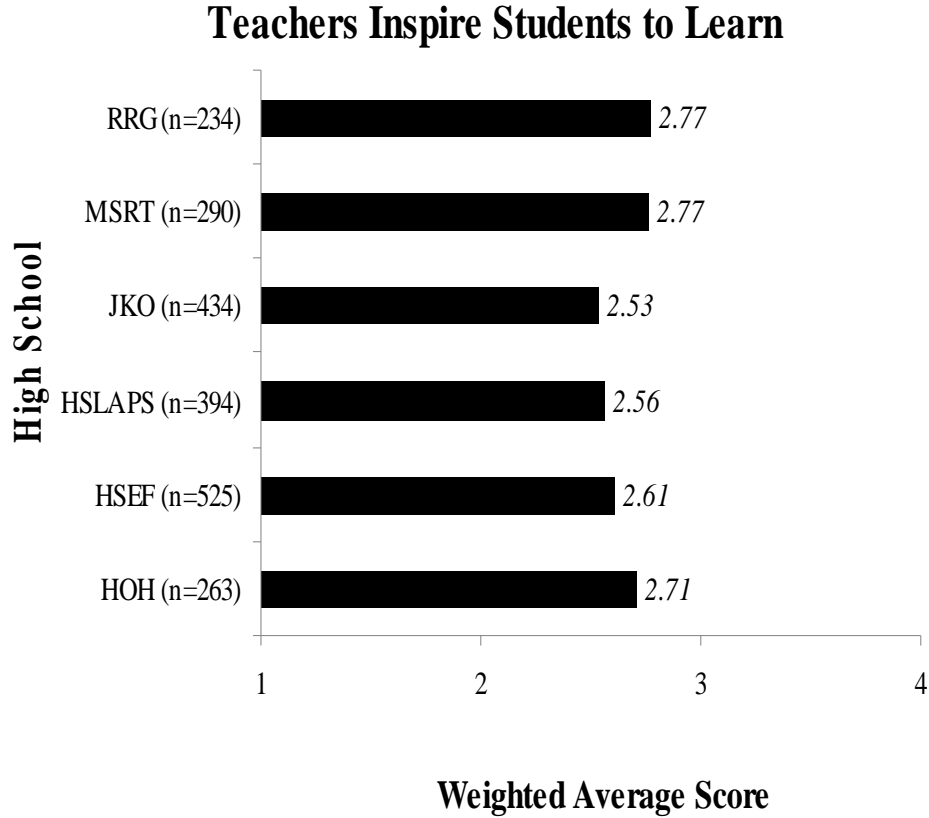
33. HOH students gave the highest weighted average score (3.13) to teachers encouraging
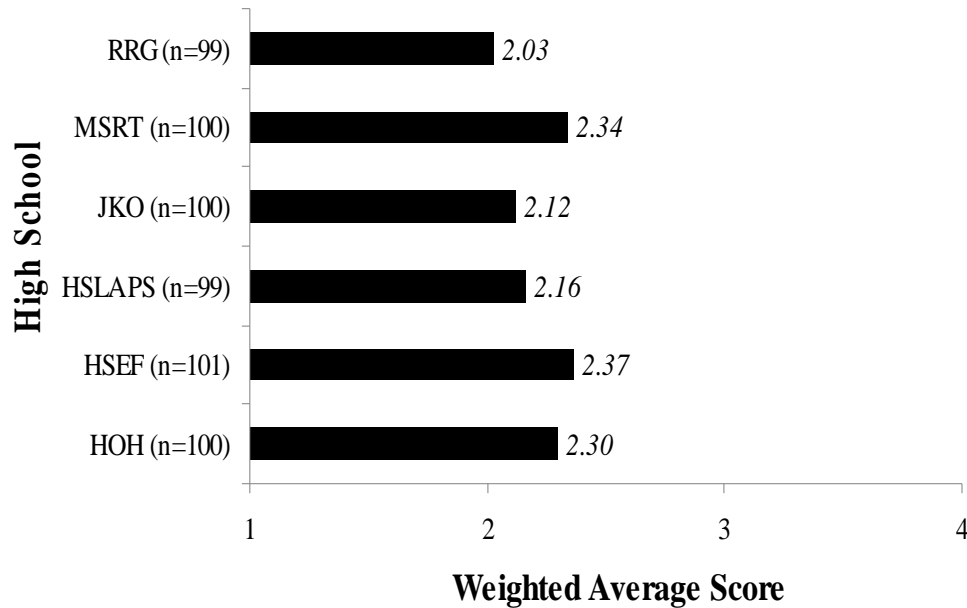them to succeed.

Teachers Encourage Success

Comments: A rating scale was created different than the NYC DOE to produce a weighted
average for this question. The scale for the question was 1= Strongly Disagree, 2= Disagree,
3= Agree, 4= Strongly Agree. Responses of "Does Not Apply" or "Don't Know" were not
included in calculations.

Source: Data collected by the Community Benchmark Program, 2008, through the New York
State Education Department, Learning Environment Survey Report, <www.nysed.gov>.

34. HSLAPS students gave the highest weighted average score (2.61) that they were comfortable talking to teachers and other adults at their school about problems in class.

Student Comfort Level Talking to Teachers and Other Adults About Problems in Class

High School	Weighted Average Score
RRG (n=100)	2.28
MSRT (n=101)	2.44
JKO (n=100)	2.44
HSLAPS (n=100)	2.61
HSEF (n=99)	2.40
HOH (n=100)	2.20

Comments: A rating scale was created different than the NYC DOE to produce a weighted average for this question. The scale for the question was1= Very Uncomfortable 2= Uncomfortable 3= Comfortable 4= Very Comfortable. Responses of "Does Not Apply" or "Don't Know" were not included in calculations.

Source: Data collected by the Community Benchmark Program, 2008, through the New York State Education Department, Learning Environment Survey Report, <www.nysed.gov>.

35. RRG and MSRT students gave the highest weighted average scores (2.77) that their teachers inspire them to learn.

Teachers Inspire Students to Learn

High School	Weighted Average Score
RRG (n=234)	2.77
MSRT (n=290)	2.77
JKO (n=434)	2.53
HSLAPS (n=394)	2.56
HSEF (n=525)	2.61
HOH (n=263)	2.71

Weighted Average Score

Comments: A rating scale was created different than the NYC DOE to produce a weighted average for this question. The scale for the question was 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree. Responses of "Does Not Apply" or "Don't Know" were not included in calculations.

Source: Data collected by the Community Benchmark Program, 2008, through the New York State Education Department, Learning Environment Survey Report, <www.nysed.gov>.
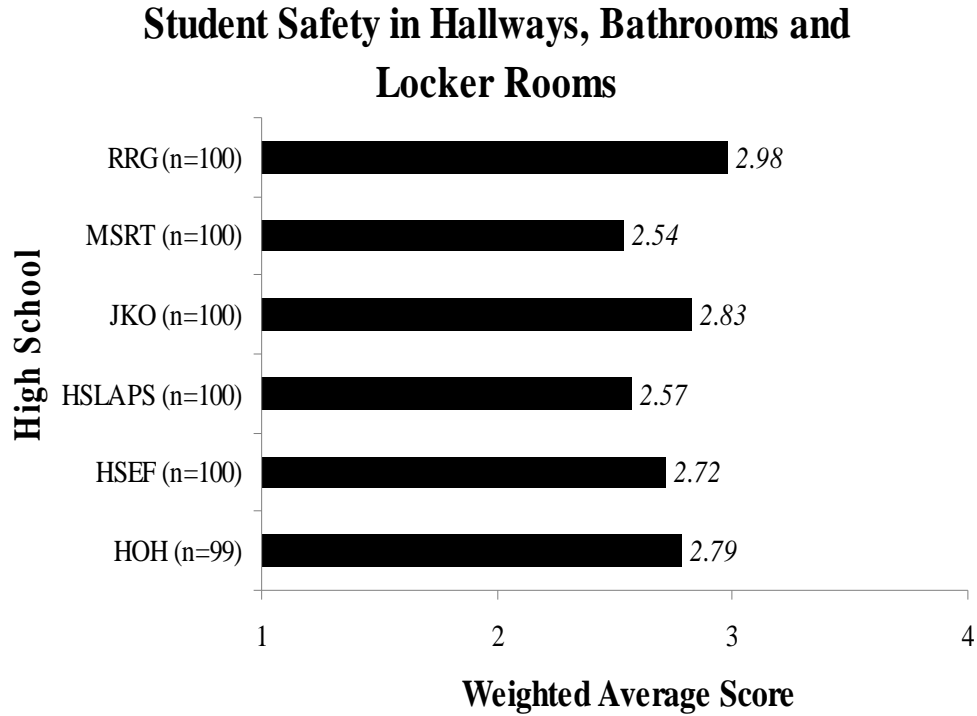
36. HSEF students gave the highest weighted average score (2.37) for the wide variety of classes and activities offered by their school to keep them interested

## Wide Variety of Classes and Activities Offered

Comments: A rating scale was created different than the NYC DOE to produce a weighted average for this question. The scale for the question was 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree. Responses of "Does Not Apply" or "Don't Know" were not included in calculations.

Source: Data collected by the Community Benchmark Program, 2008, through the New York State Education Department, Learning Environment Survey Report, <www.nysed.gov>.

37. MSRT students gave the lowest weighted average score (2.78) for their safety in classes
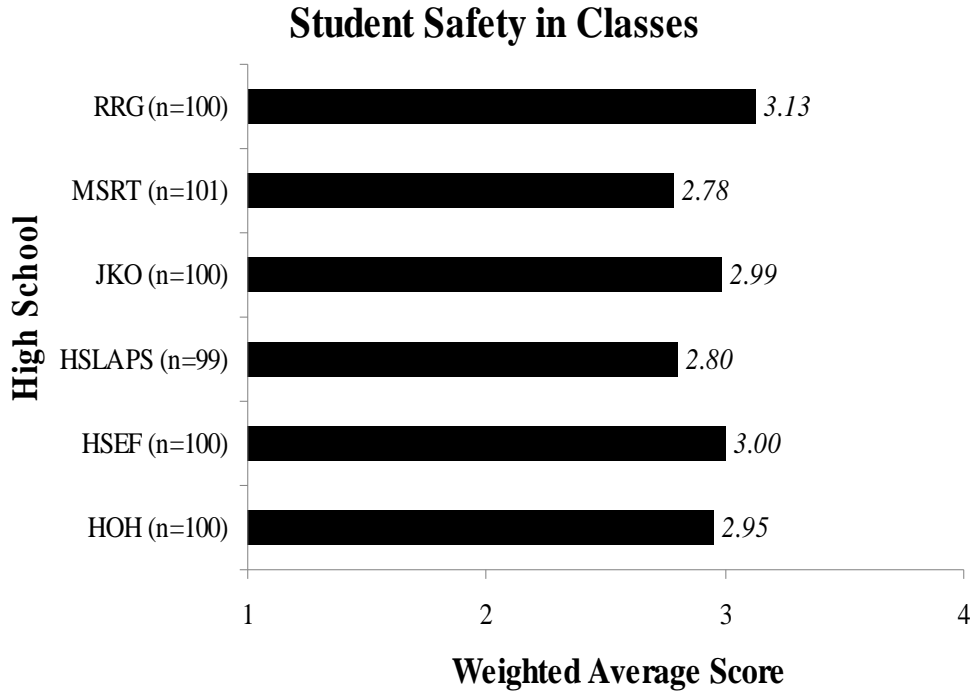
Student Safety in Classes

Comments: A rating scale was created different than the NYC DOE to produce a weighted average for this question. The scale for the question was 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree. Responses of "Does Not Apply" or "Don't Know" were not included in calculations.

Source: Data collected by the Community Benchmark Program, 2008, through the New York State Education Department, Learning Environment Survey Report, <www.nysed.gov>.

38. MSRT students gave the lowest weighted average score (2.54) for their safety in hallways, bathrooms and locker rooms.

Student Safety in Hallways, Bathrooms and Locker Rooms

Comments: A rating scale was created different than the NYC DOE to produce a weighted average for this question. The scale for the question was 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree. Responses of "Does Not Apply" or "Don't Know" were not included in calculations.

Source: Data collected by the Community Benchmark Program, 2008, through the New York State Education Department, Learning Environment Survey Report, <www.nysed.gov>.

39. JKO exceeds official capacity by 29.4%, the highest of the six schools.
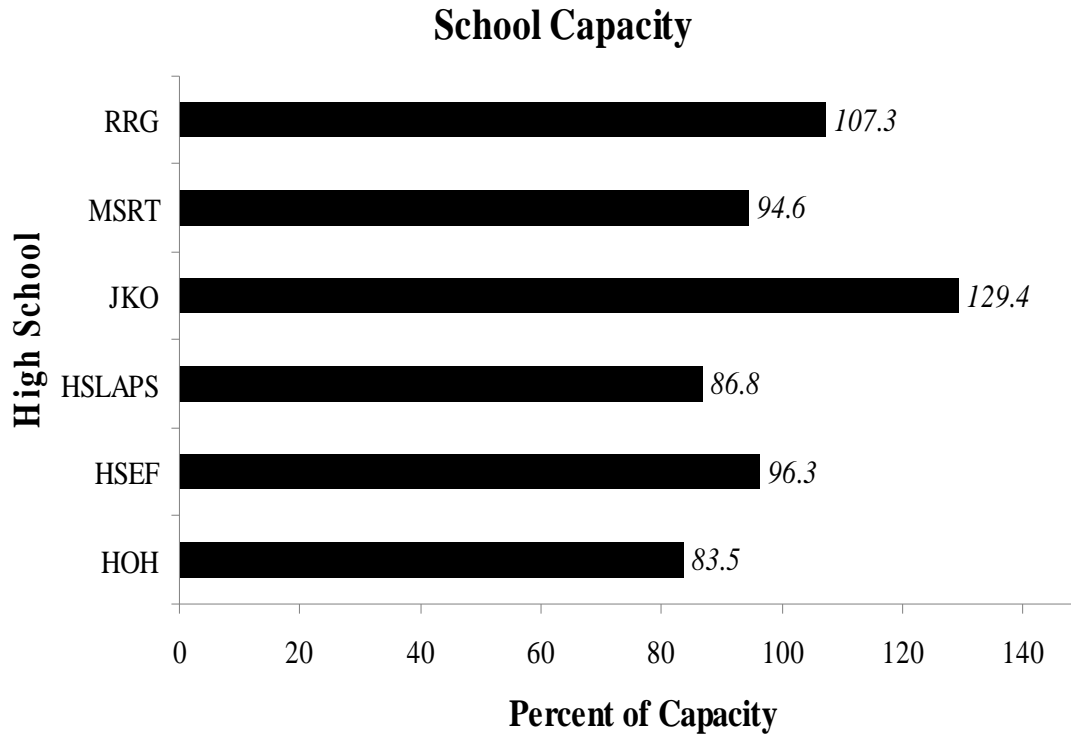
School Capacity

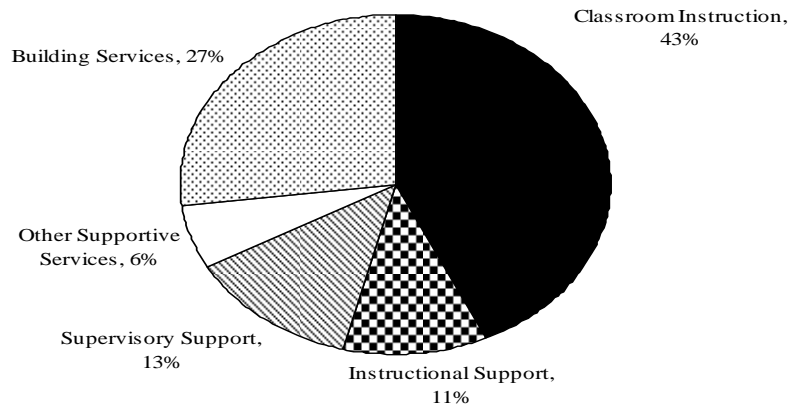Comments: When over 100%, school has exceeded official capacity.

Data collected by the Community Benchmarking Program, 2008, through the New York State Education Department, 2005-2006 Annual School Report Supplements, <www.nysed.gov>.

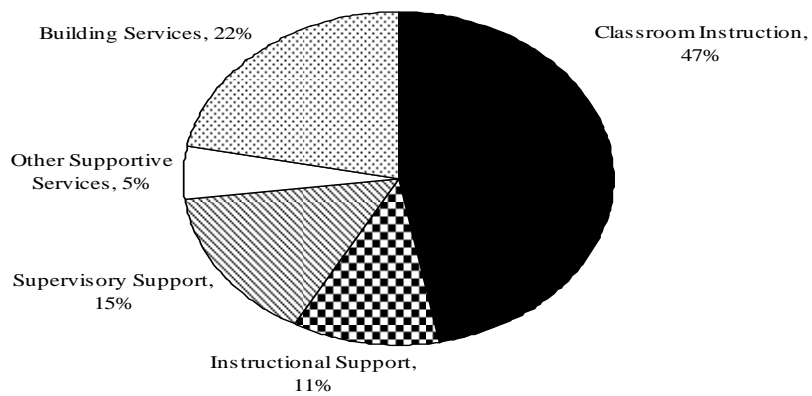40. 58% of the RRG budget is spent on classroom instruction.
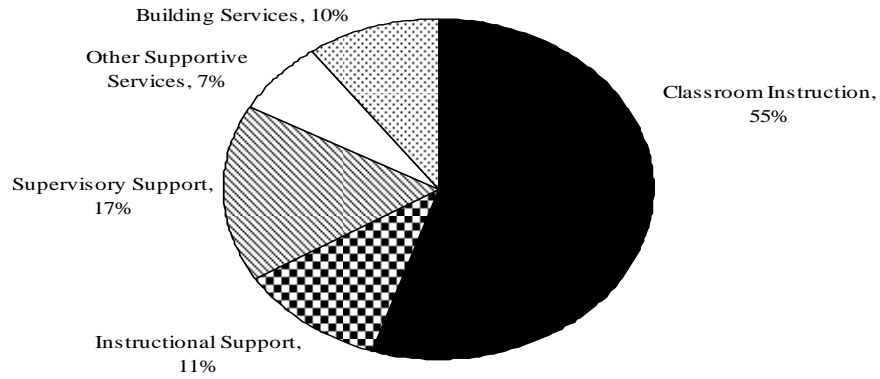
Budget Allocation at HOH, 2005

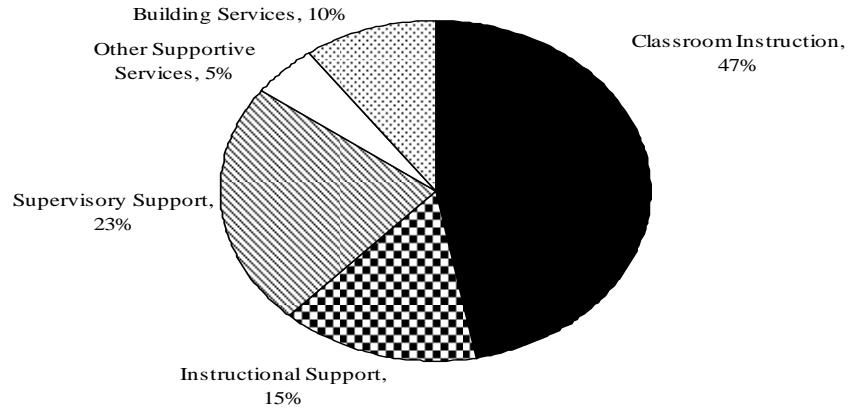Building Services, 16%

Other Supportive
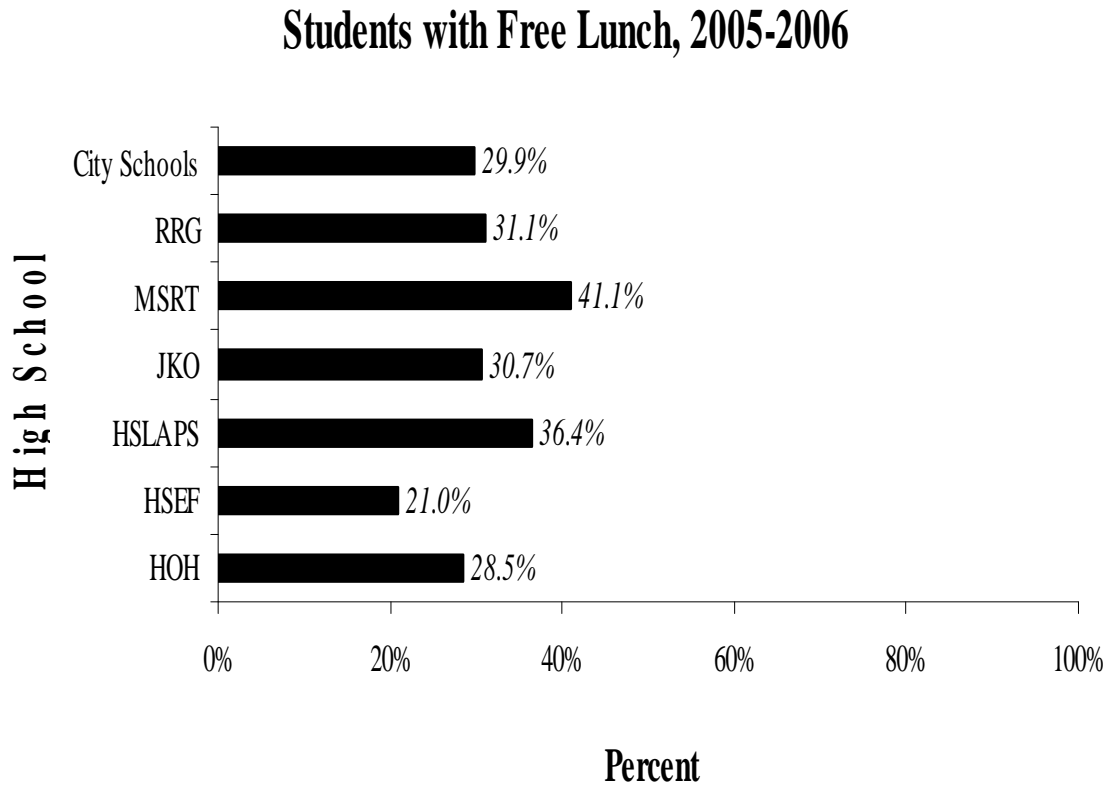Services, 6%

Supervisory Support,
15%

Instructional Support,
15%

Classroom Instruction,
48%
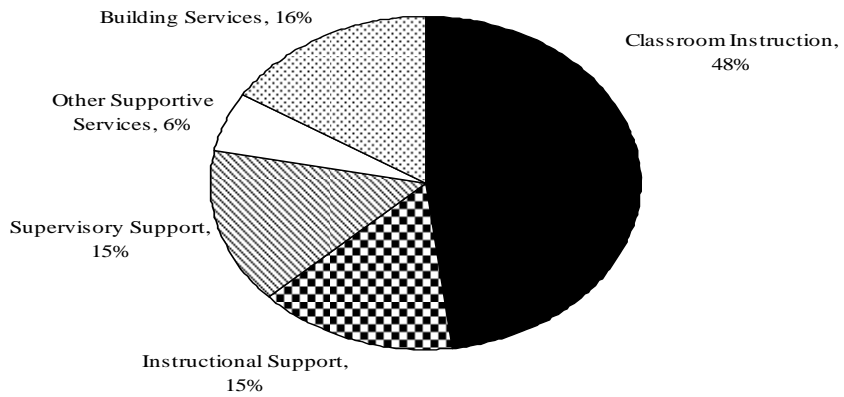
Budget Allocation at HSEF, 2005

Building Services, 27%

Other Supportive
Services, 6%

Supervisory Support,
13%

Instructional Support,
11%

Classroom Instruction,
43%

Budget Allocation at HSLAPS, 2005

Building Services, 22%

Other Supportive
Services, 5%

Supervisory Support,
15%

Instructional Support,
11%

Classroom Instruction,
47%

Budget Allocation at JKO, 2005

Building Services, 10%

Other Supportive Services, 7%

Supervisory Support, 17%

Instructional Support, 11%

Classroom Instruction, 55%

Budget Allocation at MSRT, 2005

Building Services, 10%

Other Supportive Services, 5%

Supervisory Support, 23%

Instructional Support, 15%

Classroom Instruction, 47%

Budget Allocation at RRG, 2005
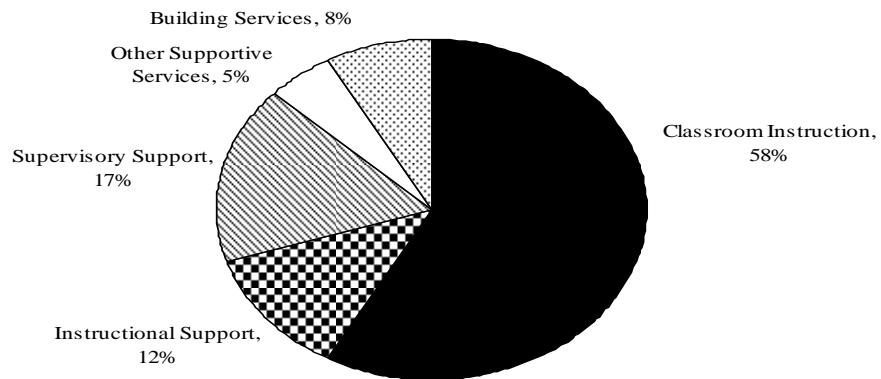
Building Services, 8%

Other Supportive Services, 5%

Supervisory Support, 17%

Instructional Support, 12%

Classroom Instruction, 58%

Source: Data collected by the Community Benchmark Program, 2008, through the New York State Education Department, 2005-2006 Annual School Report Supplements, <www.nysed.gov>.

41. 41.1% of MSRT students were eligible for free lunch, the highest of the six schools.

Students with Free Lunch, 2005-2006

High School	Percent
City Schools	29.9%
RRG	31.1%
MSRT	41.1%
JKO	30.7%
HSLAPS	36.4%
HSEF	21.0%
HOH	28.5%

Source: Data collected by the Community Benchmark Program, 2008, through the New York State Education Department, 2005-2006 Annual School Report Supplements, <www.nysed.gov>.

42. 75% of 2005 HSEF graduating students received a Regents diploma.

Percent of Students Graduating with Regents Diploma or Regents with Advanced Desination Diploma, 2004-2005
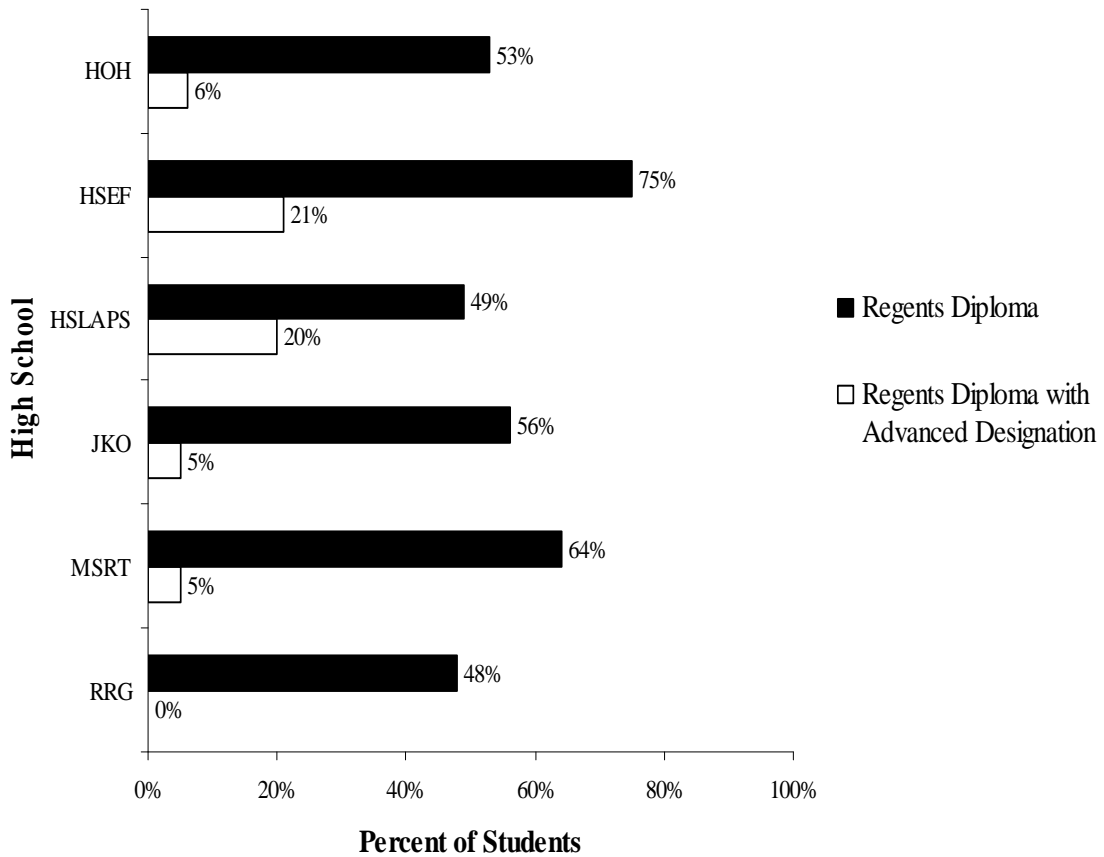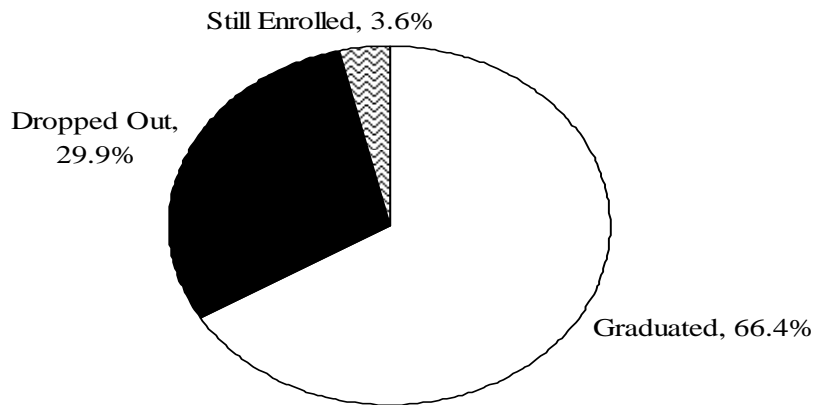

Source: Data collected by the Community Benchmark Program Academics Team, 2008, through the New York State Education Department, 2005-2006 Comprehensive Information Report, <www.nysed.gov>.

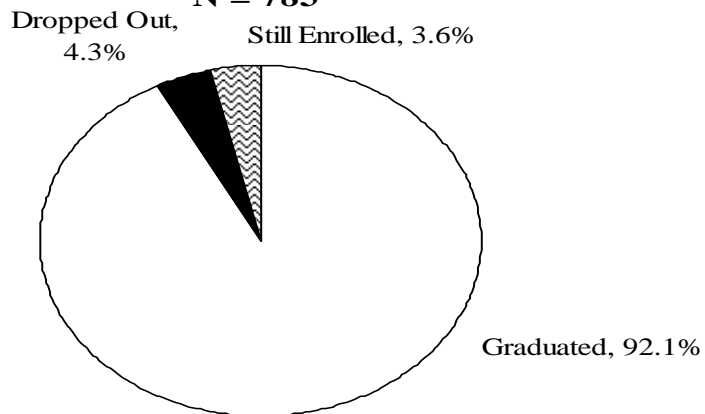43. 92.1% of 2006 HSEF seniors graduated.
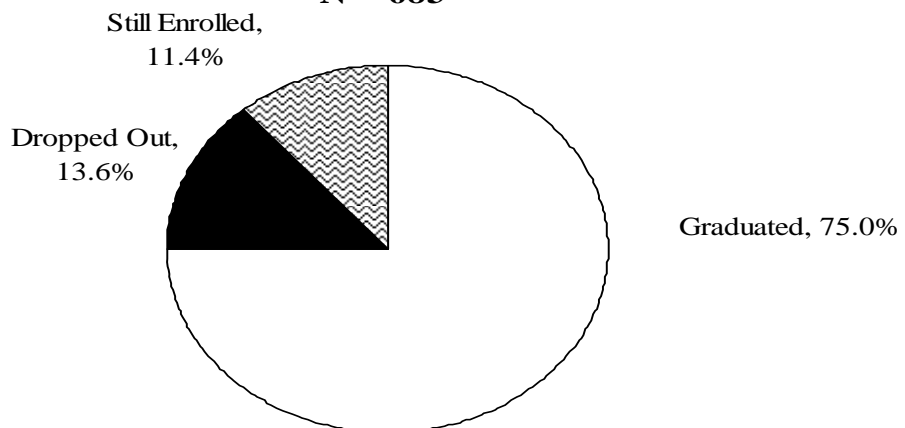
Graduation Rate of HOH Seniors, 2006
N = 586

Still Enrolled, 3.6%

Dropped Out, 29.9%

Graduated, 66.4%

Graduation Rate of HSEF Seniors, 2006
N = 783

Dropped Out, 4.3%

Still Enrolled, 3.6%

Graduated, 92.1%

Graduation Rate of HLAPS Seniors, 2006
N = 683

Still Enrolled, 11.4%

Dropped Out, 13.6%

Graduated, 75.0%

Graduation Rate of JKO Seniors, 2006
N = 691

Still Enrolled, 2.9%

Dropped Out,
21.9%

Graduated, 75.2%
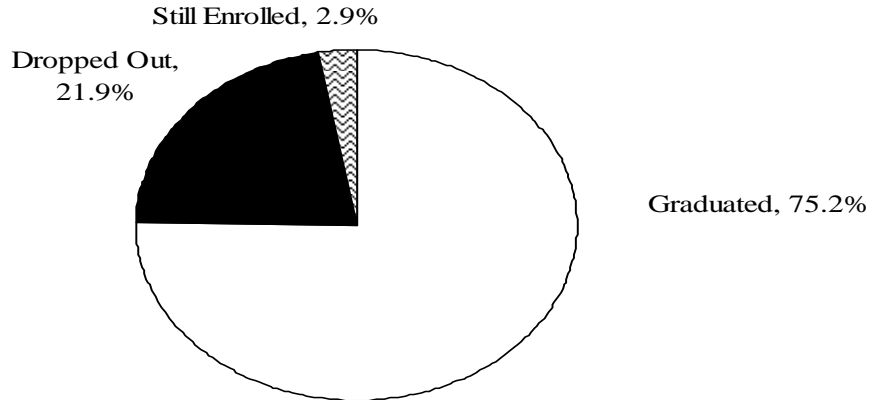
Graduation Rate of MSRT Seniors, 2006
N = 528

Still Enrolled, 5.5%

Dropped Out,
25.0%

Graduated, 69.5%
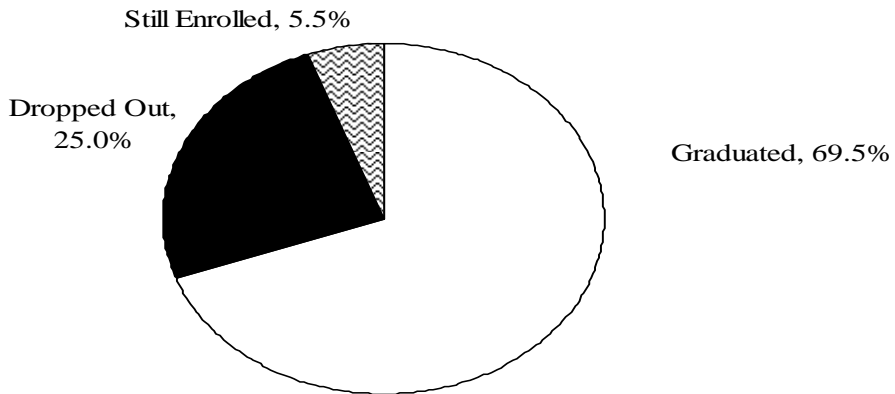
Graduation Rate of RRG Seniors, 2006
N = 663
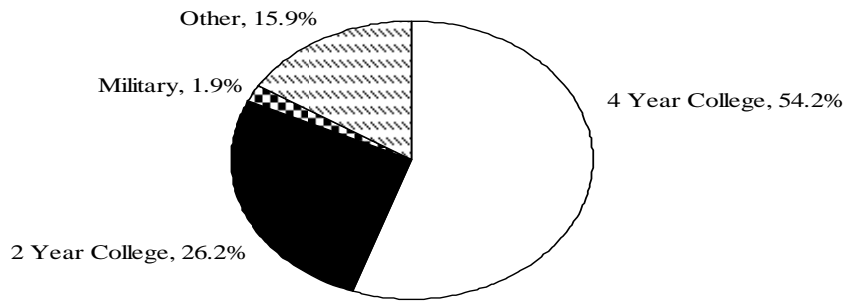
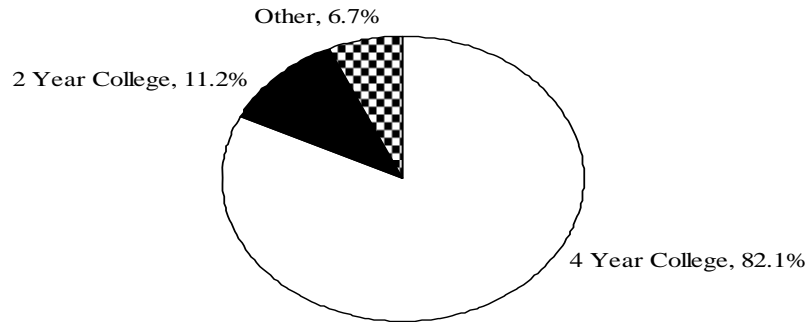Still Enrolled, 6.4%

Dropped Out,
20.4%

Graduated, 73.2%
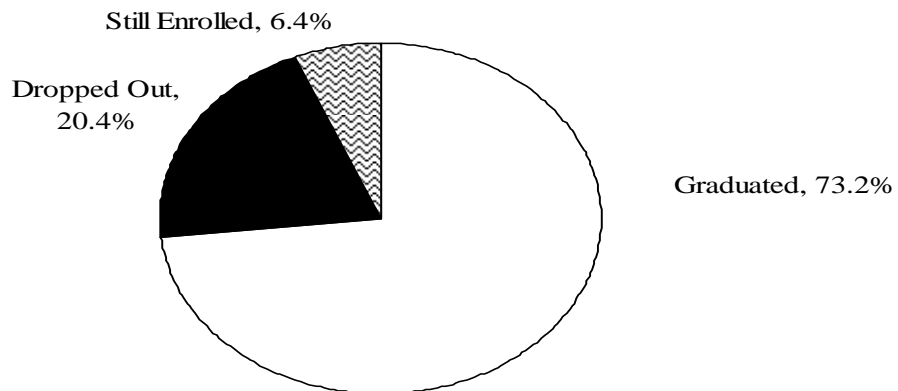
Source: Data collected by the Community Benchmark Program, 2008, through the
Comparative Data Report.

44. 99.1% of 2005 HSLAPS graduates planned to attend a two- or four-year college.

Future Plans of HOH Graduates, 2004-2005

Other, 15.9%

Military, 1.9%

4 Year College, 54.2%

2 Year College, 26.2%

Future Plans of HSEF Graduates, 2004-2005

Other, 6.7%

2 Year College, 11.2%

4 Year College, 82.1%

Future Plans of HSLAPS Graduates, 2004-2005

Other, 0.9%

4 Year College, 55.9%

2 Year College, 43.2%
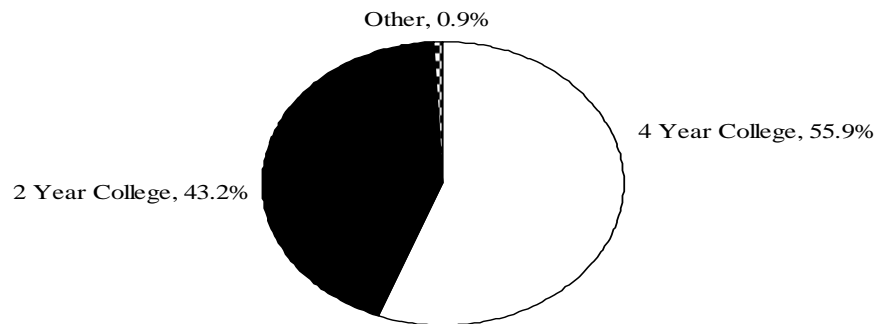
Future Plans of JKO Graduates, 2004-2005

Military, 0.9%

2 Year College, 31.6%

4 Year College, 67.5%
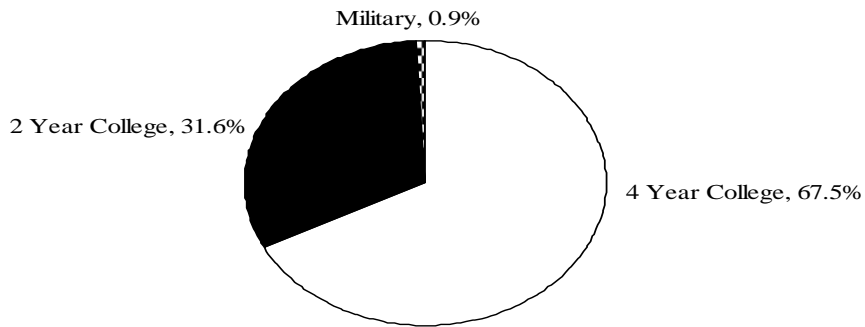
Future Plans of MSRT Graduates, 2004-2005

Other, 19.0%

Military, 4.0%

2 Year College, 3.0%

4 Year College, 73.0%
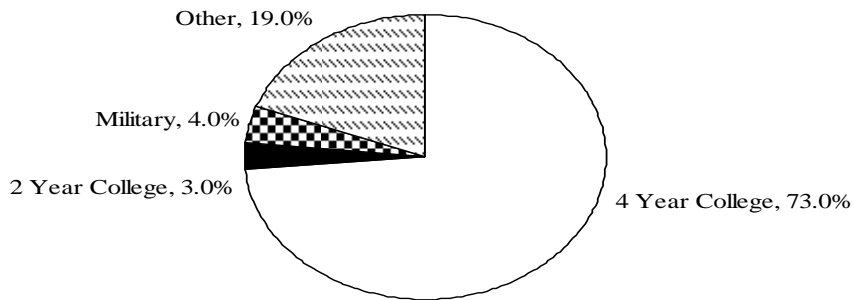
Future Plans of RRG Graduates, 2004-2005

4 Year College, 35.8%

Other, 47.0%

2 Year College, 13.9%

Military, 3.3%
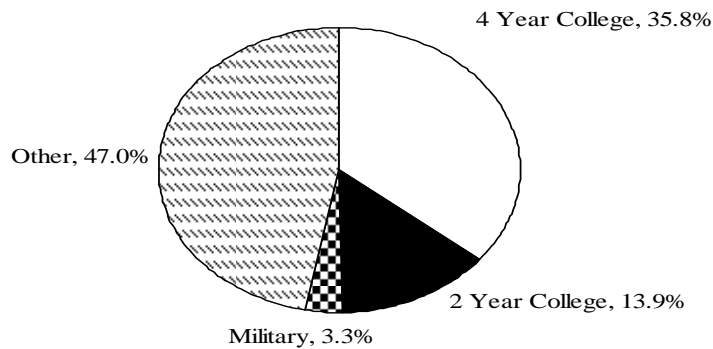
Comments: Percents do not add up to 100 because there were other choices available. Number of students surveyed was not reported.

Source: Data collected by the Community Benchmark Program, 2008, through the New York State Education Department, 2005-2006 Annual School Report Supplements, <www.nysed.gov>.

1. 50% of HSLAPS respondents had a commute time of 30 to 60 minutes to school (21/38).
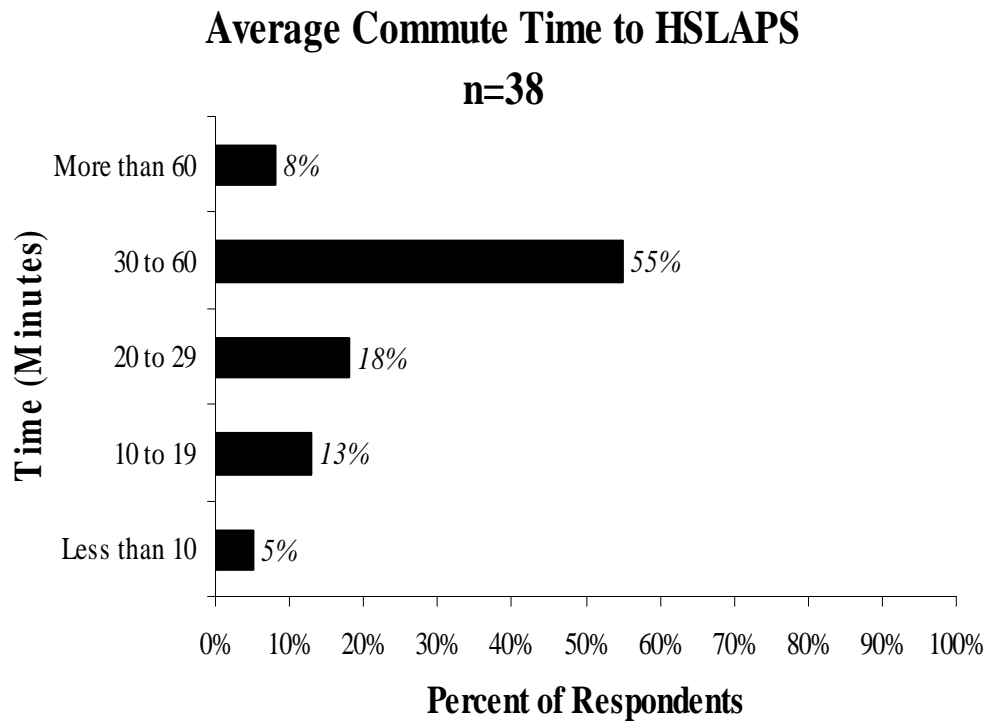
Average Commute Time to HSLAPS
n=38

Comments: Percentages add up to less than 100 due to rounding.

Source: Data collected by the Community Benchmark Program Alumni Survey Team, 2008, through the use of an on-line survey distributed to HSLAPS alumni.

2. 61% of HSLAPS respondents graduated in 2007 (23/38).
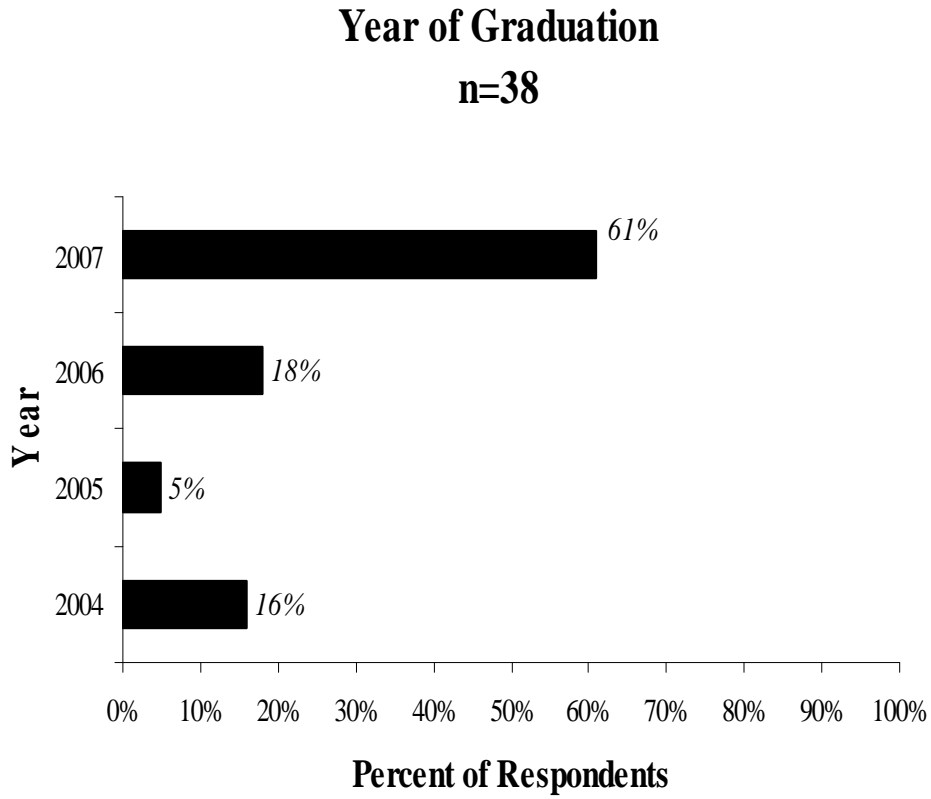
Year of Graduation
n=38

Year

2007 ████████████████████████ *61%*

2006 ██████ *18%*

2005 █ *5%*

2004 █████ *16%*

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Percent of Respondents

Source: Data collected by the Community Benchmark Program Alumni Survey Team, 2008, through the use of an on-line survey distributed to HSLAPS alumni.

3. 55% of HSLAPS respondents graduated with a Regents Diploma (21/38).

Type of Diploma
n=38

Don't know
5%

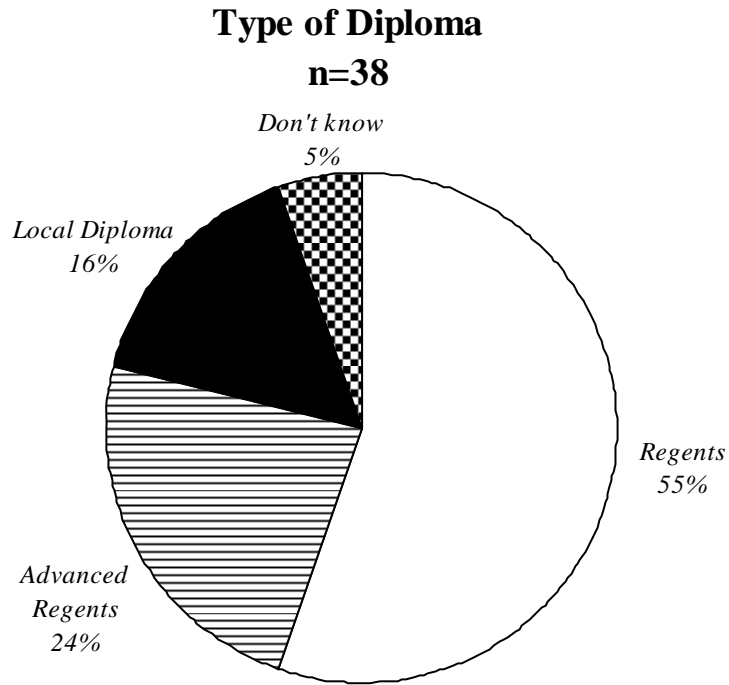*Local Diploma*
16%

Regents
55%

Advanced Regents
24%

Source: Data collected by the Community Benchmark Program Alumni Survey Team, 2008, through the use of an on-line survey distributed to HSLAPS alumni

4. 32 Respondents participated in activities during their final year at HSLAPS, with several participating in more than one activity

Activities
n=91

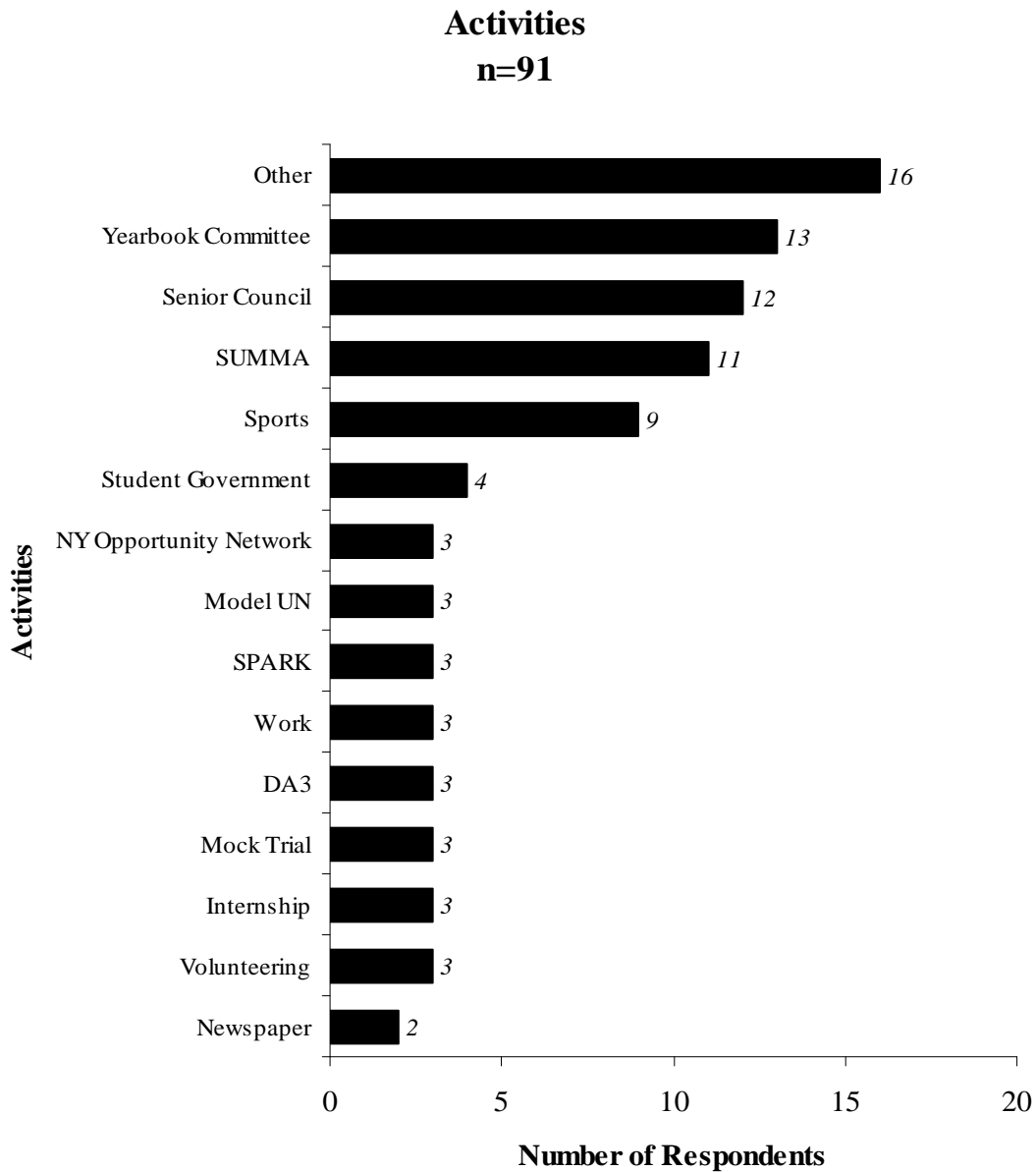| Activity	Number of Respondents
Other	16
Yearbook Committee	13
Senior Council	12
SUMMA	11
Sports	9
Student Government	4
NY Opportunity Network	3
Model UN	3
SPARK	3
Work	3
DA3	3
Mock Trial	3
Internship	3
Volunteering	3
Newspaper	2

Source: Data collected by the Community Benchmark Program Alumni Survey Team, 2008, through the use of an on-line survey distributed to HSLAPS alumni.

Comments: Other Category includes School Leadership Team, NYPD Explorers, PSAT, Guitar Club, Band, Math Team, Knitting, Phoenix Group, Tutoring, Moot Court, Martial Arts, Talent Show Organizing, ARISTA, National Honor Society, Virtual Enterprise, and Teacher Aid. SUMMA stands for Syracuse University Mentor/Mentee Alliance. SPARK stands for Supportive Peers as Resources for Knowledge. DA3 stands for Downtown After 3.

5. 79% of respondents skipped an average of zero to two classes per week at HSLAPS (30/38).

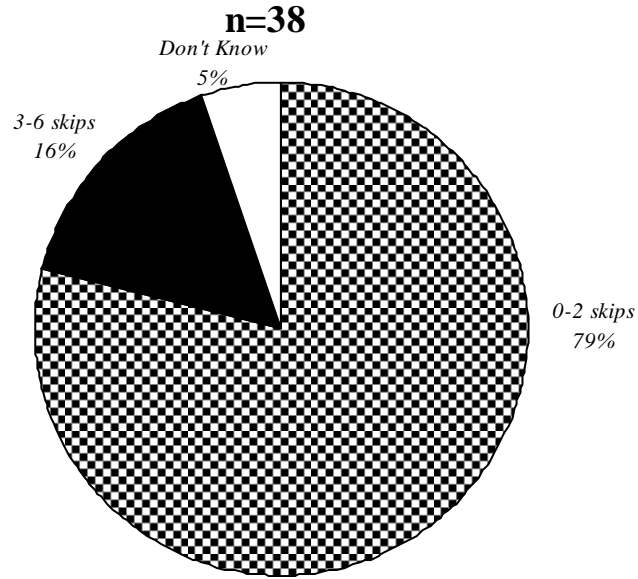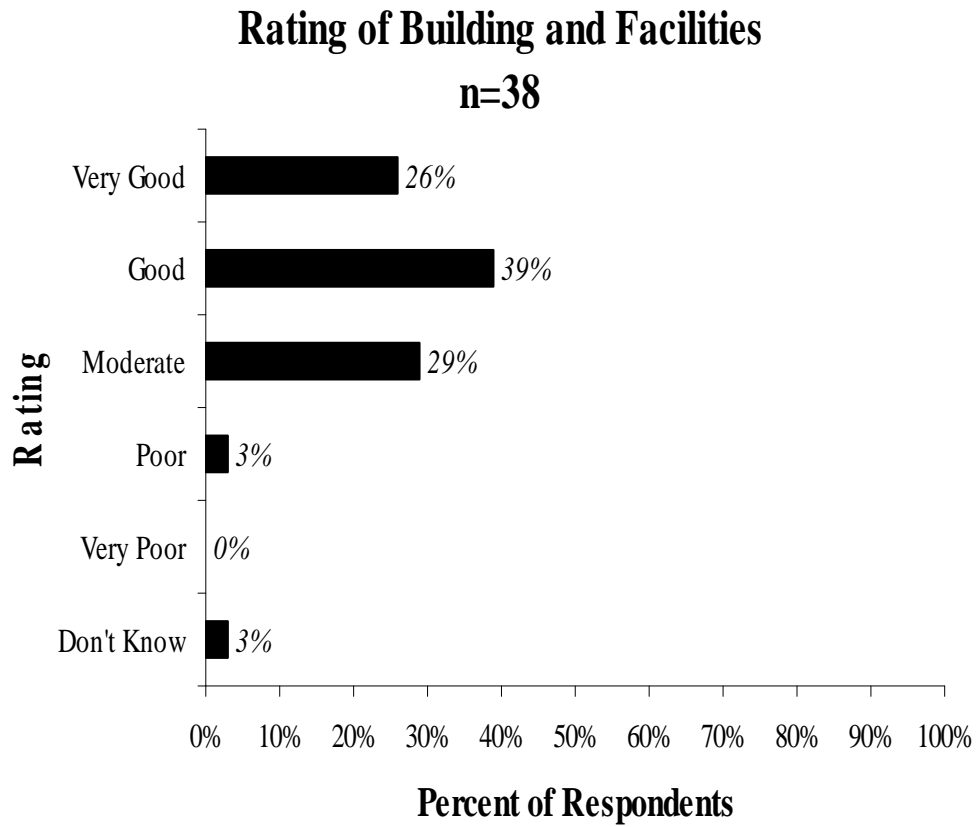**Average Number of Classes Skipped Per Week**
n=38

Source: Data collected by the Community Benchmark Program Alumni Survey Team, 2008, through the use of an on-line survey distributed to HSLAPS alumni.

6. 66% of HSLAPS respondents rate the school building and facilities as good or very good (25/38).

Rating of Building and Facilities
n=38

Rating	Percent
Very Good	26%
Good	39%
Moderate	29%
Poor	3%
Very Poor	0%
Don't Know	3%

Percent of Respondents

Source: Data collected by the Community Benchmark Program Alumni Survey Team, 2008, through the use of an on-line survey distributed to HSLAPS alumni.

7. 47% of HSLAPS respondents say the building is secure and clean (17/36).

**Reason for Rating of
Building and Facilities
n=36**

Comments: Percentages add up to more than 100 because some respondents offered more than one reason.
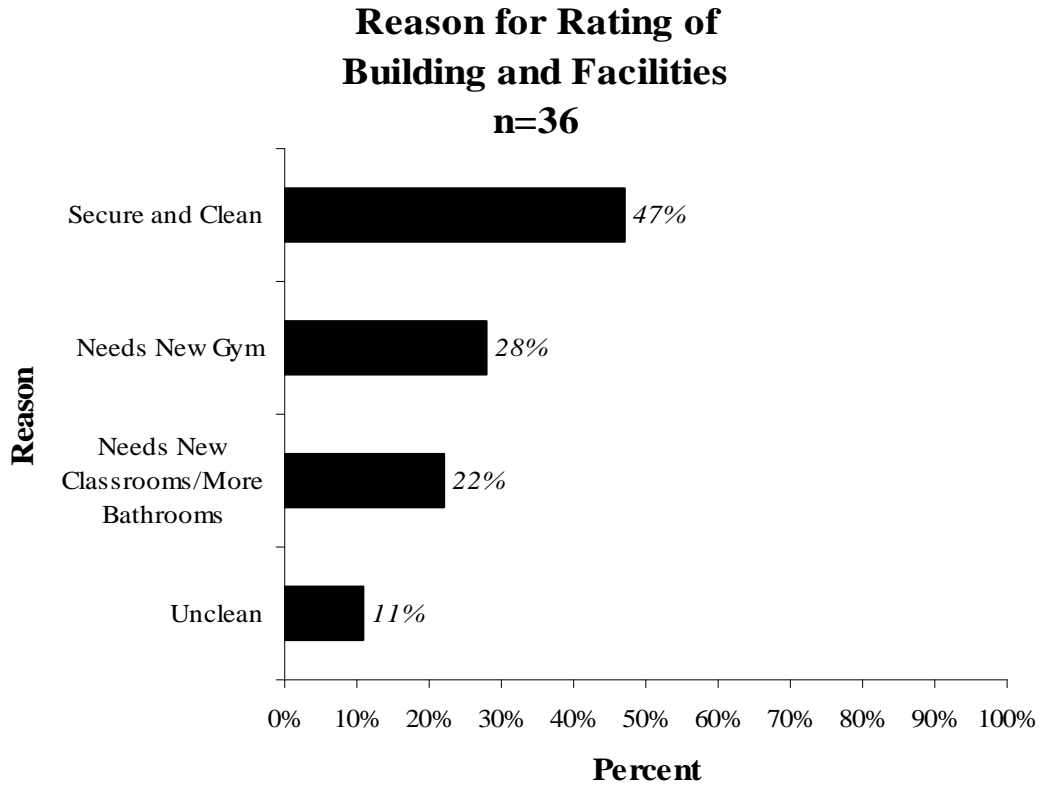
Source: Data collected by the Community Benchmark Program Alumni Survey Team, 2008, through the use of an on-line survey distributed to HSLAPS alumni.

8. 71% of HSLAPS respondents say they were well prepared for the Regents Exam (27/38).

Level of Preparation for Regents
n=38

Not Well Prepared, 18%

Don't Know, 11%

Well Prepared, 71%

Source: Data collected by the Community Benchmark Program Alumni Survey Team, 2008, through the use of an on-line survey distributed to HSLAPS alumni.

9. 92% of HSLAPS respondents say there was a faculty or staff member at HSLAPS they considered to be their mentor or that they felt comfortable talking to if they had a problem (35/38).

Presence of Faculty/Staff Mentor
n=38

No, 3%   *Don't Know, 5%*

Yes, 92%

Source: Data collected by the Community Benchmark Program Alumni Survey Team, 2008, through the use of an on-line survey distributed to HSLAPS alumni.
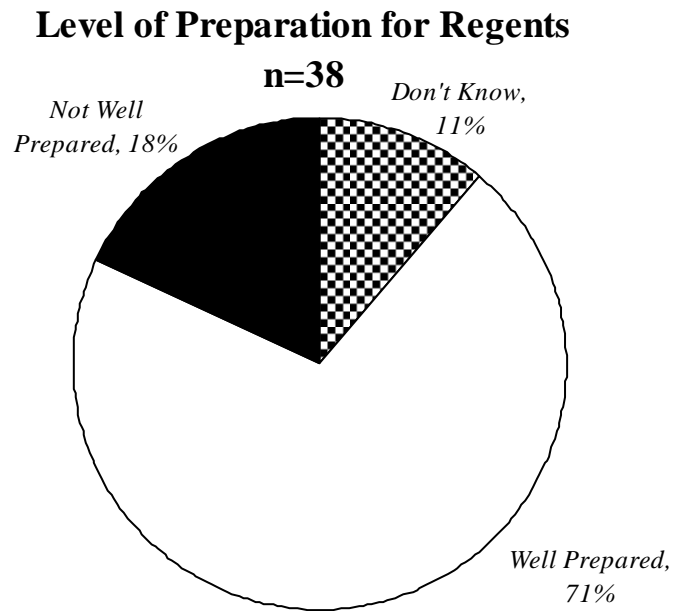
10. 63% of HSLAPS respondents say their parents/guardians had little or no involvement in their high school experience (24/38).

Opinions on Parent/Guardian Involvement at HSLAPS

n=38

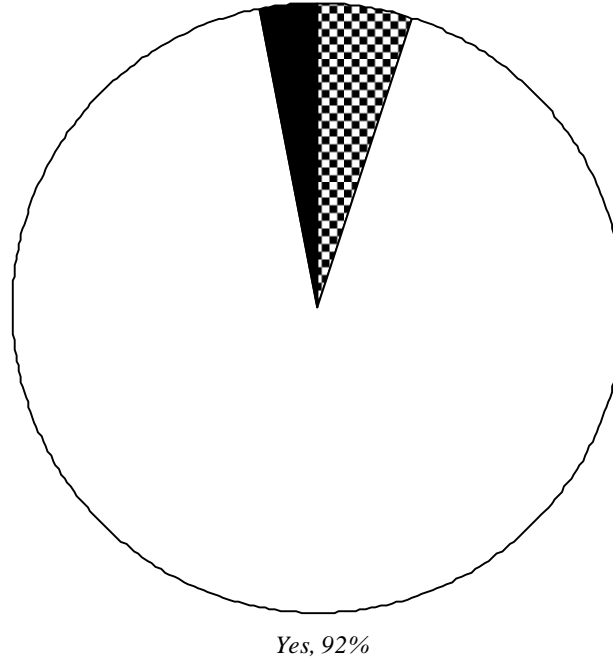Comments: Percentages add up to more than 100 due to rounding.

Source: Data collected by the Community Benchmark Program Alumni Survey Team, 2008, through the use of an on-line survey distributed to HSLAPS alumni.

11. 65% of HSLAPS respondents have parents/guardians whose first language is not English (22/34).

Is The First Language of Respondents' Parent/Guardian a Language Other Than English?
n=34

No, 29%

Yes, 71%

Source: Data collected by the Community Benchmark Program Alumni Survey Team, 2008, through the use of an on-line survey distributed to HSLAPS alumni.

12. 58% of HSLAPS respondents currently attend a four-year college and are not employed (22/38)
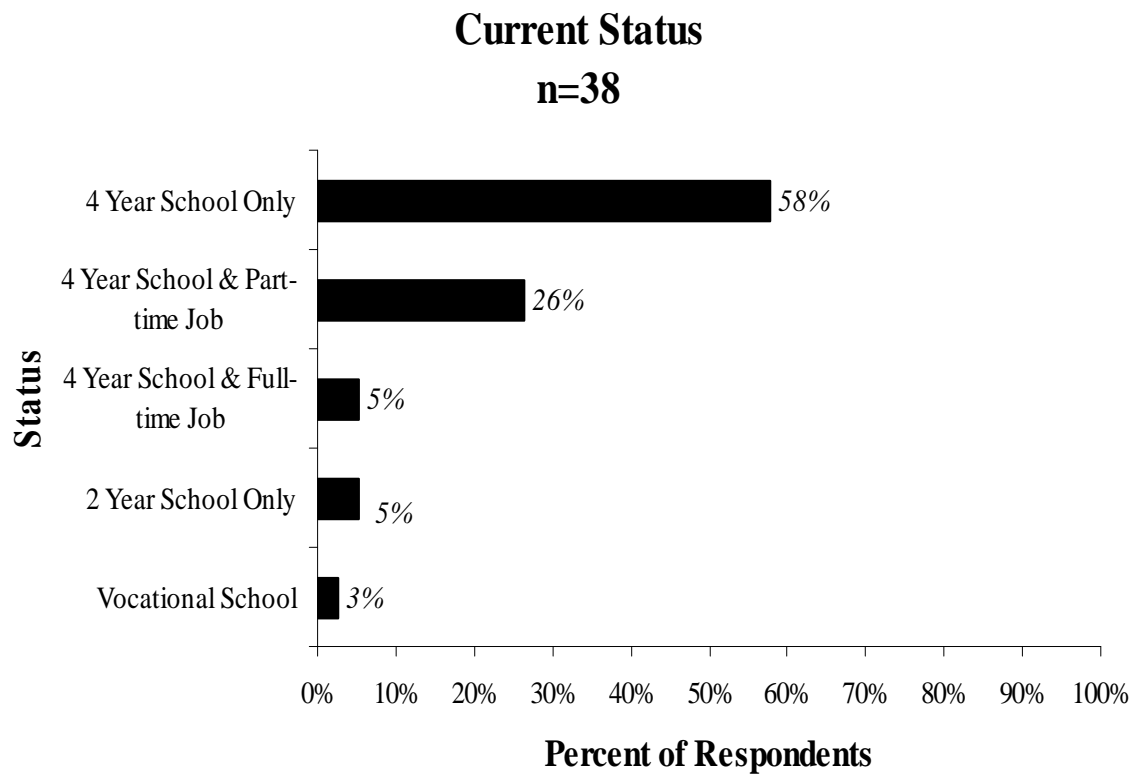
Current Status
n=38

Comments: Percentages add up to less than 100 due to rounding.
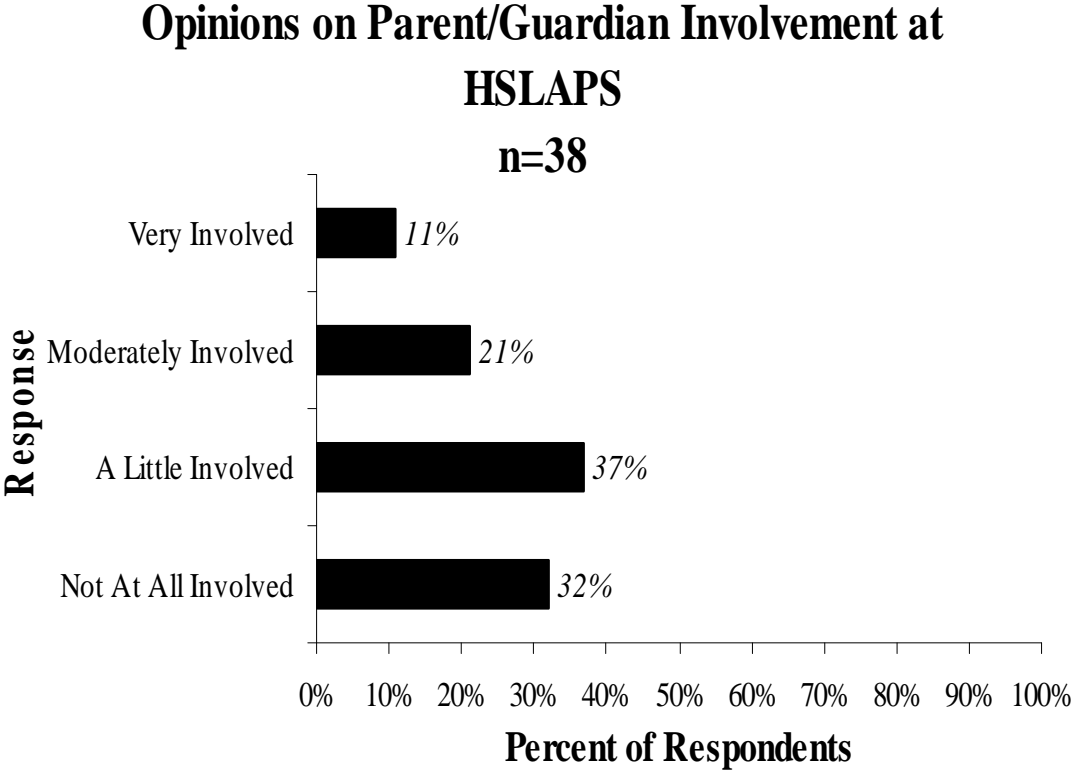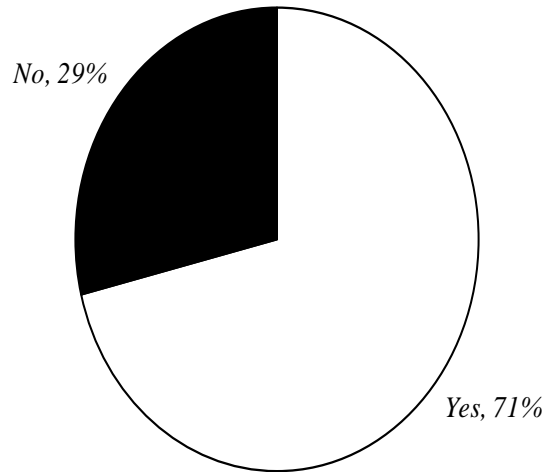
Source: Data collected by the Community Benchmark Program Alumni Survey Team, 2008, through the use of an on-line survey distributed to HSLAPS alumni.

13. 58% of respondents say HSLAPS prepared them well for a profession and/or higher education (14/38).

Rating of How HSLAPS Prepared for a
Profession and/or Higher Education
n=38
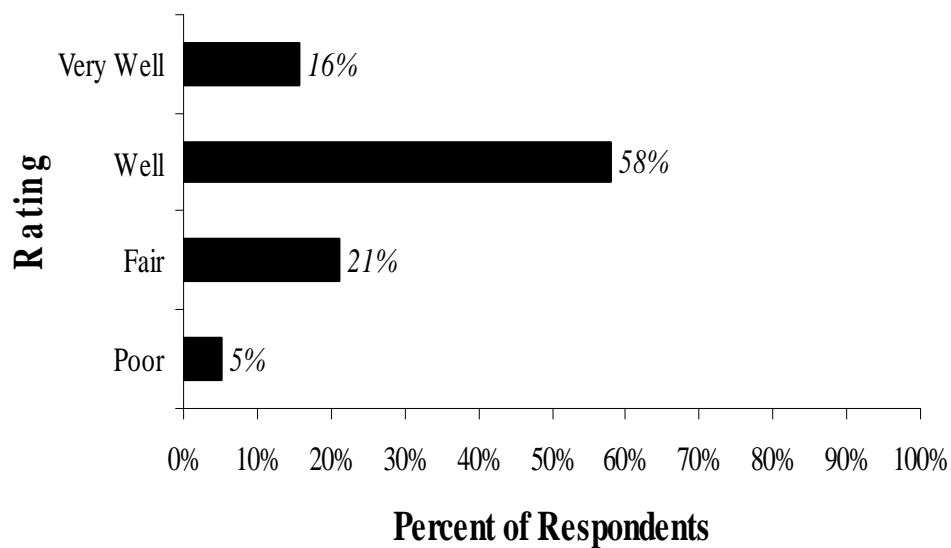
Comments: The choices "Very Poor" and "Don't Know" had zero responses.

Source: Data collected by the Community Benchmark Program Alumni Survey Team, 2008, through the use of an on-line survey distributed to HSLAPS alumni.

14. 41% of respondents say the student-teacher relationship is the greatest strength of HSLAPS (14/34).

Greatest Strength of HSLAPS
n=34

Strength	Percent
Student-Teacher Relationship	41%
Small Community	29%
Off-Campus Opportunities and Extra-curricular Activities	15%
College Preparation & Tutoring	9%
Principal	3%
Syracuse University Affiliation	3%

Percent of Respondents
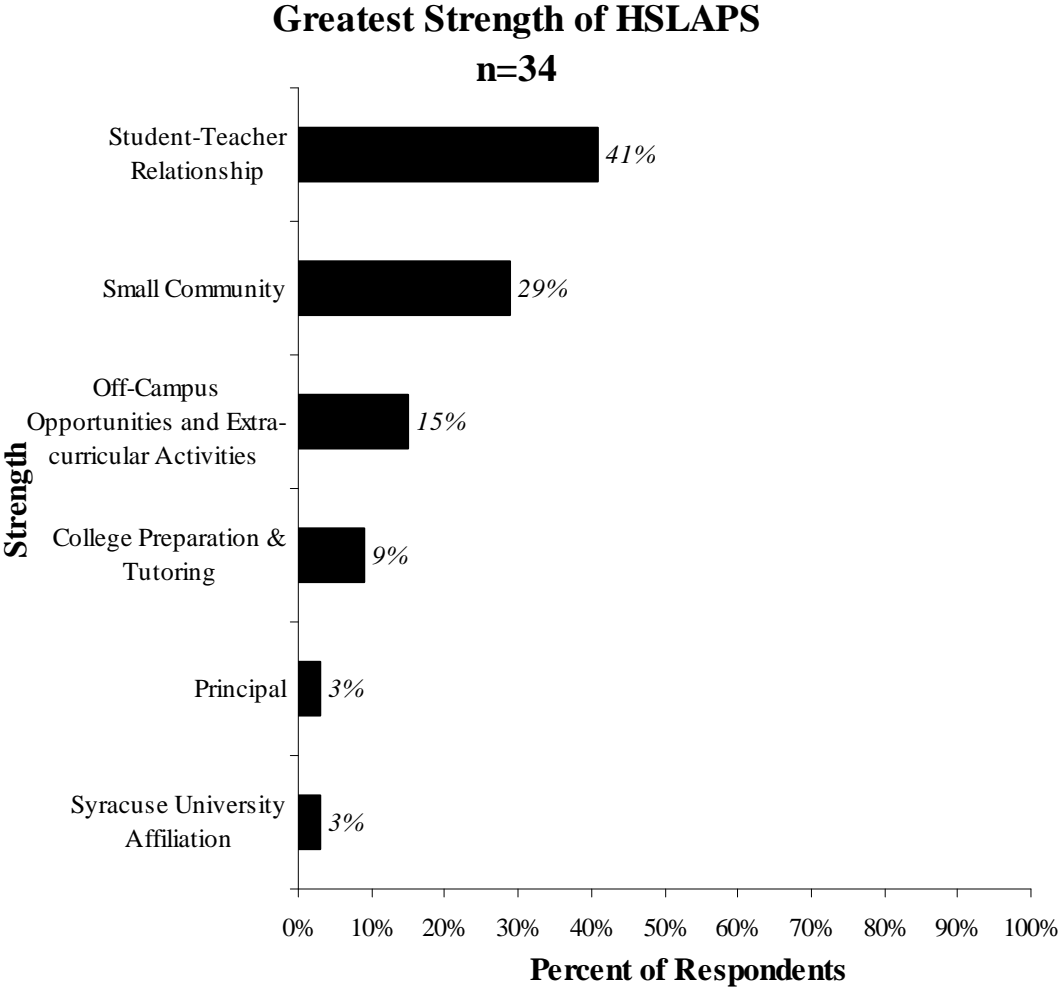
Comments: Of the "Student-Teacher Relationship" category, 6% specifically listed faculty/staff mentors.

Source: Data collected by the Community Benchmark Program Alumni Survey Team, 2008, through the use of an on-line survey distributed to HSLAPS alumni.

15. 34% of HSLAPS respondents say the presence of disruptive students and the lack of discipline are the school's greatest weaknesses (12/35).

Greatest Weakness of HSLAPS
n=35

Weakness	Percent
Disruptive Students	20%
Lack of Discipline	14%
Lack of Sports/Electives/Clubs	14%
Low Standards	11%
Overcrowding	9%
Faculty/Staff	9%
Principal	9%
Security	9%
Lack of Post-High School Preparation	5%

Percent of Respondents

Source: Data collected by the Community Benchmark Program Alumni Survey Team, 2008, through the use of an on-line survey distributed to HSLAPS alumni.
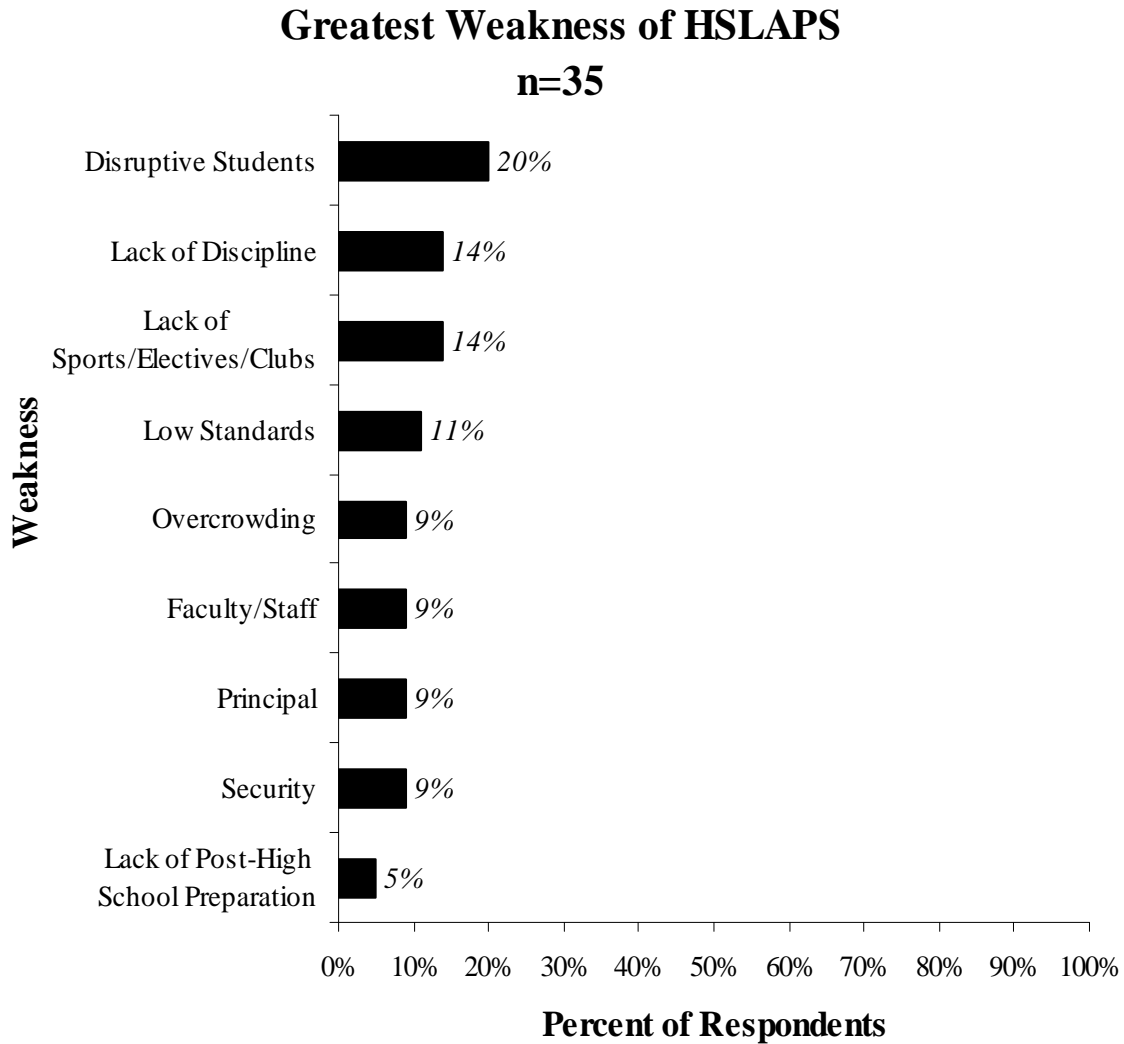
Introduction

Researchers analyzed the DOE data for issues of importance. A literature review was conducted to indentify existing models of success in other parts of the country. This section presents the results of that research.

1. Align school curriculum with the curricula implied by its Magnet focus and mission statement.

   In a statement from the U.S. Department of Education Web site the following advice is given: "To keep their magnet schools both effective and relevant, districts have found it important to use data to guide improvements in teaching and learning, to revisit and evaluate magnet themes over time, and to keep parents and community stakeholders involved in the process of evaluation and improvement" (http://www.ed.gov/).

   By using the data presented in this report and from other sources it is recommended that the schools concerned take appropriate steps to align their curriculum with the specific theme the school is "known for" and the New York State Regents Curriculum. The magnet schools should use their specific theme-based programs to deliver the curriculum required by state and country goals and objectives.

   In the New York State Education Department's Learning Environment Survey of Teachers (2007) the High School of Economics and Finance (HSEF) scored highest for their school leaders providing alignment among curriculum, instruction and assessment. HSEF also had some of the highest student achievement scores in Regents testing. While a direct correlation cannot be confirmed, it stands to reason that the alignment of their curricula with the focus of their mission statement and magnet focus allowed students that are interested in economics and finance to learn and meet the required standards through their course-work. Besides being offered numerous courses and activities that are geared towards the business world, students at HSEF dress professionally on Wednesdays and participate in finance internships. HSEF has been relatively successful in using its theme-based programs to meet the mission promised.

   For schools to accomplish this, administrators should examine their curricula to determine if more focus should be placed on the activities and class work to be consistent with the mission. This may involve examining the textbooks used for appropriateness to both the theme and state requirements. In addition, instructional alignment with the school's theme, its enacted curriculum and the necessary local and state assessments could draw students to the school and improve their achievement scores. By offering classes and after school opportunities that would involve students in the areas of interest that brought them to the school, they might be able to raise achievement scores. Coordination of these classes and after school activities with state and district standards would provide additional opportunities to raise student achievement.

A summary of recommendations to help schools align their curricula follows:

- Build time into teachers' schedules for planning and collaboration in order to implement theme-based learning activities and opportunities.
- Use professional development to assist school faculty to develop a better understanding of the state and/or standardized tests and to reach an agreement on theme-based curriculum that aligns with state tests.
- Coordinate with outside resources, especially parents and community leaders, to realize magnet and theme goals.
- Continually assess and adjust theme-based programs for effectiveness.

The scientific research and basis for these suggestions is quite extensive and too voluminous to discuss in-depth here. Further information can be found by examining the sources provided.

2. Safety Recommendation

The data in this report show that parents, students and teachers at MSRT share a similar view that their school is unsafe (Pages 41, 49, 54 and 55). Students at MSRT reported in the Learning Environment Survey that they do not feel safe at school. They also rated safety in hallways, bathrooms and locker rooms the lowest among their peer schools (Page 55). The graph below (Page 49) also demonstrates teacher opinion about safety:

Teacher Safety at School
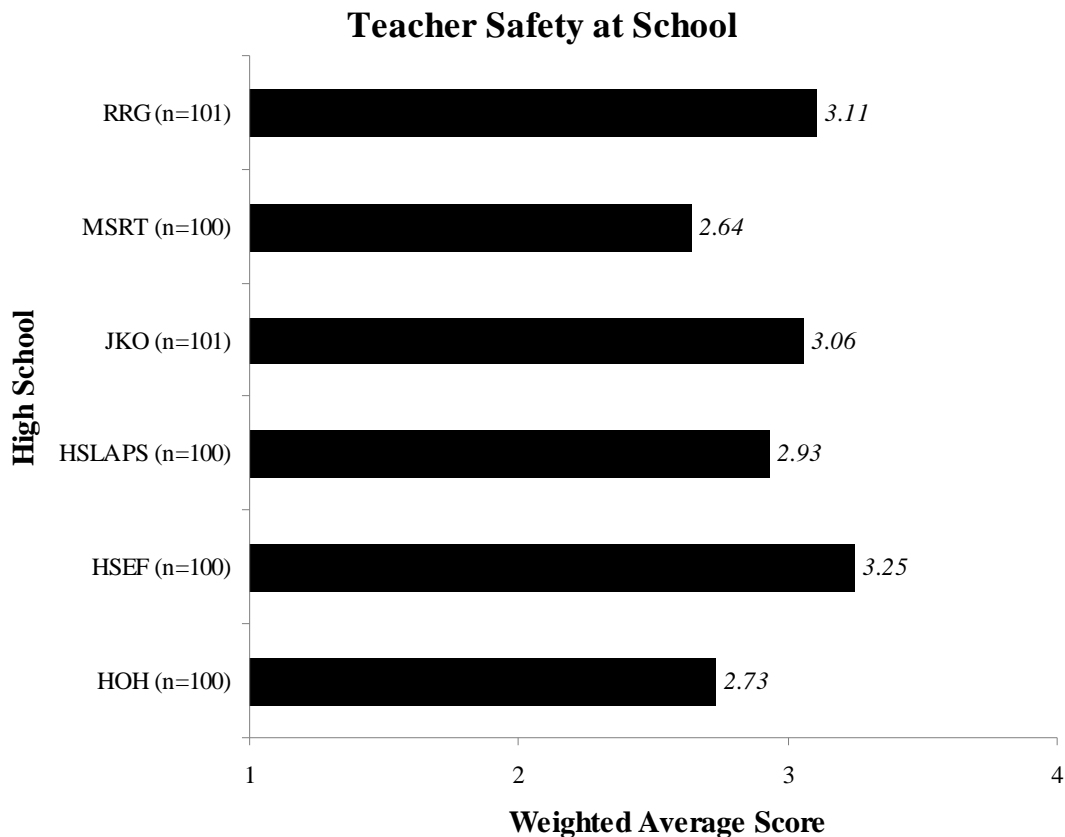
Comments: A rating scale was created to produce a weighted average for this question. The scale for the question was 1= Very Uncomfortable 2= Uncomfortable 3= Comfortable 4= Very Comfortable. Responses of "Does Not Apply" or "Don't Know" were not included in calculations.

Source: Data collected by the Community Benchmark Program, 2008, through the New York State Education Department, Learning Environment Survey Report, <www.nysed.gov>.

Feeling unsafe can be attributed to a variety of evolving issues in schools today. Increased lawsuits against school districts and teachers, filed by parents or students, and state law and school policies have restricted options available to teachers to maintain order in the classroom. For example, most schools do not permit isolating a child in a corner and discourage sending a troublemaker to the principal's office. Many teachers say they are afraid even to touch a child. (Manserus, 1998)

An English teacher at Malcolm X. Shabazz High School recalled an incident where a student threw a chair at an administrator and was back in school within a week (Manserus, 1998). This example demonstrates the difficulties teachers and administrators face as a result of violence becoming more typical. The changing environment of the public school system calls for officials to find new and innovative ways to enforce discipline and promote a safe environment. According to the Drum Major Institute for Public Policy (2005), schools where a low level of safety exists may have low per pupil funding, overcrowded classrooms and a higher number of overage students or students who repeatedly fail.

The Still Enrolled statistic for students at MSRT in 2006 is 25 percent, showing that a problem with repeated failing may exist. MSRT also has the highest percent of still enrolled averaged over nine years (29.4 percent).
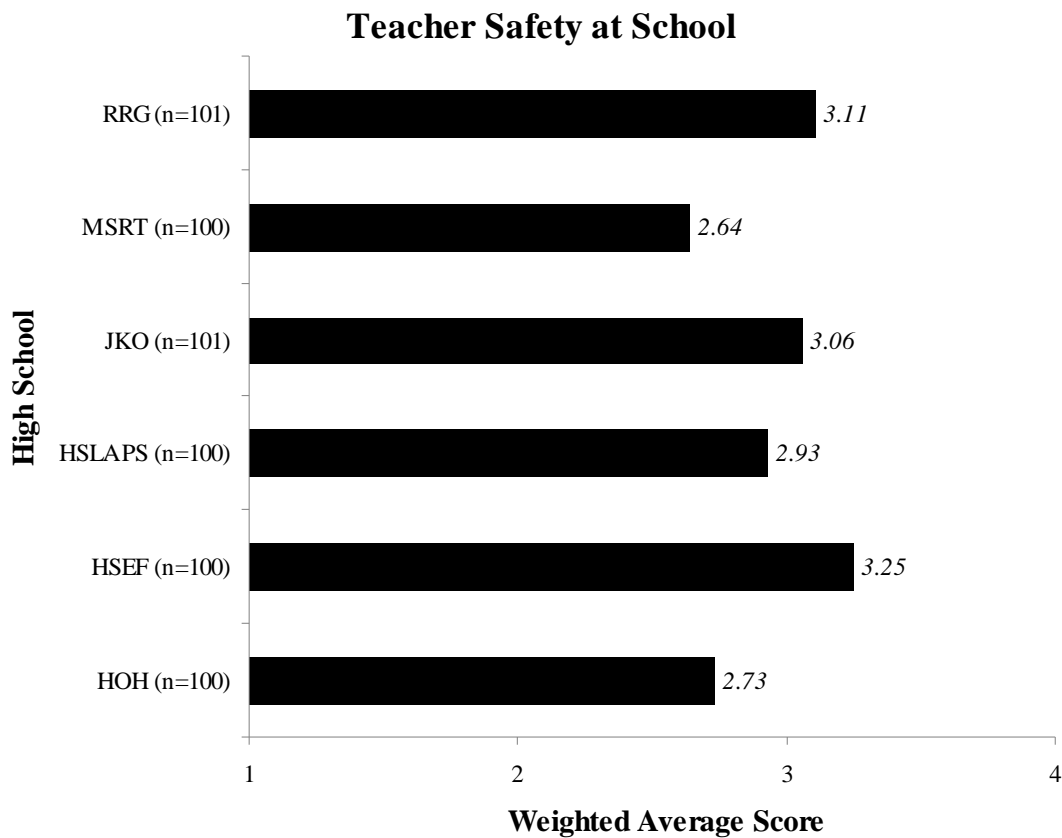
Teacher Safety at School

Source: Data collected by the Community Benchmark Program, 2008, through the New York State Education Department, Statistical Summaries, <http://schools.nyc.gov/offices/stats/default.htm>.

Models for safety often include three key tactics – prevention, discipline and mediation – that should be employed by administrators and teachers. A measure MSRT, or any school with high rates of still enrolled students, could employ is implementing a credit recovery program. Through these programs, schools can ameliorate two of the factors that contribute to a lack of safety in schools as identified by the Drum Major Institute for Public Policy: overage students who repeatedly fail. Because students involved in credit recovery programs can earn credits at a faster rate than standard education students, they can get back on track and graduate with their classmates. Therefore, classroom sizes level out, students learn in an environment surrounded by peers of the same age, and the likelihood of graduation is greater than it would have been without the opportunity to participate in a credit recovery program.

Additional positive aspects about credit recovery programs include: they can be held during the school day, after school, evenings or even in the summer; they can be structured to accept students from all grades or only accept students in 11th or 12th grade. Also, some programs grant credit for community service, life and work experience, travel study, passing exams, or correspondence, an ideal approach for some city schools where many students work and go to school (Muir, 2006).

One credit recovery program that has been successful is the Continuous Advancement Placement System (CAPS) at the Wichita Falls High School in Wichita Falls, Texas. It has been demonstrated empirically that students participating in CAPS have a higher credit completion rate, higher attendance rates, and perform on par with standard education students (Trautman, 2004).

CAPS is essentially a school within a school. There are two classrooms with 18 to 24 computers in each classroom. The teacher to student ratio is 20 to 1, including a bi-lingual instructor. Students who could benefit from CAPS are identified by the school counselor through what is called a "student study team." Classroom instruction is delivered via a technology based instructional tool called A+ Software developed by the American Education Corporation. Lessons are administered on computers as the instructional staff guides the students.

Students primarily engage in their education independently. Students initially are paired with another student who has been successful in the program. The program creates a collaborative environment fostering social skills that are vital in the workplace. CAPS operates between 7:45am and 2:45pm, which are the same hours as the Wichita Falls High School.

The A+ Software offers students support in four core subjects—mathematics, science, English, and social studies—at the high school level. The program also offers courses in these same subjects on a more remedial level for those students who may not be at a high school level of proficiency. The software provides feedback so that teachers can adjust instruction to be personalized for each student. Students move through the program at their own pace, which promotes successful outcomes.

Although, the NYC DOE already allows principals to institute credit recovery programs, there are complaints with how the programs are run and the value they offer students. The

NYC DOE should develop guidelines that principals must follow and monitor the programs to ensure their effectiveness. Supported by the DOE, MSRT can craft a credit recovery program that meets the different needs of students and ensure that the quality of education offered does not suffer.

In place of disciplinary practices, mediation can bring a sense of belonging to students, teachers and parents. A feeling of belonging is largely responsible for student ambition and achievement (Faircloth & Hamm, 2005). Mediation also serves as a positive companion to disciplinary action. Many public high schools use metal detectors to curb violence. While these machines serve to increase safety in schools, they can also create an increased feeling of anxiety because of the need for such stringent security (Gillard 2006).

A school that can provide an increased sense of belonging may improve student, teacher, and parent relationships, resulting in better academic performance by students and reduce or eliminate the escalation of violence. An atmosphere marked by violence can make everyone feel unsafe. Exposure to violence, whether witnessed or experienced, can contribute to damaged cognitive skills and poor academic performance (Ratner et. al., 2006).

In Missouri, a small high school participated in a case study from 1991-1998, where they implemented a conflict mediation program. According to Johnson and Stader (1999), the program began with the following goals:
- reduce the number of conflicts in the school
- empower students with the ability to solve their own conflicts
- teach conflict resolution skills to students
- share with students the responsibility of creating a positive school culture and climate

Focusing on the selection of mediators, the role of the mediators and mediator training, the program aimed to curb physical and verbal abuse in the school. The results were positive, showing that suspensions for fighting decreased dramatically and verbal confrontation between students also decreased. It was also proven that some conflicts spontaneously combusted creating circumstances where peer mediation programs could not be effective. Finally, the atmosphere on campus relaxed and students started relating better to each other. The school climate improved on a yearly basis throughout the eight years of the study. (Johnson and Stader, 1999)

The observations in Missouri prove that well-structured, interpersonal student mediation programs can help to increase a sense of belonging and safety in a school. Through mimicking this study, MSRT and similar schools can increase the sense of safety shared among its students, teachers and parents, also creating a learning environment that promotes increased student interaction and success.

3. Increase incentives for attendance.

Student attendance is vital to education; the more regularly a student is in class, the more a student will learn. School funding is directly related to the attendance rate. In the section of the NYCDOE Quality Review Report overview for HSLAPS on "what the school needs to improve," it stated HSLAPS needs to "continue to seek ways to improve the attendance of students and to engage less motivated students" (NYCDOE, 2007). The CBP researchers found that between 1997-2006 "there was minimal change in attendance rates over time for all schools," but that "MSRT had the highest improvement in attendance rates" at an overall average increase of 2.05% (High School Comparison, 2008).

High School	Average Percentage Change in Attendance Rates	Minimum Value	Maximum Value
HOH	0.21%	82%	88%
HSEF	-0.38%	80%	89%
HSLAPS	0.07%	80%	89%
JKO	0.10%	87%	93%
MSRT	2.05%	80%	90%
RRG	-0.29%	85%	89%

According to a 1998 report in the Journal of Youth and Adolescence (Corville-Smith, 1998) there are six major variables attributed to truancy:
a) Students' school perceptions: Absentees are less likely to perceive school favorably.
b) Parental discipline: Absentees perceive discipline as lax or inconsistent.
c) Parental control: Absentees believe parents are attempting to exert more control over them.
d) Students' academic self-concept: Absentees feel academically inferior.
e) Family conflict: Absentees experience family conflict.
f) Students' social standing: Absentees are less likely to feel socially connected in class.

The way to address student truancy is to understand why students are not attending school. School report cards and surveys address superficial issues. Internal focus groups conducted by school staff members can go in-depth to meet the individual personal needs of the student body. There is a need to develop a strong school culture, and to understand on an individual level, the needs of students. The following are commonly cited reasons why students do not attend classes (Clement, Gwynne, & Younkin, 2001):
▪ View classes as boring, irrelevant, and a waste of time.
▪ Lack of positive relationships with teachers.
▪ Absence of positive relationships with other students.
▪ Suspended too often.
▪ Unable to feel safe at school.
▪ Failing or unable to keep up with schoolwork, and there were no timely interventions.
▪ Lack of engagement in the classroom. Students can miss days and still receive class credit.
▪ Unable to work and attend school at the same time.

These factors are comparable to the results found in the Learning Environment Survey Report as schools with the lowest attendance rates ranked low on variables similar to those mentioned by Clement, Gwynne, & Younkin. The HSEF has the poorest improvement of attendance (-0.38%). This corresponds with findings from the Learning Environment Survey. Students say they are relatively uninspired by teachers (2.7 out of 4) and did not feel comfortable talking to adult staff members about issues (2.4 out of 4). CBP researchers found that "41% of respondents think the student-teacher relationship is the greatest strength of HSLAPS" (CBP Alumni Survey, 2008). Students realize the importance of student-teacher relationships when they are established.

Solutions to address attendance can be highly specific to the needs of the individual student. It is very difficult to accurately impose a universal method to improve attendance; however, there are some policies that can be developed when staff and administrators ask themselves some questions, according to high school principal Robert Rood, in a 1989 NASSP article,:
a) Have students with chronic absenteeism been identified and counseled?
b) When students are absent, is there an effort to contact the home?
c) Is there consistent enforcement of the attendance policy by all administrators and teachers?
d) Has the attendance policy been recently evaluated for effectiveness and necessary revisions implemented?
e) Is good attendance valued and rewarded in the school and classroom?
f) Is there an instructional incentive for students to be at school every day?

One strategy effectively employed by other school districts to encourage attendance is to enforce punitive measures, which can provide definite and immediate consequences. For many students, bad grades, lost course credit and the loss of respect of teachers and staff provide enough reason to maintain attendance. Students who are habitually truant or tardy should be treated with specific and directed actions that are clearly listed in school policy: Detention, suspension, withdrawal of specific privileges such as extra-curricular and after school activities. CBP researchers found that "34% of respondents think either the presence of disruptive students or the lack of discipline is the greatest weakness of HSLAPS" (CBP Alumni Survey, 2008). Students recognize that attending disengaged classes does not encourage regular attendance. It should be noted that punitive policies may have an inverse effect on student attendance when students feel only further alienated and removed from the school environment—"actively discharging students pushes them right out the door" (Shannon & Bylsma, 2003).

Individual incentives can have a strong positive effect on attendance. Students with improved attendance can be rewarded with specific privileges such as a personal parking space for most improved attendance, or specific monetary/community donated reward for most improved/perfect attendance (California DOE, 2007).

"Elimination of temptation" for truancy can be effective. Closing campuses during break periods and scheduled lunch times can prevent the temptation for students to "not return" to class. In an interview with HSLAPS alumni, they say open lunches made it very easy for students to "not return" to class. Attendance is commonly only recorded during the third block of scheduling making it easy for students to arrive late and leave campus with minimal intervention during an open period, not to return.

Another strategy to encourage attendance is to provide mentors for students. Mentoring comes in many different forms and can be employed to develop a continuous, sustained and caring relationship with a trusted adult; whether school-based, community-based, peer established, or vocationally centered—mentoring establishes higher levels of expectations within the student and develops a more structured sense of purpose towards education.

Family involvement has a large impact on student achievement and attendance. Research has linked family involvement to higher student achievement, better attitudes toward school, lower dropout rates, increased attendance, and many other positive outcomes for students, families, and schools (Henderson & Mapp, 2002). Suggestions to develop stronger parental involvement include:

- Conduct a communitywide public relations effort to stress the importance of school attendance and the necessity of family involvement.
- Establish a contact at school for family members.
- Make home visits to chronically absent children.
- Establish immediate personal contact with families when the problem first occurs. Many schools make phone calls rather than send form letters as a communication method (Sheverbush, Smith, & DeGruson, 2000).

4. Parental Involvement Recommendations

The goal of the No Child Left Behind Act, signed into law January 2002, is to make sure that all children achieve academic proficiency and gain the educational skills necessary to succeed later in life. The law mandates that parents are informed on how they can be involved in school improvement efforts and are provided with local report cards of schools in their district to help guide their involvement.

Parent involvement is a vital aspect to a child's academic success. Parent support and encouragement at home is positively related to achievement. According to the Child Trends DataBank, "Students with parents who are involved in their school tend to have fewer behavioral problems and better academic performance, and are more likely to complete secondary school than students whose parents are not involved in their school."

Parent involvement decreases as a child grows older, which poses an issue for high schools. According to the Child Trends DataBank, in 2003, a little over 90 percent of students in kindergarten through fifth grade had parents attend a meeting with their teachers. This dropped to 75 percent in middle school; 59 percent in ninth and tenth grades; and 53 percent in eleventh and twelfth grade.

One major problem is parental lack support. Based on the on the Alumni Survey, 69% of respondents thought their parents/guardians had little or no involvement in their HSLAPS experience. This is caused by many factors that sometimes cannot be changed, such as long work hours, but the school needs to make it as easy and welcoming as possible for a parent or guardian to participate in their child's education.

The following recommendations address this problem:
- Send letters and make phone calls home as often as possible to inform parents of events and student progress, not just for disciplinary reasons. This can be accomplished by a parent-teacher coordinator. In the absence of a parent coordinator, perhaps a secretary or guidance counselor can be given this responsibility.
- Start a parent volunteer program. Some schools, such as Quitman Street Community School in Newark, Camino Nuevo Charter Academy in Los Angeles, and schools supported by the Logan Square Neighborhood Association in Chicago have found that parents get more involved when given more opportunities, even if parents are reluctant to take leadership roles right away. Parents who volunteer can supervise lunch or study halls, chaperone field trips, or work with the Parent Coordinator to contact other parents about the school. Several of these schools require parents to volunteer a specified amount of time to enroll their children in after-school programs, while others pay parents a small stipend to work in the school (Warren, 2005).
- Hold classes, workshops, and forums for parents. Offering classes such as GED courses, financial aid workshops, English or computer classes in the evening may encourage parents to be more involved with the school. The Quitman Street Community School in Newark has started a support group for parents called "Lean on Me" to discuss issues and problems they may have (Warren, 2005).

- Invite parents to activities on the first day of school. Activities such as breakfasts, activity fairs, workshops, and presentations on the curriculum of each grade can be held. While this may seem like it is more applicable to elementary schools, it can also be used at the high school level:
  - "Parent involvement also rose at Buena Vista High School in Saginaw, Michigan, as a result of their First Day picnic. There were no speeches or fanfare. Students, parents, and staff attended an afternoon picnic on the school's football field, featuring hot dogs, hamburgers, music from the school band, and exhibitions from student clubs, such as the school's robotics team" (Dunne).
- Offer incentives for parents to come to the school. For example, offer dinner or raffles at PTA meetings (Philpsen, 1996).
- Explain to parents how to be involved even if they don't understand the subject matter. Parents who are not well-educated may feel intimidated about helping their child with homework (Warren, 2005). Information should be distributed on teaching good study skills and offering a positive home environment. The New York City Department of Education has information about how the parent can be involved and remain a positive aspect to their child's education. One example is A Guide for Parents and Families: The New York City Public Schools. This packet explains the policy changes of the New York City schools and the impact for their children. It also gives examples and recommendations of how the parent can play a role in their child's education from home or by spending time working with school staff.
- Use the internet as a communication tool. If students' families have access to the internet, schools can use email as a reliable form of communication with parents. A discussion board can be set up on the school Web site for parents to connect with each other and discuss important issues or offer suggestions for the school. Along with this, schools should ensure that their Web sites are frequently updated. This is especially true of the calendar sections. It would be useful to find out how many parents have access to a computer and the Internet. If a parent has a working e-mail address, this can be an efficient and effective means of communication for school officials.
- Hold PTA meetings at a convenient time for working parents, especially those who must commute across the city to reach the school, providing childcare if it is needed.

Another problem is those parents whose first language is not English may have difficulty participating in their child's academic progress. 71% of respondents of the Alumni Survey have parents/guardians whose first language is not English. This may be one barrier to parents' lack of involvement that should be addressed.

The following recommendations address this issue:
- Be aware of which students have parent whose first language is not English. This can be accomplished by having students complete a brief survey during freshman orientation.
- Provide translators for parent-teacher conferences and PTA meetings.
- Send letters home in the parents' native language.
- Hire more bilingual teachers. This is a policy, which has proven to be successful in Camino Nuevo Charter Academy in Los Angeles, where over 90 percent of students are Hispanic/Latino and over half of the teachers speak Spanish (Warren, 2005).
- Understand the different cultures of students and their families.
  In a study conducted by Scribner, Young, and Pedroza of "high achieving Hispanic schools, one parent said, 'They take time to greet you and it makes you feel so much better.' Engaging in small talk is important in the Latino community and is the first step toward building relationships. Another important cultural piece for schools to keep in mind in relation to communication is to make it personal. Latino parents, like most other parents, respond positively to communication that is personalized either through one-on-one contact or over the phone. Simply inviting parents to come through a personal contact is often all it takes to get them involved and it addresses the concern of providing written materials to parents who may not be literate" (Tinkler, 2002).

5. New York State and New York City Department of Education Reports and Information Recommendation

CBP Researchers found some public information on various school topics to be unavailable or unclear over the course of this study. Some NYCDOE and NYSED reports appeared to lack valuable information about school performance evaluation. Other mediums, such as school Web sites, provide school information with little detail.

No information was available to compare student performance from the time students enter high school through completion. Had this information been available researchers would be able to determine the impact of the school's academic curricula and gauge improvement in student performance from their initial level of ability.

The following recommendations address concerns of inaccessible and unclear information contained within these documents. It is hoped that the recommendations may offer ideas to help administrators look at how their schools are presented online to potential students and their parents. Only after compiling selected information from each document used that a rough description of each school was understood. Compiling information from all available sources and expanding information could provide school profiles, insight into school rankings and performance, and differences between schools. Progress can also be shared even in the most underperforming areas.

The New York State School Report Card – Accountability and Overview Report

School Profile information lacks data relevant to accurately depict and explain a school's learning environment and enrollment. Enrollment data reports are only by grade level. Gender demographics are not included. No data are given for enrollment of special education or ESL students. No data are presented for students taking APs or classes at post-secondary institutions. Average class sizes are reported only for 10th grade classes in four Regents subjects: 1) English; 2) math; 3) science; and 4) social studies. This is not an accurate representation of all grade level class sizes. Students cannot drop out of school until the age of 16, and therefore class sizes are often smaller for higher grade levels. Suspension information is not accurate. The student suspension rate only includes students who were suspended from school. A student can only be counted as suspended once regardless of the suspension length or number of times suspended in a school year. The suspension rate does not include in-school suspensions.

The New York State School Report Card – Comprehensive Information Report

The data presented in this report lack comparative, qualitative, and complete data on Regents Exams performances. Including citywide averages for comparison could provide insight to variations in test difficulties from year to year and school ranks. The addition of qualitative information could show common misunderstanding of objectives among those tested. In some cases student performance was not reported when applicable. For student privacy reasons data for a group are not reported when there are fewer than five students. However, scores for groups of 23 and 20 were not reported.

Post-secondary plans of graduates are reported in eight categories.

1) Four-year College	3) Other Post-Secondary	5) Employment	7) Other Known Plans
2) Two-year College	4) Adult Services	6) Military	8) Plans Unknown

There are no representations of students who have dual post secondary plans, such as employment and attend a two-year college. The category with the largest response rate is "Other Known Plans." Responses are not accurately representative of a population with a largely unidentified "other" group.

Post-secondary plans of graduates, NYS Public School Total Expenditures per pupil, and estimated percentage of students from families receiving public assistance data are only given for the most recently calculated school year. Providing data for previous years would allow for comparisons.

The current Report Card can be obtained from the NYSED Web site. Past Report Cards cannot be retrieved from active links and no contact is provided if a viewer should want to access this information.

The New York City Department of Education School Supplement

The 2005-06 Annual School Report provides some supplemental data to the NYSED School Report Card. Information includes:

School Mission	Police Incidents	Extracurricular Activities
Principal's Message	Teaching Credentials	School Capacity
Special Academic Programs	School Budget Allocations	SAT Performances
Community and Parent/School Support	Recent Immigrants and Place of Birth	Profiles of entering Ninth and Tenth Graders

The information in this report does not impact a school's grade. The supplement can provide a "snapshot" of schools, but does little to illuminate the findings of other reports. Data are not presented in the same manner to allow for accurate comparison to the New York State School Report Cards. Percentages and numbers are not rounded identically. Information presented does not include specific definitions and explanations as is done in the New York State Report Card.

The New York City Department of Education Learning Environment Survey Report

The purpose of the Learning Environment Survey is to measure perceptions of academic expectations, communication, engagement, safety and respect among parents, teachers, and students within a school. Elements of data collection and quality remain unclear. Some questions are ambiguous and might have led to confusion among respondents. For example, the teacher survey includes a question which asks if teachers and administrators "use information from parents to improve instructional practices and meet student learning needs."

It is unclear whether teachers receive information and don't use it or do not receive information from parents.

Surveys do not explore the performance perceptions of those who are accountable for school and student performances. For example, the survey asks parents about the quality of their children's teachers, but no questions are asked about principals, who are supposedly at the center of the mayor's accountability efforts.

The same questions are not asked to all survey groups to allow for comparisons in perceptions when applicable. Some questions are similar, but cannot accurately be used for comparison as phrased. For example, parents are asked if their "child is safe at school." However, students are asked if they feel safe in individual parts of their school. There is no question on the safety of their school as a whole, which is what the parents are asked.

Parent and teacher response rates for all schools were low. Student response rates, while higher, were still low compared to some school populations.

No demographics for student respondents other than their grade and primary teaching responsibility of faculty are provided to determine if the sample represents target populations.

Learning Environment Response Rate							
	HOH	HSEF	HSLAPS	JKO	MSRT	RRG	Citywide Average
Parents	14% (75)	16% (122)	17% (108)	15% (99)	17% (82)	16% (100)	17%
Teachers	29% (11)	26% (12)	37% (15)	44% (19)	32% (12)	44% (19)	41%
Students	47% (263)	70% (525)	59% (394)	65% (434)	58% (290)	37% (234)	60%

Quality Review

The NYCDOE conducts annual quality reviews of each school as part of the accountability initiative. The quality reviews are conducted by the NYCDOE's consultants, Cambridge Education of the United Kingdom, or NYCDOE officials.

Several aspects of the Quality Review's methodology gave CBP researchers reason to question the validity. Principals seem to have an influential role in the direction and content of the report. Before researchers arrive at the school, principals are instructed to complete a pre-review and they are encouraged to work with members of the school committee. Principals are ultimately responsible for submitting the pre-review and there is no indication that a mechanism is in place to ensure accurate reporting. Some classroom visits are

determined by the principals and others by the reviewers. Approximately 5-20 minutes is spent in each class (Klein, J., 2007).

Reviewers also meet with a group of 6-8 teachers. This small sample could skew strongly in one direction or another giving researchers a partial view of the school. These meetings are 30 minutes. Reviewers also meet with parents and teachers for 30 minutes. All parent, teacher, and student groups are chosen by the principal (Klein, J., 2007).

Case studies are used by the academic intervention team to examine the unequal progress of two students who entered the school the same year with similar academic profiles. This is done to identify what is working and what is not. Making qualitative statements based on the experiences of only two students might not provide an accurate representation of the school and could lead to generalizations about their progress that might not be school-related.

Most school reviews take place over one or two days. This validity of this brief inspection, sometimes completed by reviewers unfamiliar with the school system, is questionable. Meetings are held with small groups, which might not offer accurate representations of the school. Furthermore, school principals seem to play too significant a role in the planning and execution of the review (Klein, J., 2007).

The quality review does offer a helpful qualitative snapshot of the school instead of relying exclusively on quantitative data. However, the methodology may make the findings debatable.

New York City Department of Education Progress Report

The NYCDOE has improved the methods of evaluation in some criticized areas. In spring 2008, the department announced it would heed calls for change from parents, teachers, and principals who doubted the accuracy of letter grades when reports were issued last fall (Green, E., 2008). The NYCDOE said several amendments will be made to upcoming report cards. A school's mark will be determined by one overall grade with three others that measure school environment, student performance, and progress. Critics of the original reports noted special education students were unfairly targeted. Schools with more special education students were less likely to score well. The revised grading system will augment scoring in order to recognize gains made by these students.

Other concerns remain. Many teachers, principals and parents say the reports place too much emphasis on progress. Schools that consistently perform well may not score as highly as they should, because the school did not improve on already impressive test scores (nysut.org).

The reports include information on overcrowding and school size. These variables are given no weight in the letter-grade evaluation. The New York City teachers' union has recommended the NYCDOE factor in these concerns.

In March 2008, the teachers' union presented its own plan to improve the measures of academic success. In addition to requiring four grading areas, the union recommends that

schools also be evaluated on metrics that consider safety, discipline and staff teamwork (Union Calls for Changes in Grades for New York City's Schools, 2008).

New York City Department of Education Online High School Directory

The NYCDOE Online High School Directory is intended to provide information to aid incoming ninth graders and high school transfer students with the application process. Basic and generic information are listed and profiles are relatively similar in layout and type of information provided. The profiles do not give valuable information which may aid students and parents in identifying schools that meet the interests, needs, and academic standards sought.

The NYCDOE Web site and individual school Web sites provide directions to the school and generic contact information. Basic information such as the principal's name and other important contacts are not provided on every school Web site. There are no testimonies from parents, students, teachers, or administrators. Contact information would allow students and parents ask questions that may influence their final decision. Testimonies may point out school strengths to draw more applicants.

Student selection methods for each school, 2006 total school applications received and the number of available seats for grades 9 and 10 are given. Missing are mean grades and test scores, as well as any demographics on accepted applicants from previous years. There are no links to or performance reports on Regents exams. Information on the school's specialization range from limited to none. Providing performance results and specialization information may indicate a school's strengths and weaknesses.

A list of extracurricular activities, community partnerships, available programs, special education and English as a Second Language services are provided. It does not provide a description, outcomes (where appropriate), student participation, or faculty contacts for any item listed. No qualitative data are given. Providing a detailed list of activities, partnerships, and courses may help potential students identify schools which match their interests and enable them to make an informed choice.

APPENDICES

Readers who are not educators may be helped to understand this report by the addition of the definitions provided below. Some terms are obvious, but have been included to explain what may be subtle distinctions and/or their specific use as they appear in various reports that are cited.

Academic expectations
Measured by the degree to which a school encourages students to do their best and develop rigorous and meaningful academic goals. Expectations are communicated in direct and subtle ways, and are powerful motivators of student behaviors and performance. Schools with high expectations provide a learning environment in which students believe they are capable of academic success.

Advanced Regents Diploma
A high school degree from the state of New York signifying that a student has earned an 85% or better on required regents (for a more thorough explanation of an advanced regents diploma visit the New York State Education Department Web site).

Attendance Rates
Average number of days each student attends school out of the total days enrolled.

Communication
Measured by the degree to which a school effectively communicates its educational goals and requirements, listens to community members, and provides appropriate feedback on each student's learning outcomes. Access to this information can be used to establish a greater degree of agency and responsibility for student learning by all community members. This measure comes from the Learning Environment Survey.

Community Benchmarks Program (CBP)
A three-credit course offered every semester to upper-level undergraduate students majoring in policy studies. Students are instructed in the use of performance measures/benchmarking to improve performance through the collection and analysis of data.

Engagement
Measured by the degree to which a school involves students, parents and educators in a partnership to protect student learning. Schools with a broad range of curricular offerings, activities, and opportunities for parents, teachers and students to influence the direction of the school are better able to meet the learning needs of children. This measure comes from the Learning Environment Survey.

English Language Arts (ELA) Standards Test
An annual test used to assess whether students are meeting State Standards in English Language Arts. Students in grades 3 through 8 take the exam each winter.

Enrollment
There are three academic outcomes:
- Still Enrolled – Those students who have exceeded their expected year of graduation due to repeating a grade.
- Graduates – Those students who attain a diploma.
- Dropouts – Those students who leave school without a diploma

Local Diploma
A high school degree from the state of New York which certifies that a student has earned a score of 55% or higher on required regents (for a more thorough explanation of a regents diploma visit the New York State Education Department Web site).

Letter Grade
The mark assigned to each school denoting their level of progress. The letter grade is arrived at through the measurement of three indicators of student learning: School Environment, Student Performance, and Student Progress.

Limited English Proficient (LEP)/ English Language Learners (ELL)
Terms given to students who have not achieved the required levels in reading, writing, speaking, or understanding English.

Magnet High School
A high school that offers courses specific to a central theme. MSRT is a magnet high school.

Mathematics Standards Test
An annual test to determine if students meet state standards in mathematics. Students in grades 3 through 8 take the exam each winter.

Minimum Passing Score
A score of 55% or higher is required for the Regents Competency Test (RCT) in Mathematics, Science, Global Studies and US History for a student to be awarded a New York State Diploma.

New York City Department of Education (NYCDOE)
The NYCDOE stands as the governing body responsible for the management of the New York City school system.

New York State English as a Second Language Achievement Test (NYSESLAT)
A test to assess the proficiency of students who are English language learners.

NYSESLAT Performance Levels
New York State English as a Second Language Achievement Test Performance Levels
are categorical measurements that describe a student's capability to learn and use the
English language. The five levels are as follows:

Proficient	Students demonstrate a command of the language. They are fluent in listening, reading, writing and speaking. Students at this level may engage fully in English-speaking classrooms.
Advanced	Students possess higher skills than those students at the intermediate level, but still make mistakes. Their mistakes are typically made in the nuances of the language and levels of vocabulary and grammar of higher complexity.
Intermediate	Students show greater competence than those students at the beginning level, but their skills are still undeveloped.
Beginning	Students have baseline English language ability.

Percent Change
Demonstrates the change over time represented by two percent values. Values are arrived
at using the following equation.

$$\frac{\text{New Value} - \text{Old Value}}{\text{Old Value}} \times 100 = \text{Percent Change}$$

Safety and Respect
Measured by the degree to which a school provides a physically and
emotionally secure environment for learning. Students who feel safe are more able to
engage in academic work and less likely to behave in ways that interfere with academic
performance. This measure comes from the Learning Environment Survey.

School Environment
Measured by factors considered to have an effect on student learning. These include
attendance and critical areas in the Learning Environment surveys. The surveys are
completed by parents, students, and teachers who evaluate school attributes such as safety
and teacher engagement. This measure comes from the Progress Report

Student Performance
Measured by the percent of students in each school who graduate. An emphasis is placed
on the number of students who receive a Regents Diploma, which is now required by
state law for students to graduate. This measure comes from the Progress Report

Student Progress
Measured by a school's capacity to increase student performance in successive academic years. Gains students make towards a Regents diploma are considered. Attention is given to student proficiency that is gained through attendance at the school being measured, not student proficiency at the time of admittance. Each student's ability is reflected in the score, with heavier weighting on the improvement of those students who are admitted into their high school in the lowest one-third level of performance. This measure comes from the Progress Report

Weighted Average
A method of computing a mean that assigns greater importance to given values in a data set.

Mean
The mean is the arithmetic average of a data set (the sum of multiple values divided by number of values).

This survey is being performed to gauge the experience of HSLAPS alumni. All answers will be kept completely confidential and your name is not included in the survey information. The survey should take no more than 15 minutes. Thank you for your participation.

1) On average, how long was your commute to school?
   Less than 10 minutes ___   10-19 minutes ___   20-29 minutes ___

   30-60 minutes ___   More than 60 minutes ___   Don't Know ___

2) Did you graduate from HSLAPS?
   Yes ___   No ___
   IF YES, CONTINUE TO QUESTION 3. IF NO, SKIP TO QUESTION 5.

3) If yes, what year did you graduate? _____
   PLEASE CONTINUE TO QUESTION 4.

4) If yes, what type of diploma did you receive?
   Regents ___   Advanced Regents ___   Local Diploma ___   Don't Know ___
   PLEASE SKIP TO QUESTION 6.

5) If no, have you graduated from another high school or completed your GED?
   Yes ___   No ___

6) How many activities at HSLAPS did you participate in either before school, after school, or during free periods during your final year at HSLAPS? _____

7) Please list all activities you participated in during your final year at HSLAPS:
   _____
   _____
   _____
   _____

8) On average, how many class periods did you skip per week?
   0-2 ___   3-6 ___   7-10 ___   11-14 ___   15-20 ___

   21-25 ___   More than 25 ___   Don't Know ___

9) Please rate the HSLAPS building and facilities.

   Very poor ___   Poor___   Moderate___   Good ___   Very Good ___

   Don't Know ___

10) Please explain the rating you gave in question 9:

_____
_____
_____
_____

11) If you took the Regents Exams, did you feel you were well-prepared for them?
Yes ___   No ___   Don't Know ___

12) Was there a faculty or staff member at HSLAPS that you considered to be your mentor or that you felt comfortable talking to if you had a problem?
Yes ___   No ___   Don't Know ___

13) In your opinion, how involved were your parents/guardians in your experience at HSLAPS?
Not at all involved___   A little involved___   Somewhat involved___

Very involved___   Don't Know ___

14) Is the first language of your parents/guardians a language other than English?
Yes ___   No ___
IF YES, SKIP TO QUESTION 17. IF NO, CONTINUE TO QUESTION 15.

15) What is the first language of your parents/guardians? _____
PLEASE CONTINUE TO QUESTION 16.

16) Do you think your parents/guardians would have been more involved in your experience at HSLAPS if not for a language barrier?
Yes ___   No ___   Don't Know ___

17) Currently, I: (Please check all that apply)
Am in the military ___   Attend a four-year college ___

Attend a two-year college ___   Attend vocational school ___

Am employed full-time___   Am employed part-time ___

Am unemployed ___   Other ___

18) Please rate how HSLAPS prepared you for a profession and/or higher education.
Very poor ___   Poor ___   Fair ___   Well ___   Very Well ___   Don't Know ___

19) Please list what you feel is HSLAPS greatest strength:

_____

20) Please list what you feel is HSLAPS greatest weakness: -

_____

21) What gender do you identify with?
   Male ___   Female ___   Other ___

22) What race/ethnicity do you identify with? (Please check all that apply)
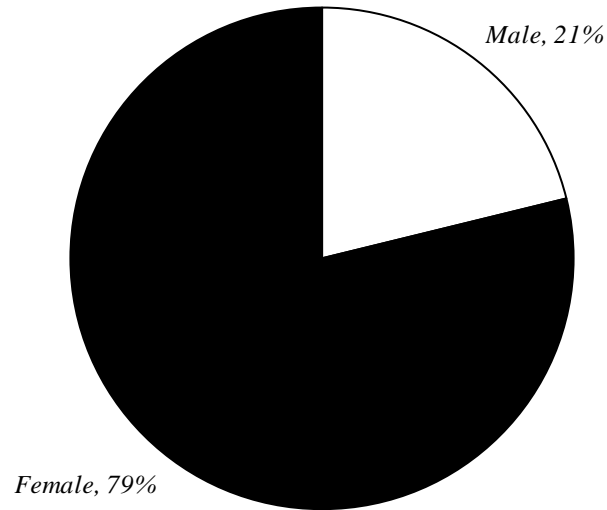   White/Caucasian ___   Black/African American ___   Latino/Hispanic ___

   American Indian/   Asian/
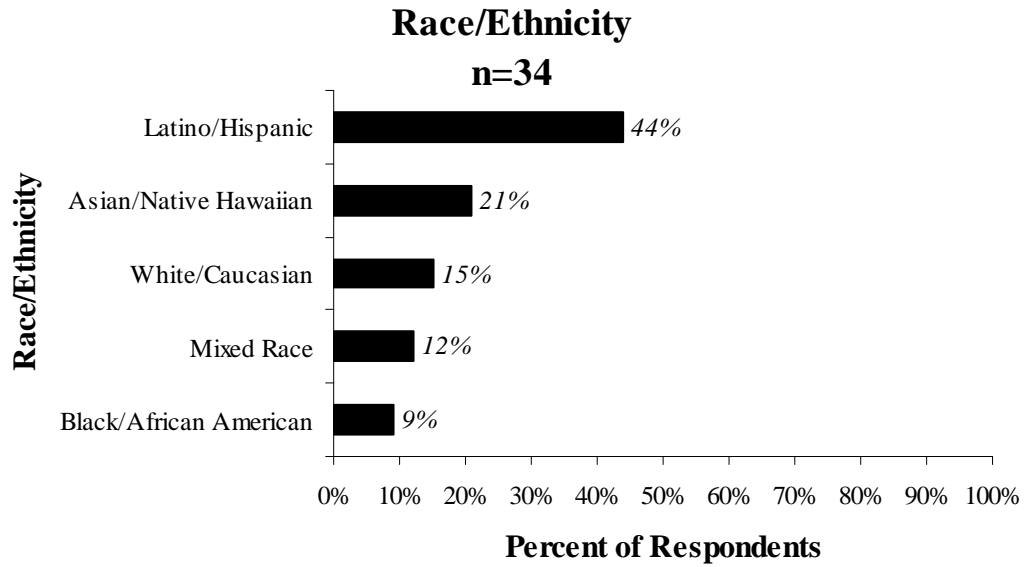   Alaska Native ___   Native Hawaiian ___   Other ___

23) How old are you? _____

Gender
n=38

Male, 21%

Female, 79%

Source: PAF 410 Community Benchmarks Survey of HSLAPS Alumni, Spring 2008
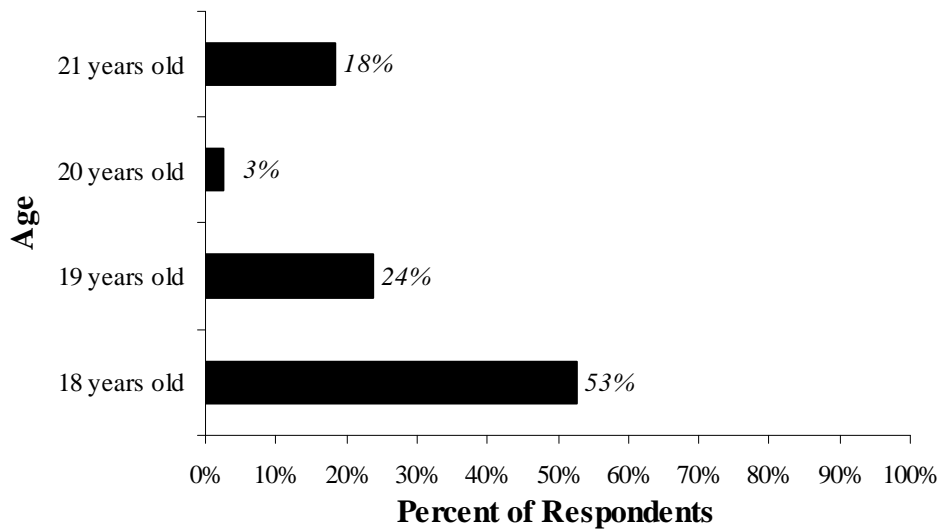
Race/Ethnicity
n=34

Source: PAF 410 Community Benchmarks Survey of HSLAPS Alumni, Spring 2008

Comments: Percentages add up to more than 100 due to rounding. The Mixed Race category includes two responses of "White/Caucasian, Black/African American, and Latino/Hispanic," one response of "Black/African American and Latino/Hispanic," and one response of "White/Caucasian and Latino/Hispanic."

Age of Respondents
n=38

Source: PAF 410 Community Benchmarks Survey of HSLAPS Alumni, Spring 2008

Comments: Percentages add up to less than 100 due to rounding.

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