

Syracuse University

SURFACE

Community Benchmarks Program

Maxwell School of Citizenship and Public
Affairs

Spring 2007

The Institute of Technology at Syracuse Central and Operation Graduation

Syracuse University. Maxwell School. Community Benchmarks Program

Follow this and additional works at: <https://surface.syr.edu/cbp>



Part of the [Education Commons](#)

Recommended Citation

Syracuse University. Maxwell School. Community Benchmarks Program, "The Institute of Technology at Syracuse Central and Operation Graduation" (2007). *Community Benchmarks Program*. 12.
<https://surface.syr.edu/cbp/12>

This Report is brought to you for free and open access by the Maxwell School of Citizenship and Public Affairs at SURFACE. It has been accepted for inclusion in Community Benchmarks Program by an authorized administrator of SURFACE. For more information, please contact surface@syr.edu.

*The Institute of Technology at
Syracuse Central and Operation
Graduation*

Spring 2007



Community Benchmarks Program
The Maxwell School of Syracuse University

Research Team

Shannon Brushe
Jackson Droney
Lisa Finkelstein
Kaitlin Gallup
Katie Goodman

Regina Harlig
Dipti Khatri
Christine Ko
Kristina Krise
Robert Magliaro

Peter McNamee
Mark Medina
Veena Muthusamy
Kristen Schaub
Ben Torvik

COMMUNITY BENCHMARKS DIRECTOR: CAROL DWYER
Senior Researcher: Lauren Abramson

**THE INSTITUTE OF TECHNOLOGY AT SYRACUSE CENTRAL
AND OPERATION GRADUATION
COMMUNITY BENCHMARKS PROGRAM**
Spring 2007

Introduction

This report was completed at the request of John Dittmann, principal of the new Institute of Technology at Syracuse Central (Tech Central), which the Syracuse City School District (SCSD) will open in fall 2007. The purpose of this report is to collect baseline data enabling Tech Central to track student progress over the coming years based on changes in teaching methods that will be implemented at the new high school. In addition to the methodologies designed (listed below) research on best practices from case studies of successful high schools was assembled that are based upon the *High Schools That Work (HSTW)* program.

Methods

Paper and web-based surveys were created for teachers, administrators, students, parents and local businesses to obtain information about how the SCSD can improve its graduation rates. Only the instruments for parent/guardian opinions could be administered.

Parents

Data were collected by surveying parents of students in the SCSD in grades 9-12.

Local Businesses

The target population was originally current business partners of the SCSD. However, when that population became inaccessible, the target population was switched to members of the Chamber of Commerce's listserv and the membership of the Partners for Education and Business, Inc.

Students

The target population was all 8-12 grade students enrolled in the SCSD.

Quantitative Data Collection

The records for the four Syracuse City High Schools: Corcoran, Fowler, Henninger and Nottingham, as well as New York State and the SCSD were obtained through the State Education Department's Web site.

Teachers and Administrators

The surveys were placed online and Web links were emailed to school district officials involved in this research initiative March 5, 2007 for review and approval.

High Schools That Work Case Studies

Information obtained from case studies is based on the *High Schools That Work (HSTW)* initiative developed by the Southern Regional Education Board (SREB). The data used in this report dates from 1993 to 2005.

TABLE OF CONTENTS

Introduction.....	1
SCSD Program Background	
<i>Operation Graduation</i> Background.....	2
Institute of Technology at Syracuse Central.....	3
SCSD Curriculum Assessment	
New York State Report Card Data Executive Summary	4
Methods.....	5
Data Comparison	6
Parents, Local Businesses and Students Executive Summary	19
Methods.....	21
Findings.....	24
Teachers and Administrators Executive Summary.....	37
Methods.....	38
Recommendations and Best Practices	
<i>High Schools That Work</i> Background.....	39
Case Studies and Recommendations	41

Appendices

<i>Career Paths and Clusters at Tech Central.....</i>	<i>I</i>
<i>Glossary of Terms.....</i>	<i>II</i>
<i>State and District Report Cards URL Addresses.....</i>	<i>III</i>
<i>State and District Report Cards Data Sets.....</i>	<i>IV</i>
<i>Parent Surveys in English and Spanish.....</i>	<i>V</i>
<i>Local Businesses Survey.....</i>	<i>VII</i>
<i>Student Survey.....</i>	<i>VIII</i>
<i>Teacher Survey.....</i>	<i>IX</i>
<i>Administrator Survey.....</i>	<i>X</i>
<i>Email from Tom Isaacs, Superintendent Wayne, OH Schools.....</i>	<i>XI</i>
<i>Teacher and Administrator Survey Timeline.....</i>	<i>XII</i>
<i>Demographics.....</i>	<i>XIII</i>
<i>Map of SCSD High Schools.....</i>	<i>XIV</i>

INTRODUCTION

This report was completed at the request of John Dittmann, principal of the new Institute of Technology at Syracuse Central (Tech Central), which the Syracuse City School District (SCSD) will open in fall 2007. The purpose of this report is to collect baseline data enabling Tech Central to track student progress over the coming years based on changes in teaching methods that will be implemented at the new high school.

Researchers also selected relevant best practices from case studies of successful high schools based upon the *High Schools That Work (HSTW)* program. These case studies provide ideas that SCSD can consider to improve graduation rates and student achievement levels. They are also a solid starting point for continued research.

This report establishes the foundation for a partnership between the Community Benchmarks Program (CBP) and the SCSD for a longitudinal study that can be conducted each spring over the next decade.

OPERATION GRADUATION BACKGROUND

Data from 1995-2005 show that close to half of the SCSD high school students failed to meet graduation requirements. In response, the SCSD implemented *Operation Graduation* in an effort to provide support to high schools to increase graduation rates. *Operation Graduation* calls for comprehensive reforms in six critical areas:

- (1) a rigorous standards-based curriculum;
- (2) an increase in the number of advanced courses and academic support;
- (3) engaging students in the classroom;
- (4) building stronger relationships between students, faculty and the community;
- (5) career-based goals; and
- (6) team teaching.

Under these six areas, Operation Graduation creates new programs and restructure some of the current programs. In an effort to build stronger relationships between students, faculty, and the community, smaller learning communities will be developed based on the career interests of students. SCSD will develop team teaching, based on theme-based academies. This will provide students with the opportunity to take upper level classes in their particular area of interest.

Operation Graduation will also introduce two new programs for students in an effort to improve reading and literacy skills. First, the Vantage Program will be developed for all ninth graders. Students will write for 50 minutes each week to keep students constantly practicing their writing skills. Additionally, college level classes will be introduced to help students get more familiar with higher level writing and reading materials. To help students who are behind in these classes, the Extended Day Learning Program will tutor students who are behind in their writing skills and need extra help with advanced classes.

The Advancement via Individual Determination (AVID) program will be modified to provide relevancy with each theme-based academy. The AVID program will be incorporated into all grades in the city school district's five high schools, with a goal of having 1,700 students participate in the program by 2010.

The introduction of Operation Graduation into the Syracuse City School District will engage students so that they not only build relationships and develop a greater sense of career development, but increase retention rates and participation amongst all students.

INSTITUTE OF TECHNOLOGY AT SYRACUSE CENTRAL BACKGROUND

The mission of the Institute of Technology at Syracuse Central (Tech Central) is “to provide students with a rigorous, comprehensive high school program of excellence in academic, career, and technical education leading to success in (two and four-year) colleges, advanced technical training, and/or technically related employment.”

Tech Central will be a full-day Regents high school program, combining technical and academic classes to prepare students for college and other post-secondary education as well as many skills-based vocations. The school will recruit approximately 30 students from each of the SCSD middle schools to create its inaugural freshman class for 2007. These students are required to complete eighth grade and to show an interest in learning about a career area.

Tech Central will be a full day technical program, which marks a departure away from half-day technical schools where students are bused from “home” schools for technical classes and returned to their home school for their academic courses. Instead, academic and technical education will be integrated with the goal of having each student graduate with a Regents diploma, as well as a technical skill. Students will then have the option of continuing to either a two- or four-year college or advanced technical training.

This integration will provide students with multiple opportunities to learn and apply what they are taught in the classroom. Technical and academic teachers will facilitate this coordination.

During their freshman year, students explore four different career clusters that the school offers:

- (1) engineering and technology;
- (2) natural sciences;
- (3) human sciences and communication,
- (4) and design (see Appendix I for a detailed listing of the careers in each cluster).

In their sophomore year, students select the cluster they wish to pursue. Over the subsequent three years, they are trained in a specific career within that focus.

Tech Central will also offer a wide variety of athletic activities, ranging from freshman level through varsity, for both male and female students. In addition, extra curricular activities such as Drama Club, National Honor Society, Student Government, Yearbook, and Junior Achievement will be available to students.

Detailed information can be found at the official Tech Central Web site located at:

www.syracusetechcentral.com

EXECUTIVE SUMMARY OF NEW YORK STATE AND SCSD REPORT CARD DATA

Introduction

This section presents the information extracted from the State Education Department's annual Report Card on the overall performance of high school students who attend the SCSD, including the overall scores of Regents examinations as well as attendance, dropout and graduation rates for 2002-2005

Methods

The records for the four Syracuse City High Schools; Corcoran, Fowler, Henninger, and Nottingham, as well as New York State and the SCSD were obtained through the State Education Department's Web site.

Using the data, graphs were created displaying comparisons across the four high schools, the SCSD and New York State.

Data Comparison

1. All four high schools were either below or met the state graduation requirements for the 1998-2001 graduation cohorts.
2. All four high schools remained below the state average for math graduation requirements for the 1998-2001 cohorts
3. All four high schools, as well as the state, had graduation rates above 50% for the 1998 through 2000 graduation cohorts.
4. All four high schools, as well as the state, had drop out levels below 15% for the 2001 through the 2004 academic years.
5. All four high schools, as well as the state, had attendance rates above 85% for the 2001 through the 2003 academic years.
6. For the 2001 Cohort, the state average surpassed the Syracuse City School District in English assessments by at least 12% for both males and females.
7. Excluding the category for American Indian, the state average is higher than the Syracuse City School District in the 2001 English assessment in the White, Black, Hispanic, and Asian/Pacific Islander demographic areas.
8. Excluding the American Indian the district remained below the state average for math graduation requirements in the White, Black, Hispanic, and Asian/Pacific Islander demographic areas.
9. The state average exceeded the district for the math graduation requirements in the Economically Disadvantaged and Not Disadvantaged areas by at least 11%.
10. The state average for both males and females meeting graduation requirements exceeded the Syracuse City School District by at least 15%.
11. The Syracuse City School District outperformed the state average in all demographic areas for graduation requirements in the 2000 Cohort.
12. The district exceeded the state average in economically disadvantaged students meeting graduation requirements by 8% for the 2000 cohort.

METHODS

Records for the four Syracuse City High Schools; Corcoran, Fowler, Henninger, and Nottingham, as well as the New York State and the SCSD were obtained using the New York State Education Department's Web site. For a complete listing of each URL, refer to Appendix III. The scores for the Mathematics and English Regents Assessment were compiled in a MS Excel spreadsheet for each category for the 1998 through 2001 cohorts. Using the data, graphs were created displaying comparisons across the four high schools, the SCSD and New York State.

The graphs do not indicate the target and sample population, as each value is presented in percentage form. All cohorts are similar in size; an example of the raw values for each variable is shown in the table below of the 2001 cohort. For a complete list of the raw values for all cohorts, refer to Appendix IV.

	School/Region					
	<i>Corcoran</i>	<i>Fowler</i>	<i>Henninger</i>	<i>Nottingham</i>	<i>District</i>	
RACE/ETHNICITY						
American Indian/ Alaskan Native	5	3	5	2	15	655
Black	156	91	151	128	537	29,671
Hispanic	11	32	8	15	66	25,597
Asian/Pacific Islander	0	7	13	15	35	12,445
White	100	90	163	91	451	107,828
GENDER						
Female	145	127	187	120	588	88,747
Male	127	96	153	131	516	87,449
INCOME LEVEL						
Economically Disadvantaged	114	143	176	104	548	51,326
Not Disadvantaged	158	80	164	147	556	124,870
TOTAL	272	223	340	251	1,104	176,196

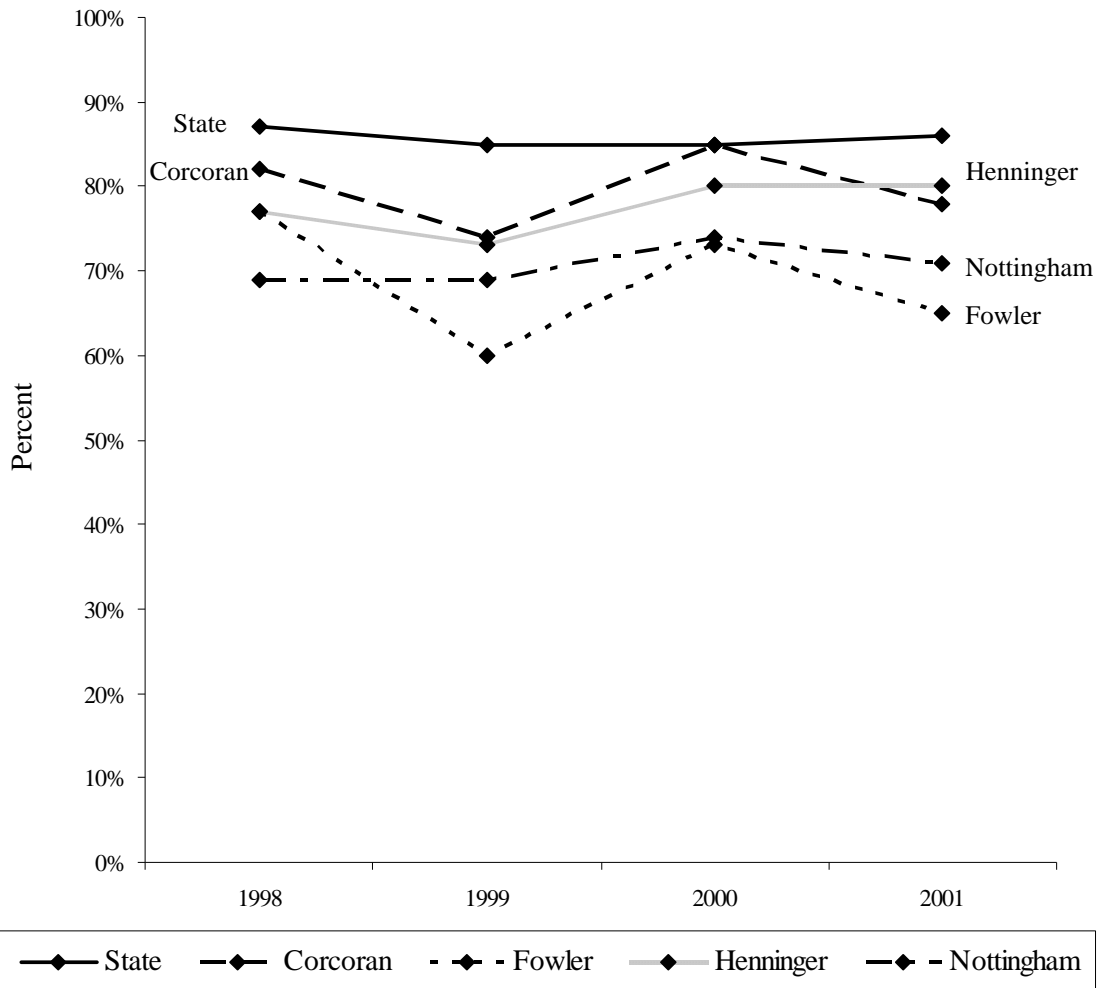
DATA COMPARISON

Statement about data accuracy

“The school and district data reported on the New York Stated Education Department (SED) Web site were submitted by local school district officials. The state provided school officials an opportunity to review and correct the summary reports. The data reported on the Web site reflects information, including any local corrections, given to the SED by the reporting deadline. It is possible that district officials may have notified the department of data errors that were reported after the deadline. Interested individuals should contact the district to make sure that they have the latest data.” (<http://www.emsc.nysed.gov/repcrdfall2003/>)

1. All four high schools were either below or met the state graduation requirements for the 1998-2001 graduation cohorts.

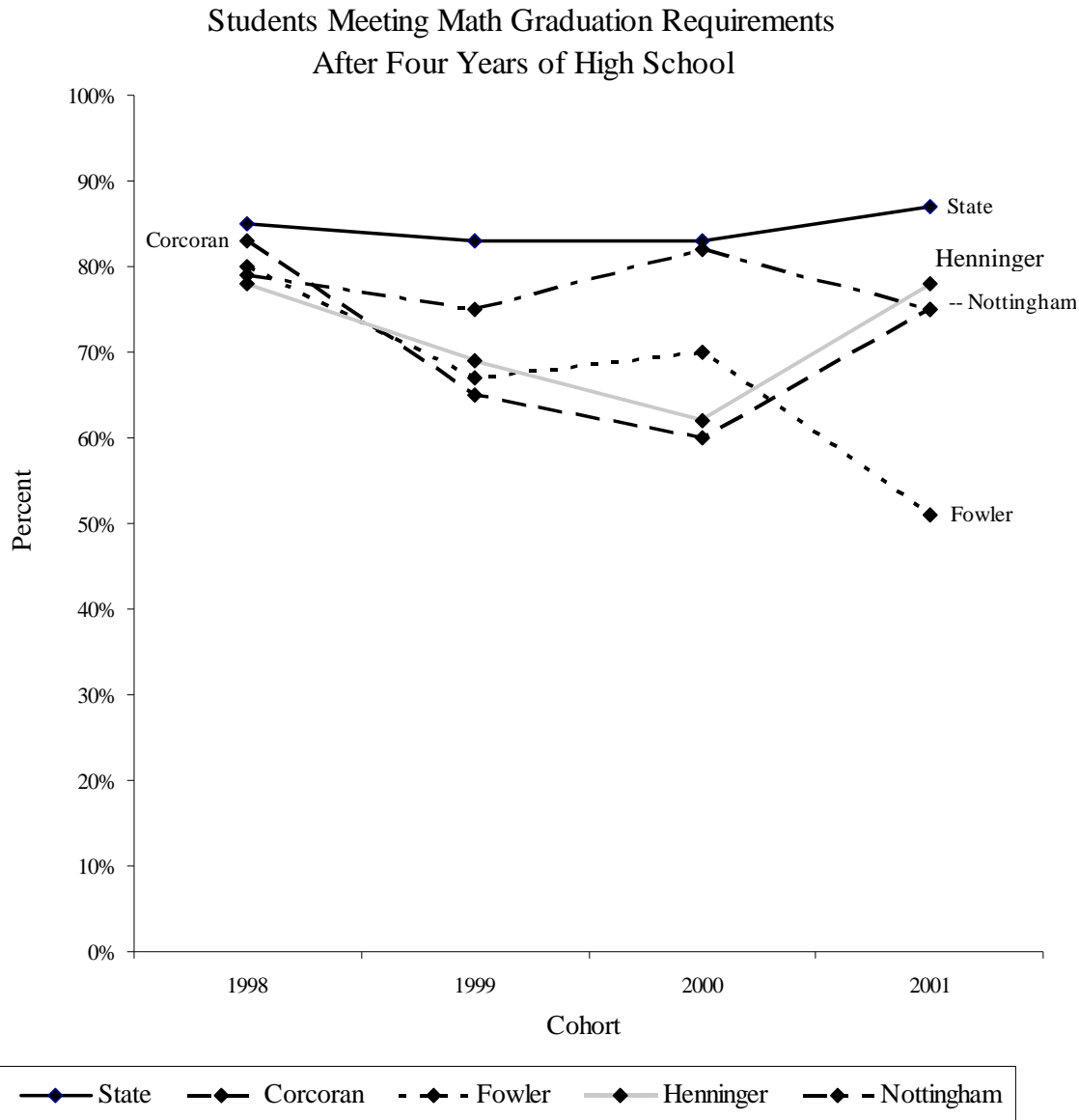
Students Meeting English Graduation Requirements After Four Years of High School



Source: Data collected by the Community Benchmark Program Academics Team, 2007, through the New York State Education Department, School Report Cards, <www.nysed.gov>.

Comments: All students are required to take 4 units of English (passing with a 65% or above), as well as receive a 55% or higher on the New York State English Regents or complete the English Regents Competency Test (RCT) to receive a local diploma for graduation.

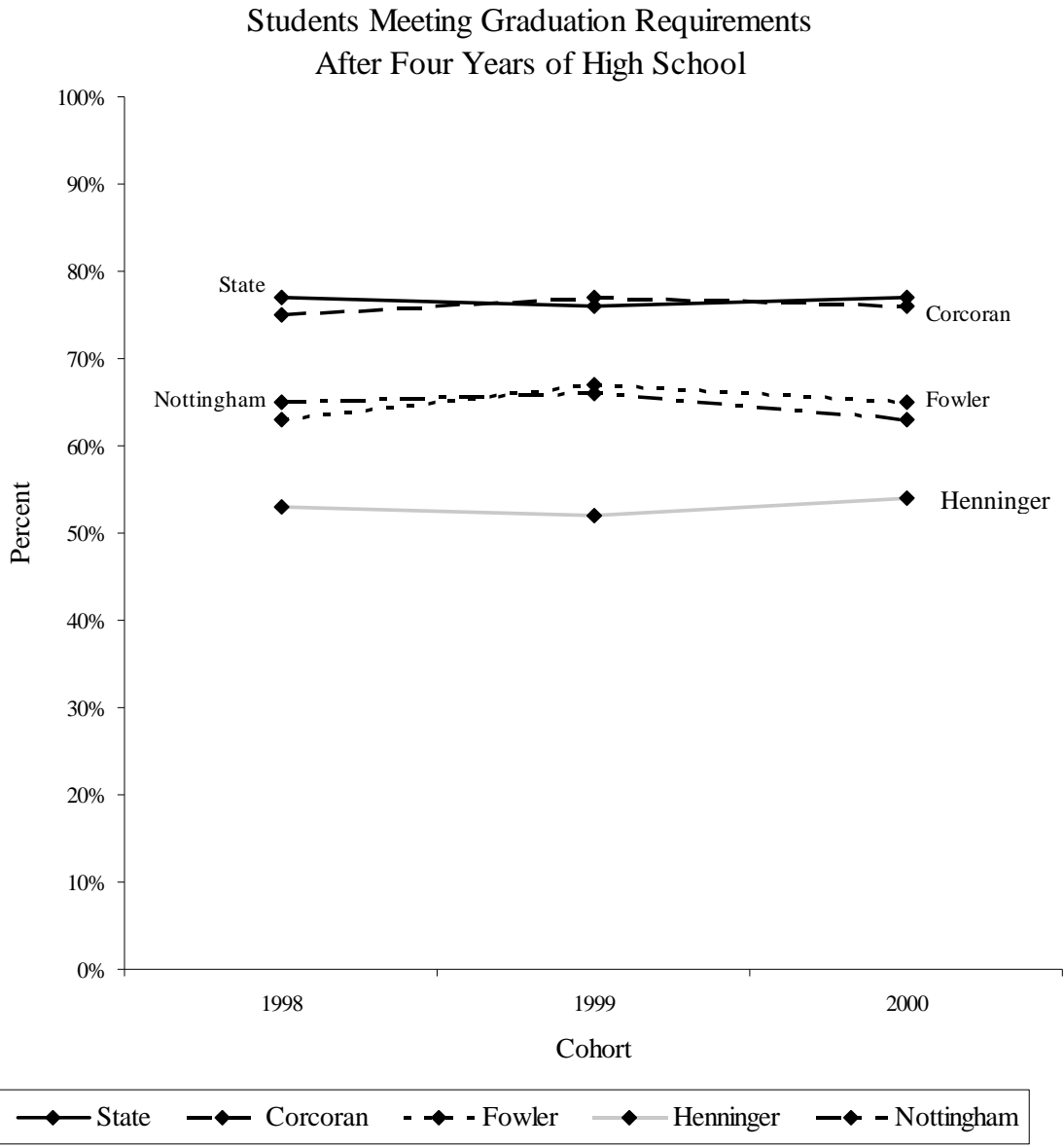
2. All four high schools remained below the state average for math graduation requirements for the 1998-2001 cohorts.



Source: Data collected by the Community Benchmark Program Academics Team, 2007, through the New York State Education Department, School Report Cards, <www.nysed.gov>.

Comments: All students are required to take 2 units of Math (passing with a 65% or above), as well as receive a 55% or higher on the New York State Mathematics Regents or complete the Mathematics Regents Competency Test (RCT) to receive a local diploma for graduation.

3. All four high schools, as well as the state, had graduation rates above 50% for the 1998 through 2000 graduation cohorts



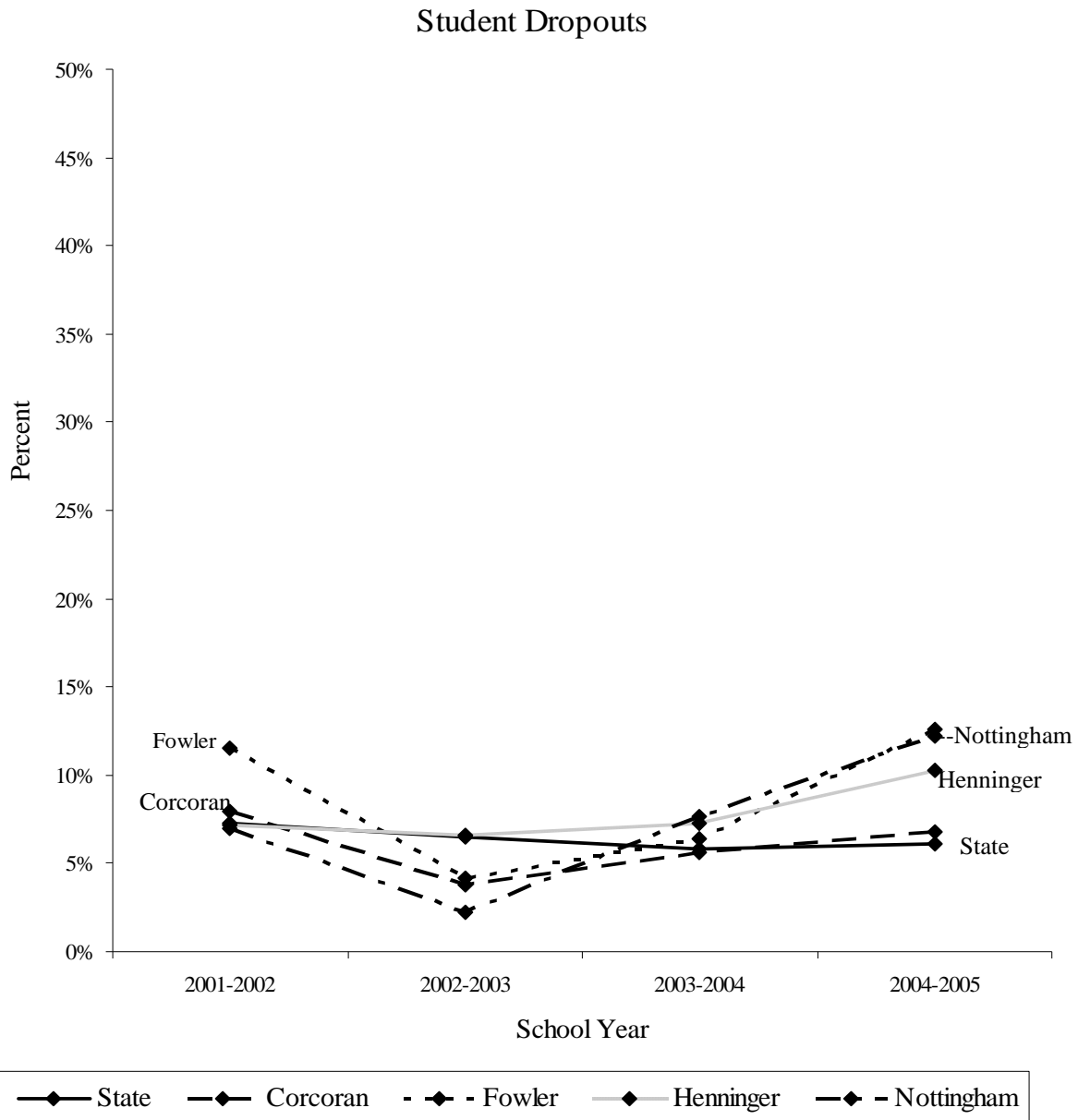
Source: Data collected by the Community Benchmark Program Academics Team, 2007, through the New York State Education Department, School Report Cards, <www.nysed.gov>.

Comments: The New York State graduation requirements for a local diploma are:

For all students: Score 65 or above on 2 required Regents exams and score 55 or above on 3 required Regents exams

Students with Disabilities: Score between a 55 and 64 on any or all required Regents exams or Pass the corresponding Regents Competency Test (RCT) if failed a required Regents exam.

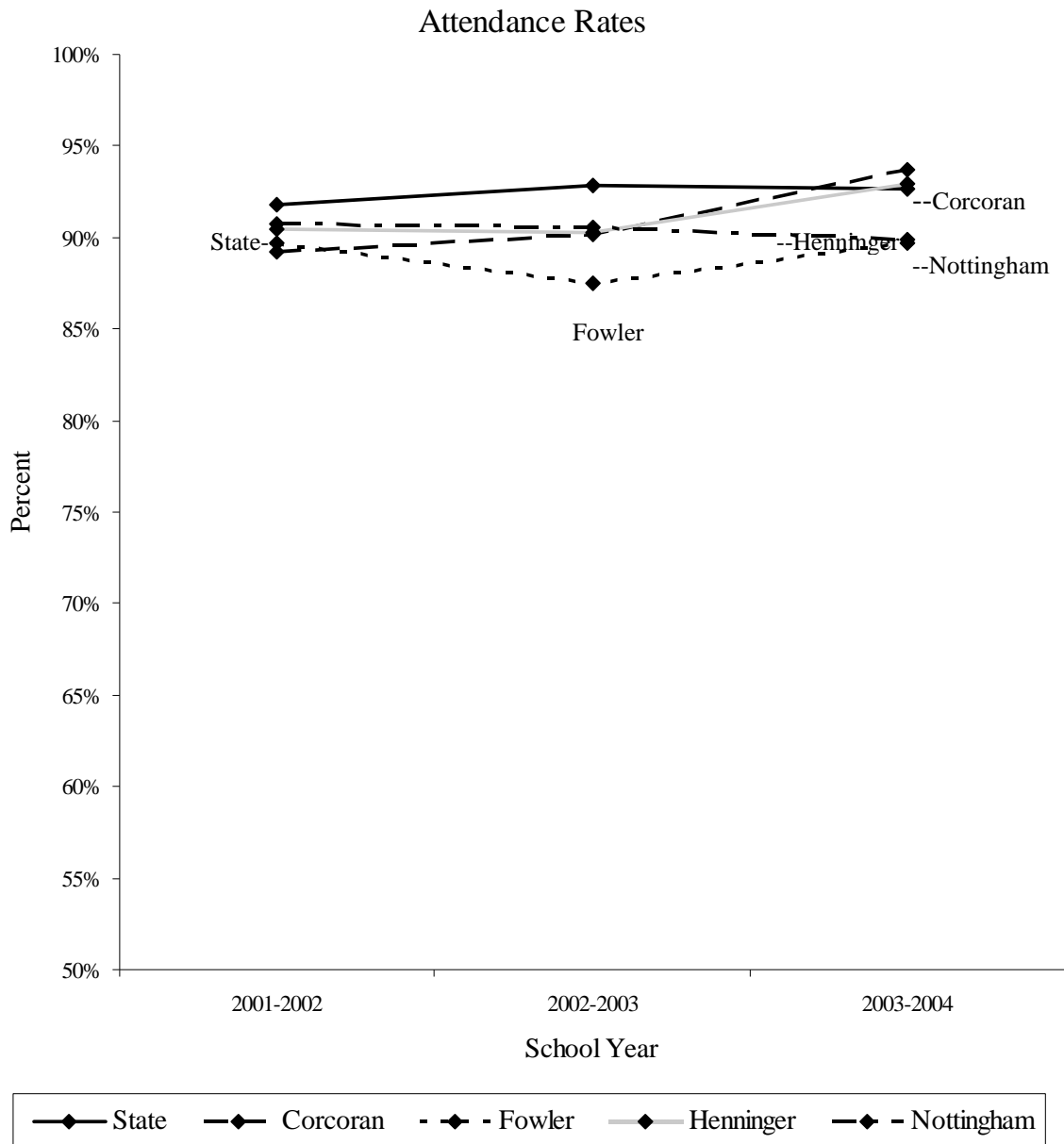
4. All four high schools, as well as the state, had drop out levels below 15% for the 2001 through the 2004 academic years.



Source: Data collected by the Community Benchmark Program Academics Team, 2007, through the New York State Education Department, School Report Cards, <www.nysed.gov>.

Comment: To make the distinction between the state and the 4 high schools clearer, the y-axis scale was only displayed as 0-50% instead of 100%.

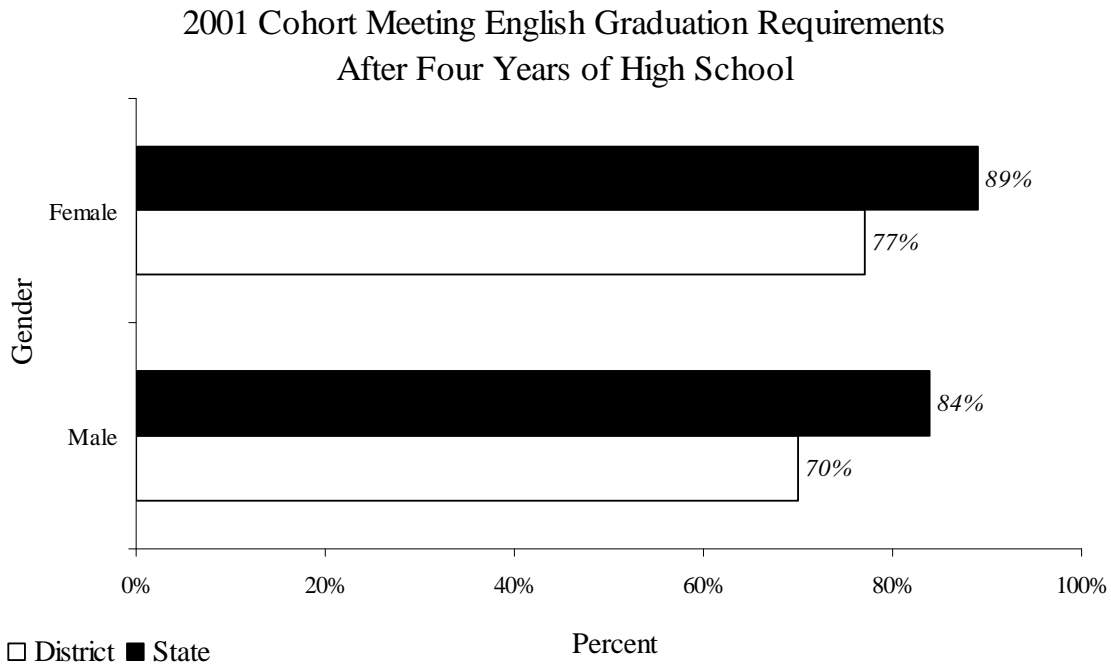
5. All four high schools, as well as the state, had attendance rates above 85% for the 2001 through the 2003 academic years.



Source: Data collected by the Community Benchmark Program Academics Team, 2007, through the New York State Education Department, School Report Cards, <www.nysed.gov>.

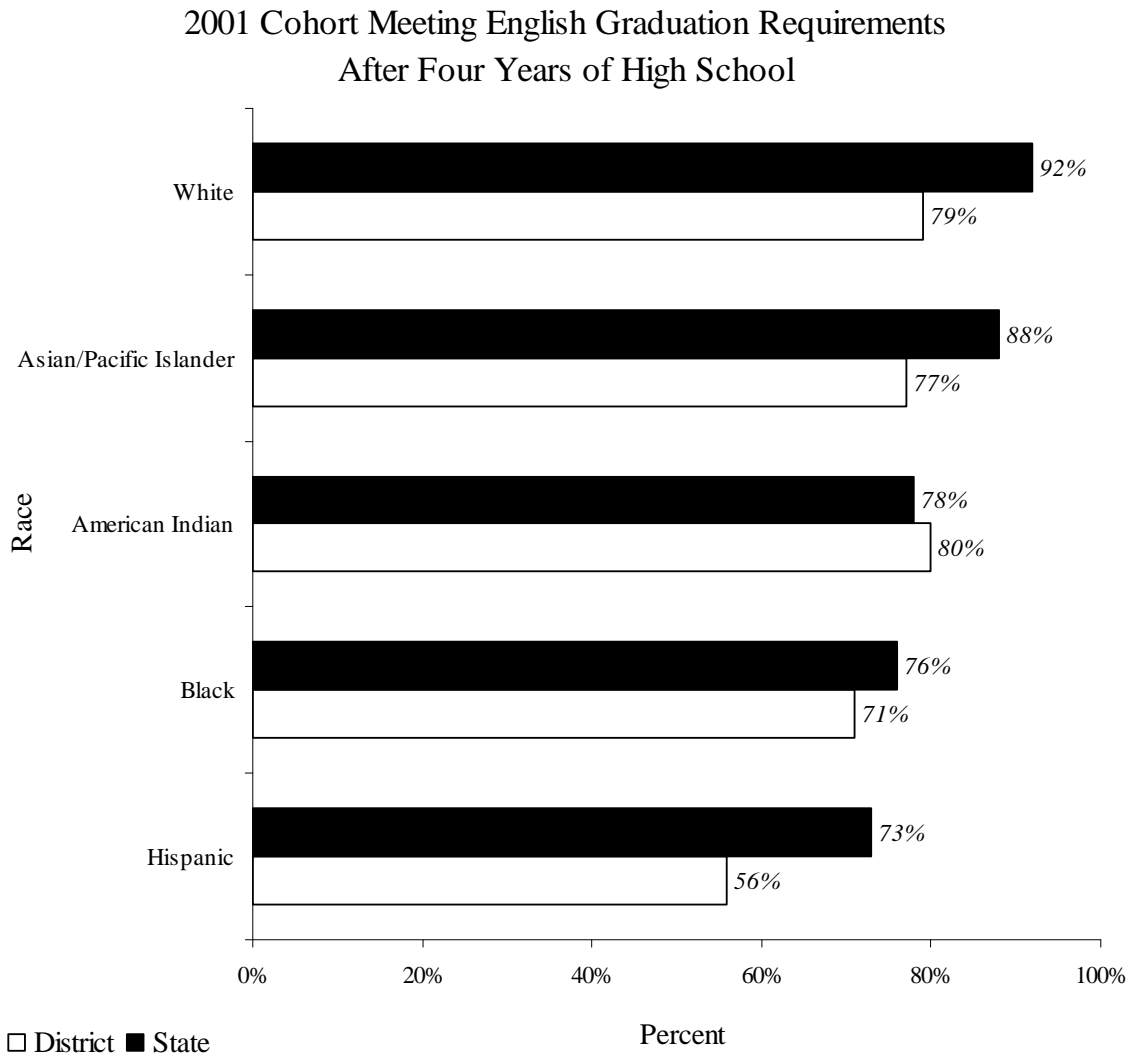
Comments: All four high schools, as well as the state, fell within the 85th percentile for attendance rates so in order to make the graph more legible, the scale for the y-axis starts at 50%.

6. For the 2001 Cohort, the state average surpassed the Syracuse City School District in English assessments by at least 12% for both males and females.



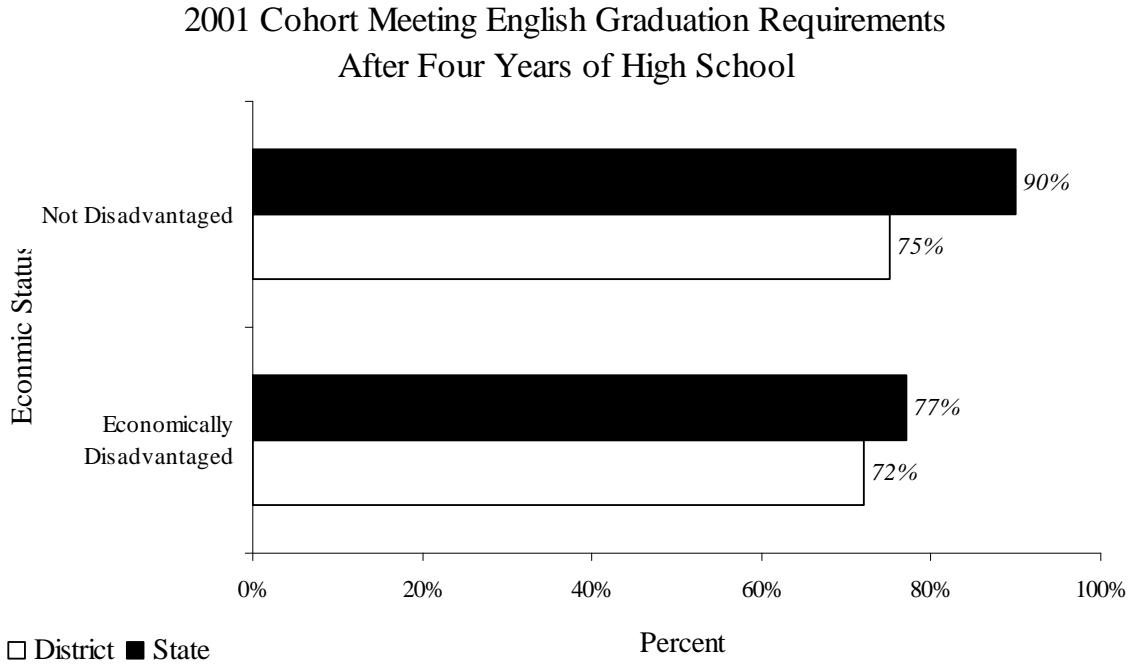
Source: Data collected by the Community Benchmark Program Academics Team, 2007, through the New York State Education Department, School Report Cards, www.nysed.gov.

7. Excluding the category for American Indian, the state average is higher than the Syracuse City School District in the 2001 English assessment in the White, Black, Hispanic, and Asian/Pacific Islander demographic areas.



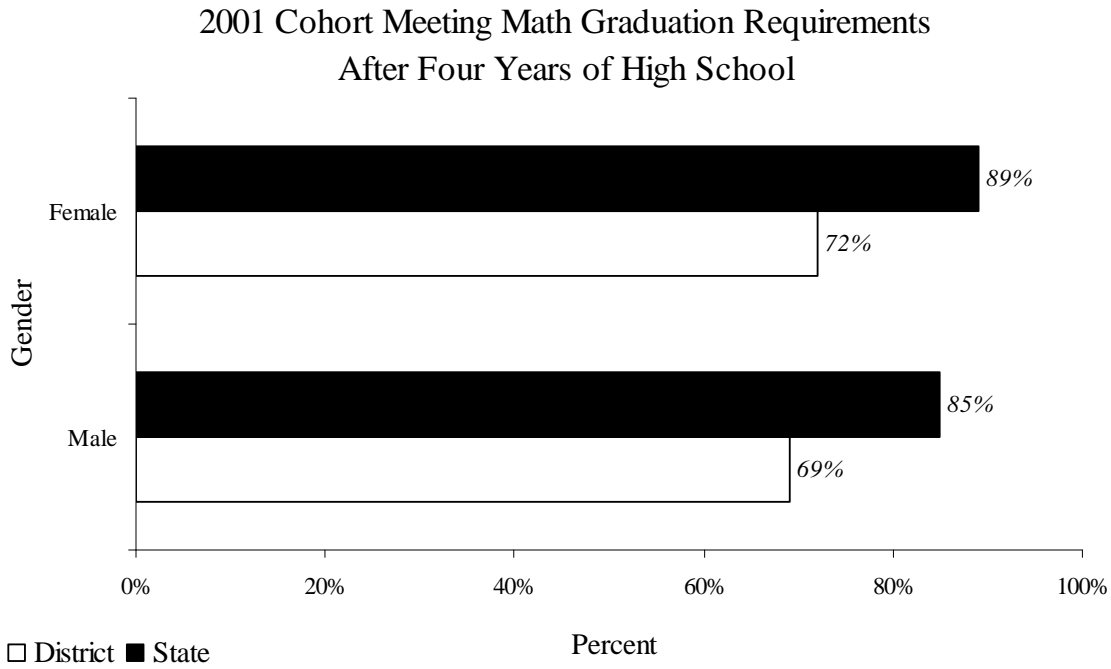
Source: Data collected by the Community Benchmark Program Academics Team, 2007, through the New York State Education Department, School Report Cards, <www.nysed.gov>.

8. Excluding the American Indian the district remained below the state average for math graduation requirements in the White, Black, Hispanic, and Asian/Pacific Islander demographic areas.



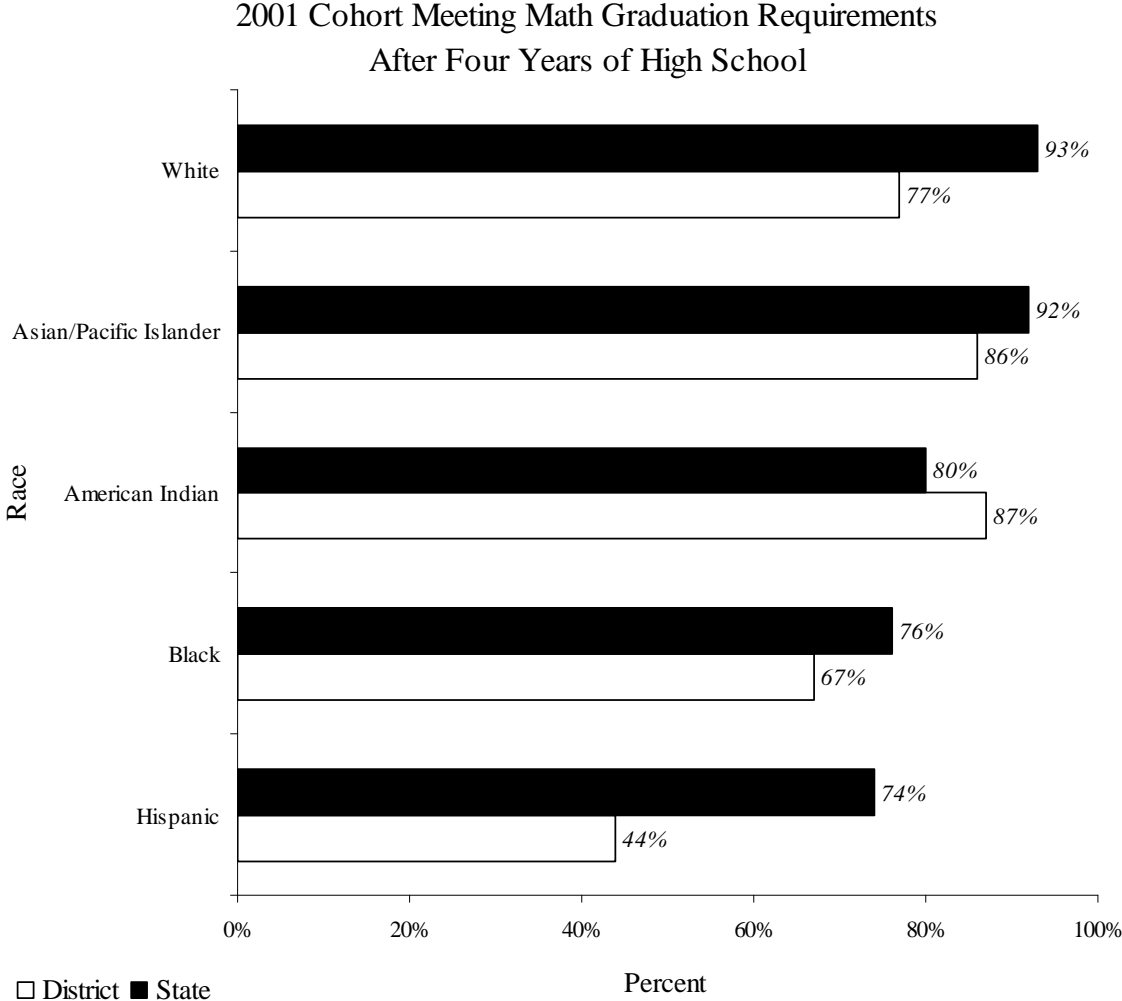
Source: Data collected by the Community Benchmark Program Academics Team, 2007, through the New York State Education Department, School Report Cards, <www.nysed.gov>.

9. The state average exceeded the district for the math graduation requirements in the Economically Disadvantaged and Not Disadvantaged areas by at least 11%.



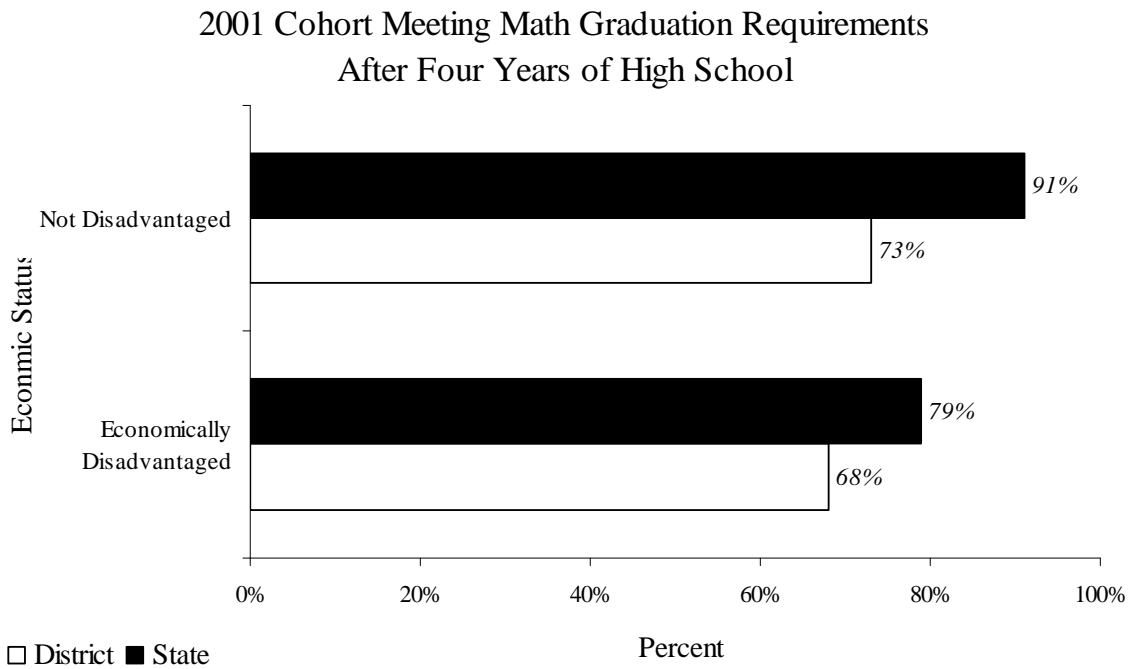
Source: Data collected by the Community Benchmark Program Academics Team, 2007, through the New York State Education Department, School Report Cards, <www.nysed.gov>.

10. The state average for both males and females meeting graduation requirements exceeded the Syracuse City School District by at least 15%.



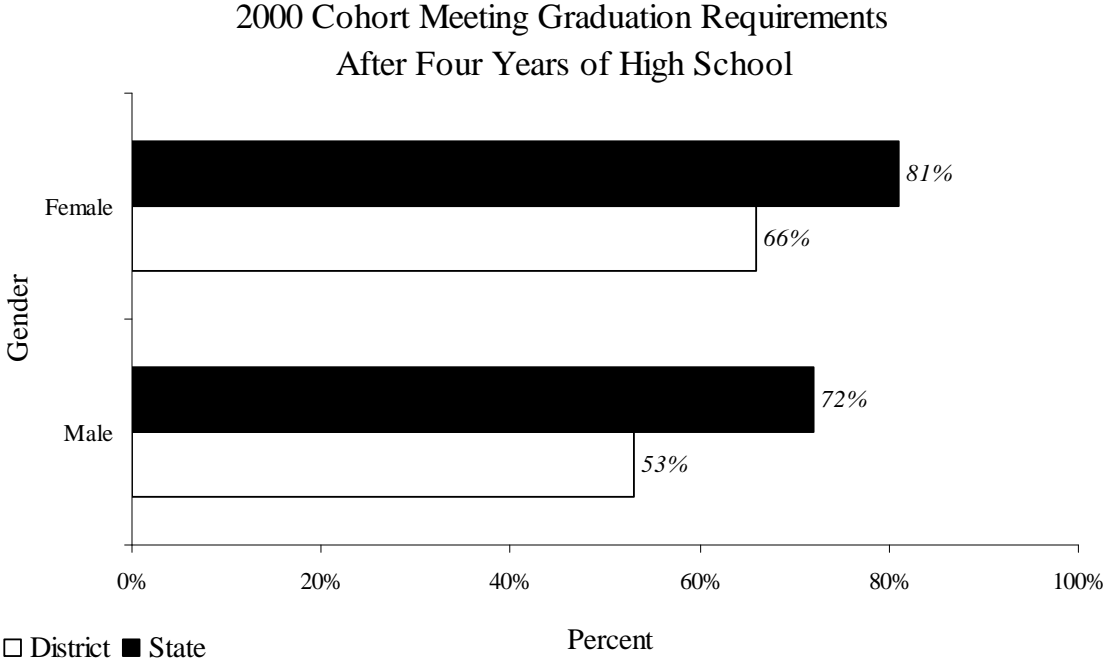
Source: Data collected by the Community Benchmark Program Academics Team, 2007, through the New York State Education Department, School Report Cards, <www.nysed.gov>.

11. The Syracuse City School District outperformed the state average in all demographic areas for graduation requirements in the 2000 Cohort.



Source: Data collected by the Community Benchmark Program Academics Team, 2007, through the New York State Education Department, School Report Cards, <www.nysed.gov>.

12. The district exceeded the state average in economically disadvantaged students meeting graduation requirements by 8% for the 2000 cohort.



Source: Data collected by the Community Benchmark Program Academics Team, 2007, through the New York State Education Department, School Report Cards, <www.nysed.gov>.

EXECUTIVE SUMMARY FOR PARENTS, LOCAL BUSINESSES AND STUDENTS

Introduction

The surveys of the SCSD students, parents and businesses were created to determine each group's level of involvement and interests in terms of students' middle and high school educational experiences. To reverse low graduation rates it is important to determine the commitment that these groups have toward ensuring the successful graduation of all students in the SCSD. This section provides documentation of parental opinion only because other survey instruments could not be implemented.

Methods

Parents

Data was collected by surveying parents of students in the Syracuse City School District in grades 9-12.

Local Businesses

The target population was originally current business partners of the SCSD. However, when that population became inaccessible, the target population was changed to members of the Chamber of Commerce's listserv and the membership of the Partners for Education and Business, Inc.

Students

The target population was 8-12 grade students enrolled in the Syracuse City School District.

Findings

NOTE: All of the following findings are from the Parent Survey only. The student and business surveys were not implemented at the time that this report was published

1. 64% of respondents say they were "involved" or "very involved" in their child's school.
2. 80% of respondents say they want to be more involved in their child's school.
3. 62% of respondents say it is "not very difficult" or "somewhat difficult" to become involved with their child's school.
4. 79% of respondents say they know about events held at their child's school.
5. 66% of respondents say they "sometimes" or "frequently" attend events at their child's school.
6. 42% of respondents cited "work schedule" as an obstacle that prevents them from attending school events.
7. 95% of respondents say their child has an area at home specifically designated for homework and studying
8. 48% of respondents say they "always" check with their child each day to find out whether they have homework assigned.
9. 68% of respondents say they "always" make sure their child completes their homework each day.

10. 49% of respondents say they “always” talk with their child about their classes.
11. 54% of respondents say they “frequently” or “always” offer assistance with assignments if their child is struggling with the subject given they are knowledgeable of the subject matter.
12. 54% of respondents say they "frequently" or "always" seek outside assistance from the school if their child is having difficulty with an assignment and the parent does not have knowledge about the subject.
13. 67% of respondents say they feel "very welcome" at their child's school.

METHODS

Parents

Instrument Design

A paper copy survey was used to collect data (see Appendix I). The survey was created by the Parent, Student and Career Education Team and was available only in English.

Target Population and Sample

The target population was all parents of 8-12 grade students enrolled in the SCSD. The sample was all parents who attended the events described above who were willing to complete the survey. This was a total of 62 individuals.

Data Collection

Data were collected by surveying parents of students in grades 9-12 of the SCSD. Parents were surveyed at PTO meetings held at Henninger High School and Corcoran High School as well as The Taste of the West Side event at Fowler High School. The survey could not be administered at Nottingham High School due to scheduling conflicts of the research team.

Quality of Data

The data are not representative of all parents of grade 8-12 SCSD students because no data were collected from parents of eighth graders or parents at Nottingham High School. In addition, 61 is too small of a sample to draw generalizations about parents as a population. Since the parents surveyed were attending a meeting or event, they may be more involved than those who did not attend and were not surveyed. Because the survey was only available in English, parents who are not fluent in English were not able to complete the survey. Parents of students from Fowler High School were over represented as 37 of the surveys, or 61 percent, have children enrolled at Fowler. There are 14 responses (23 percent) from parents with children at Corcoran; nine (15 percent).

Recommendations

If this survey is administered in the future, it is recommended that it be offered in Spanish and possibly other languages as well as English so it is accessible to a larger population. A Spanish version of the survey is available in Appendix VI.

A question should be added asking how well the parent's child or children do in school since a parent may not be involved because their child performs well in school and they may believe that there is no need for additional involvement.

Collaboration with the Parent Partnership Network is also recommended. The Network includes an overall Parent Advocate, who coordinates the Parent Liaisons. There are three SCSD Parent Liaisons. These individuals provide information to parents about upcoming events and available resources. The Network was very helpful in providing information on upcoming parent events at the various schools where surveys were distributed as well as helping to distribute the surveys to parents.

Business Partners

Instrument Design

The purpose of the survey was to assess the SCSD's relationship with local business and inquire about the availability of internships and job shadowing opportunities for SCSD students.

Target Population and Sample

The target population was originally current business partners of the SCSD. When it was learned that the list was outdated, attempts were made to survey members of the Greater Syracuse Chamber of Commerce's using the organization's listserv as well as the members of the Partners for Education and Business, Inc. Both would have been the sample population.

Data Collection

A representative of the Greater Syracuse Chamber of Commerce and the director of Partners for Education and Business, Inc. were e-mailed a link to the online survey on March 27, 2007 and asked to review and distribute the survey to their membership. Although both indicated interest, at the time the report was finalized on April 12, 2007, no response was received from either organization. (A paper version of the survey can be found in Appendix II).

Recommendations

A list of current/past business partners should be developed. This list should be continually updated to enable the SCSD to maintain a relationship with the Syracuse business community.

Students

Instrument Design

A hardcopy survey was created to collect data (please see Appendix III). The survey was created by the Parent, Student and Career Education Team and was available only in English.

Target Population and Sample

The target population was all 8-12 grade students enrolled in the SCSD. Since the survey was not implemented, there was no sample population.

Data Collection

The survey was sent to the SCSD in early March 2007 for approval and distribution. Students in grades 9-12 in the four high schools: Corcoran, Fowler, Henninger and Nottingham, and eighth graders at six middle schools: Clary, Danforth, Grant, Levy, Lincoln and Shea, were supposed to complete the survey. Researchers asked that completed surveys be returned by April 10, 2007 to provide sufficient time for data entry. No surveys were turned in by the deadline.

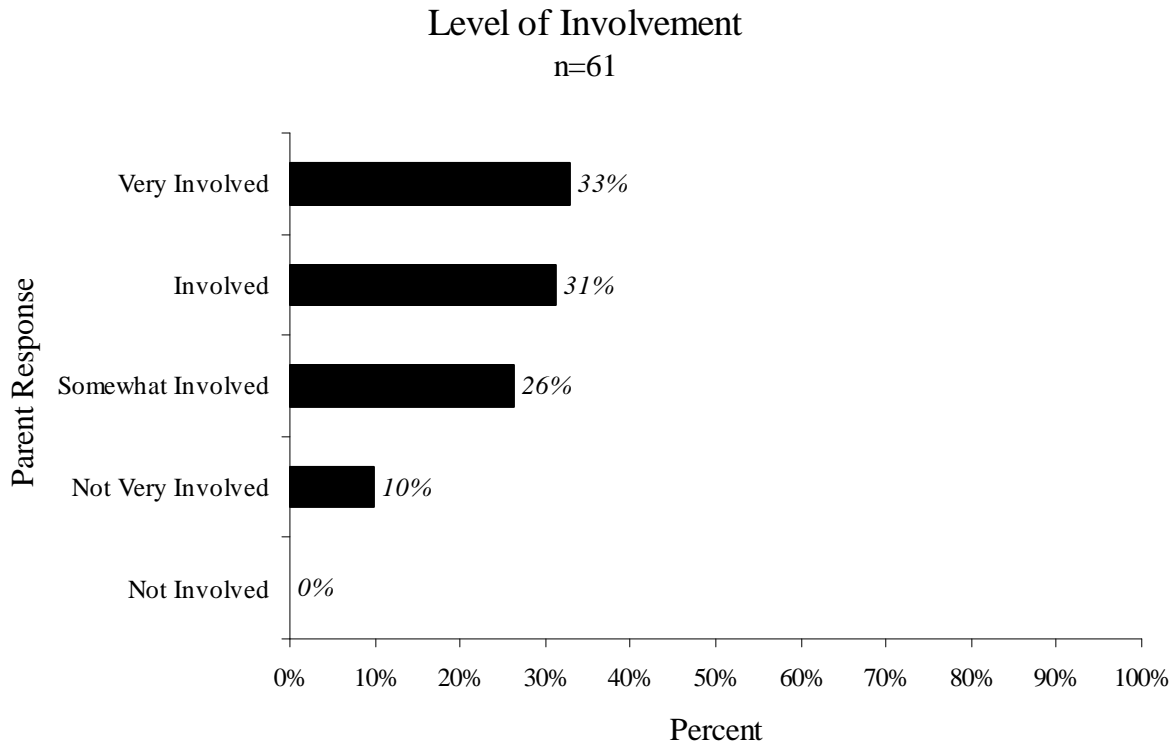
Recommendations

To ensure quality and accurate data collection, all students should complete the survey at the same time, if possible, to reduce the chance of students discussing survey questions and collaborating on responses. An ideal time to administer the survey might be during the homeroom period.

Having students fill out the survey online would make data collection must more efficient, although not all students may have computer access.

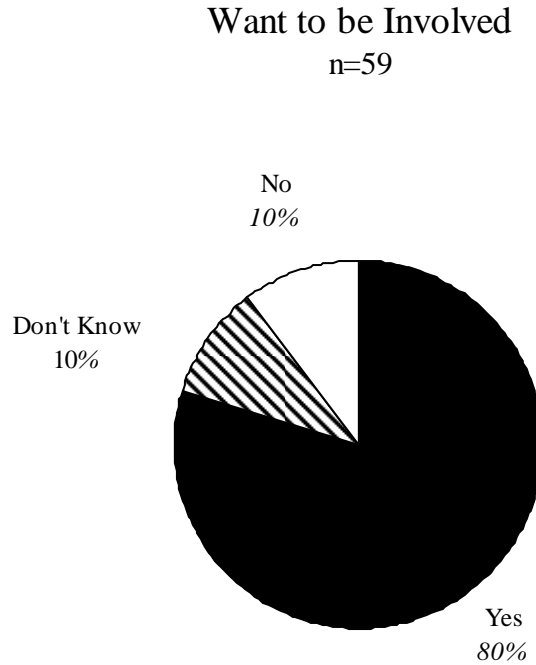
FINDINGS

1. 64% of respondents say they were “involved” or “very involved” in their child’s school.



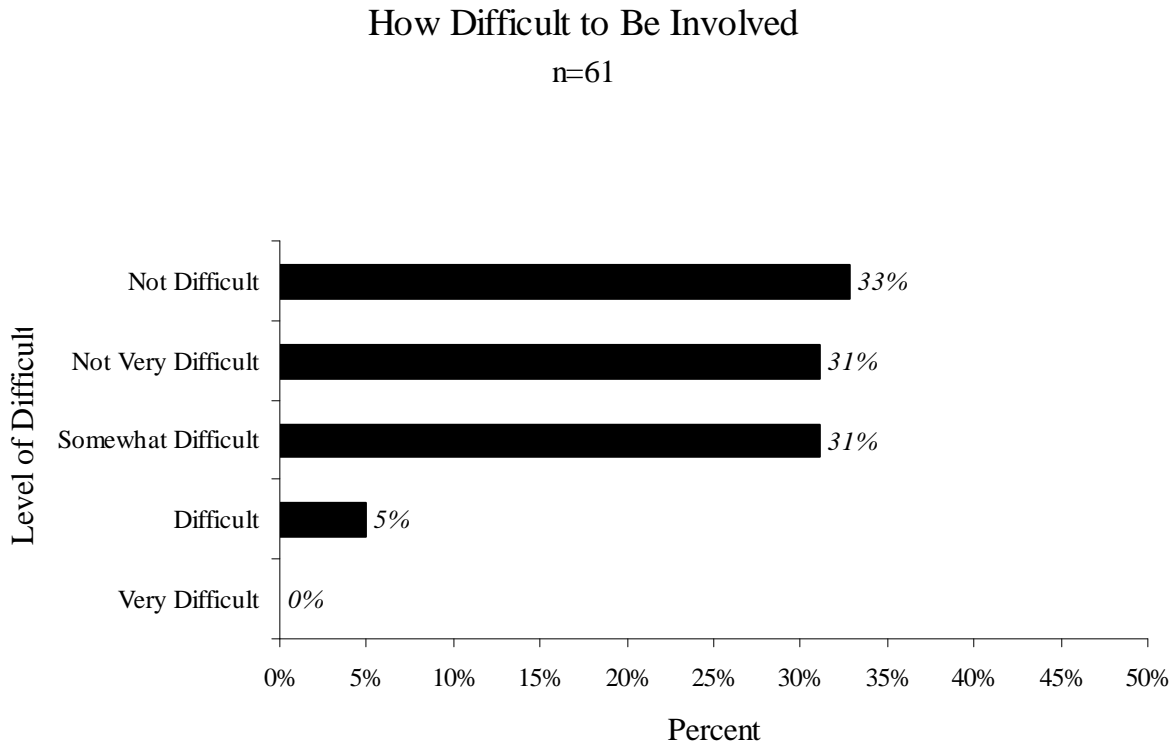
Source: Data collected by the Community Benchmark Program Parent, Student and Career Education Team, 2007 through the use of a survey distributed at Henninger High School, Corcoran High School and The Taste of the West Side event held at Fowler High School March 23 through April 6, 2007. No data were collected for Nottingham High School.

2. 80% of respondents say they want to be more involved in their child's school.



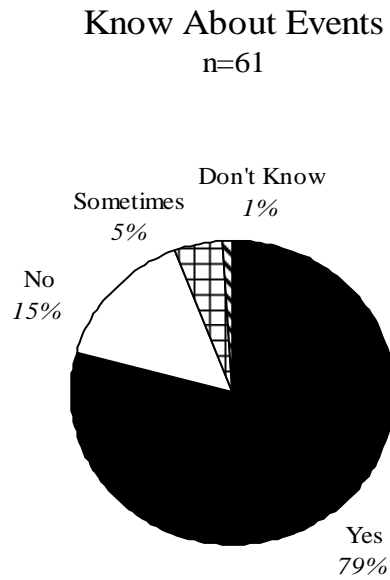
Source: Data collected by the Community Benchmark Program Parent, Student and Career Education Team, 2007 through the use of a survey distributed at Henninger High School, Corcoran High School and The Taste of the West Side event held at Fowler High School March 23 through April 6, 2007. No data were collected for Nottingham High School.

3. 62% of respondents say it is “not very difficult” or “somewhat difficult” to become involved with their child’s school.



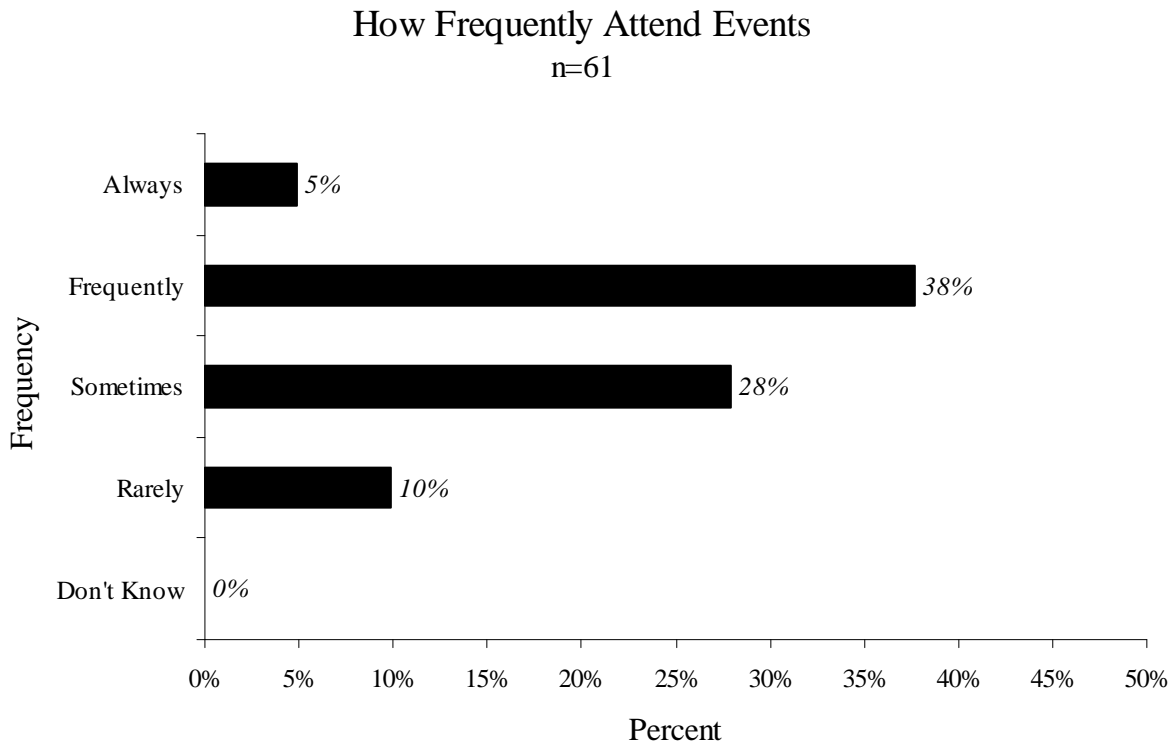
Source: Data collected by the Community Benchmark Program Parent, Student and Career Education Team, 2007 through the use of a survey distributed at Henninger High School, Corcoran High School and The Taste of the West Side event held at Fowler High School March 23 through April 6, 2007. No data were collected for Nottingham High School.

4. 79% of respondents say they know about events held at their child's school.



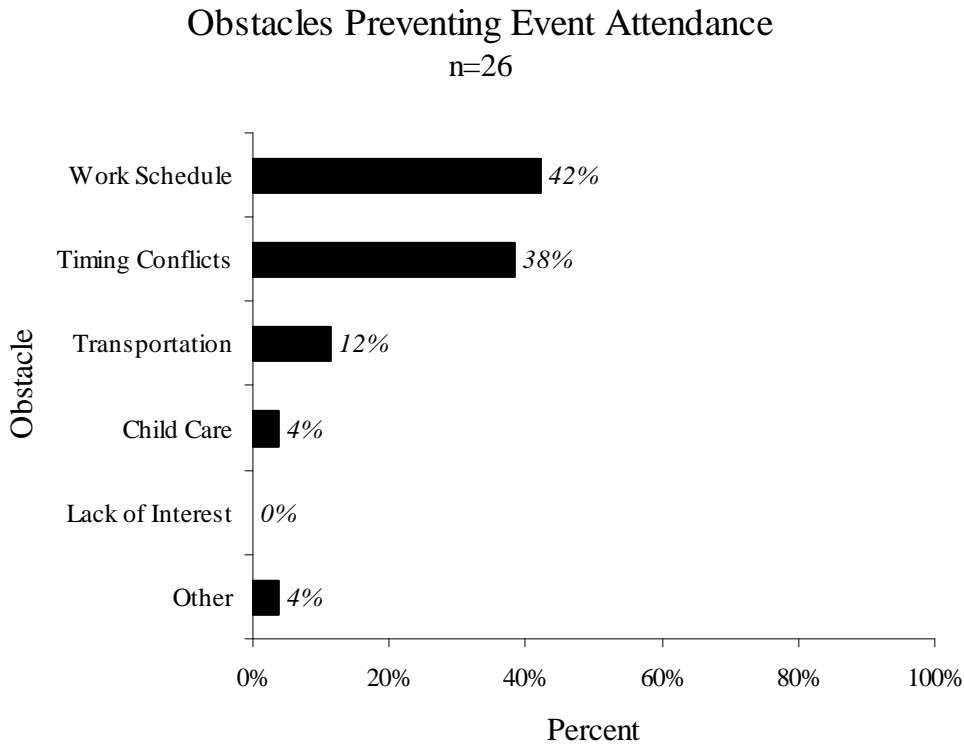
Source: Data collected by the Community Benchmark Program Parent, Student and Career Education Team, 2007 through the use of a survey distributed at Henninger High School, Corcoran High School and The Taste of the West Side event held at Fowler High School March 23 through April 6, 2007. No data were collected for Nottingham High School.

5. 66% of respondents say they “sometimes” or “frequently” attend events at their child’s school.



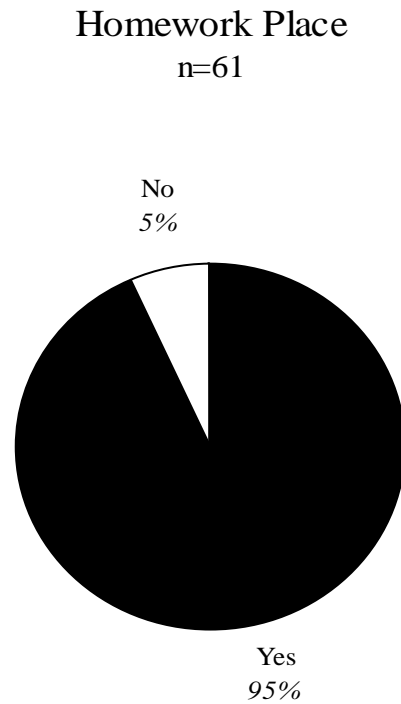
Source: Data collected by the Community Benchmark Program Parent, Student and Career Education Team, 2007 through the use of a survey distributed at Henninger High School, Corcoran High School and The Taste of the West Side event held at Fowler High School March 23 through April 6, 2007. No data were collected for Nottingham High School.

6. 42% of respondents cited “work schedule” as an obstacle that prevents them from attending school events.



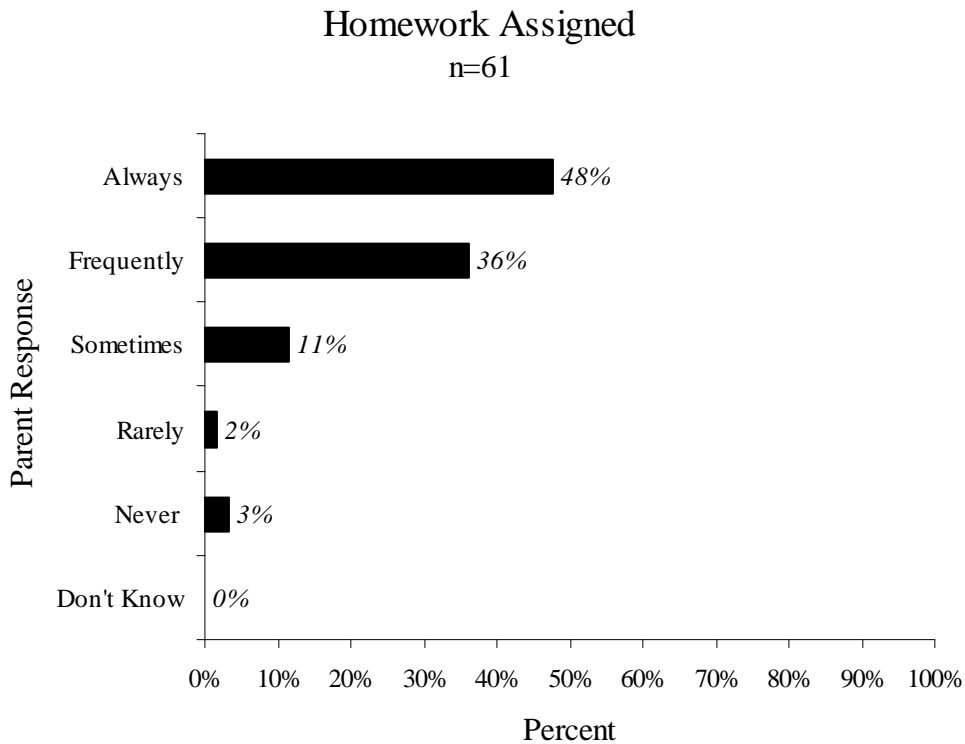
Source: Data collected by the Community Benchmark Program Parent, Student and Career Education Team, 2007 through the use of a survey distributed at Henninger High School, Corcoran High School and The Taste of the West Side event held at Fowler High School March 23 through April 6, 2007. No data were collected for Nottingham High School.

7. 95% of respondents say their child has an area at home specifically designated for homework and studying.



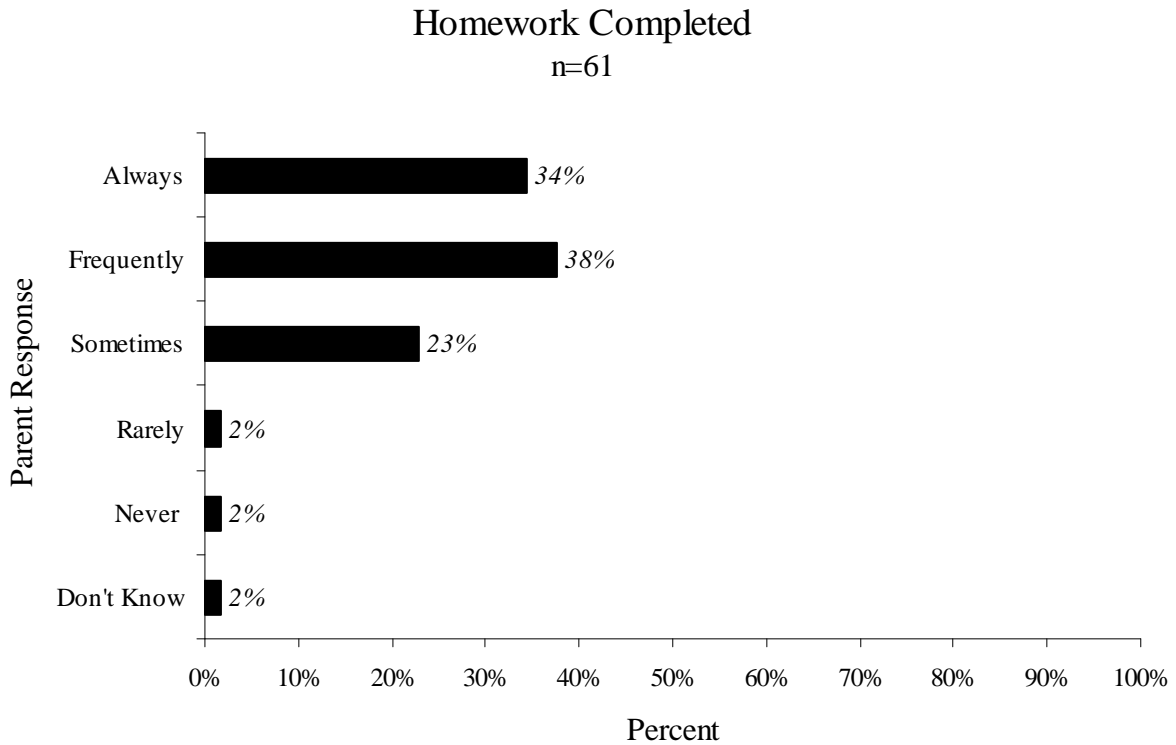
Source: Data collected by the Community Benchmark Program Parent, Student and Career Education Team, 2007 through the use of a survey distributed at Henninger High School, Corcoran High School and The Taste of the West Side event held at Fowler High School March 23 through April 6, 2007. No data were collected for Nottingham High School.

8. 48% of respondents say they “always” check with their child each day to find out whether they have homework assigned.



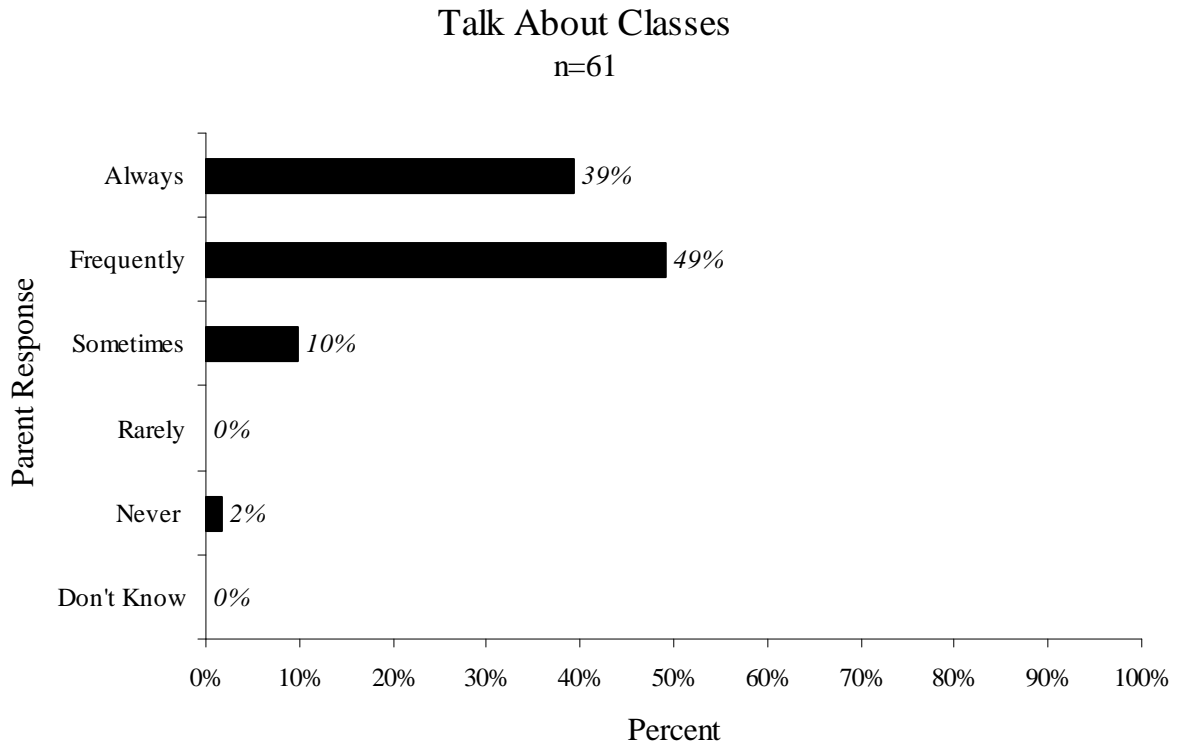
Source: Data collected by the Community Benchmark Program Parent, Student and Career Education Team, 2007 through the use of a survey distributed at Henninger High School, Corcoran High School and The Taste of the West Side event held at Fowler High School March 23 through April 6, 2007. No data were collected for Nottingham High School.

9. 68% of respondents say they “always” or “frequently” make sure their child completes their homework each day.



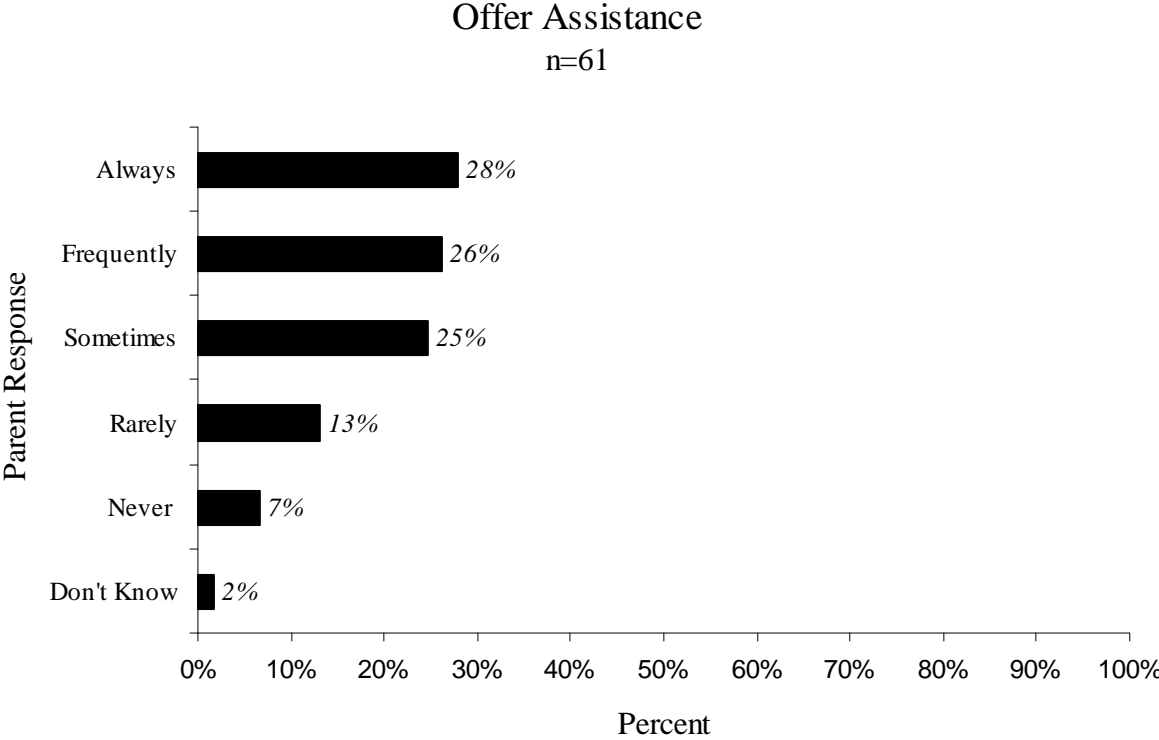
Source: Data collected by the Community Benchmark Program Parent, Student and Career Education Team, 2007 through the use of a survey distributed at Henninger High School, Corcoran High School and The Taste of the West Side event held at Fowler High School March 23 through April 6, 2007. No data were collected for Nottingham High School.

10. 49% of respondents say they “frequently” talk with their child about their classes.



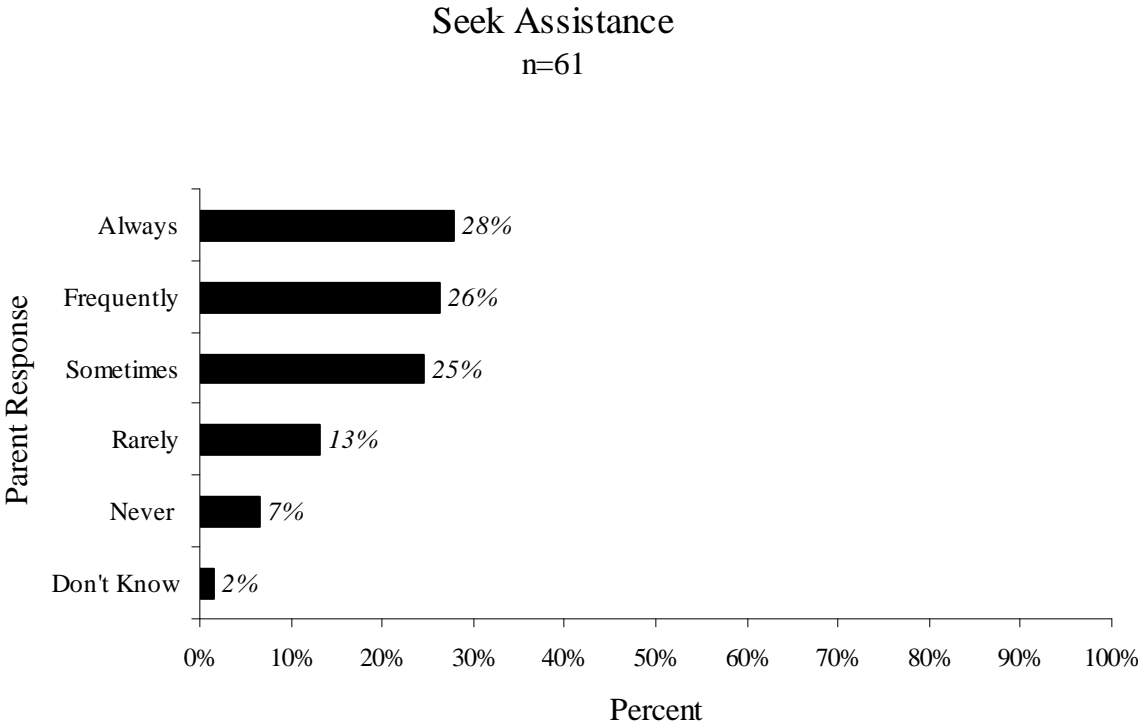
Source: Data collected by the Community Benchmark Program Parent, Student and Career Education Team, 2007 through the use of a survey distributed at Henninger High School, Corcoran High School and The Taste of the West Side event held at Fowler High School March 23 through April 6, 2007. No data were collected for Nottingham High School.

11. 54% of respondents say they “frequently” or “always” offer assistance with assignments if their child is struggling with the subject given they are knowledgeable of the subject matter.



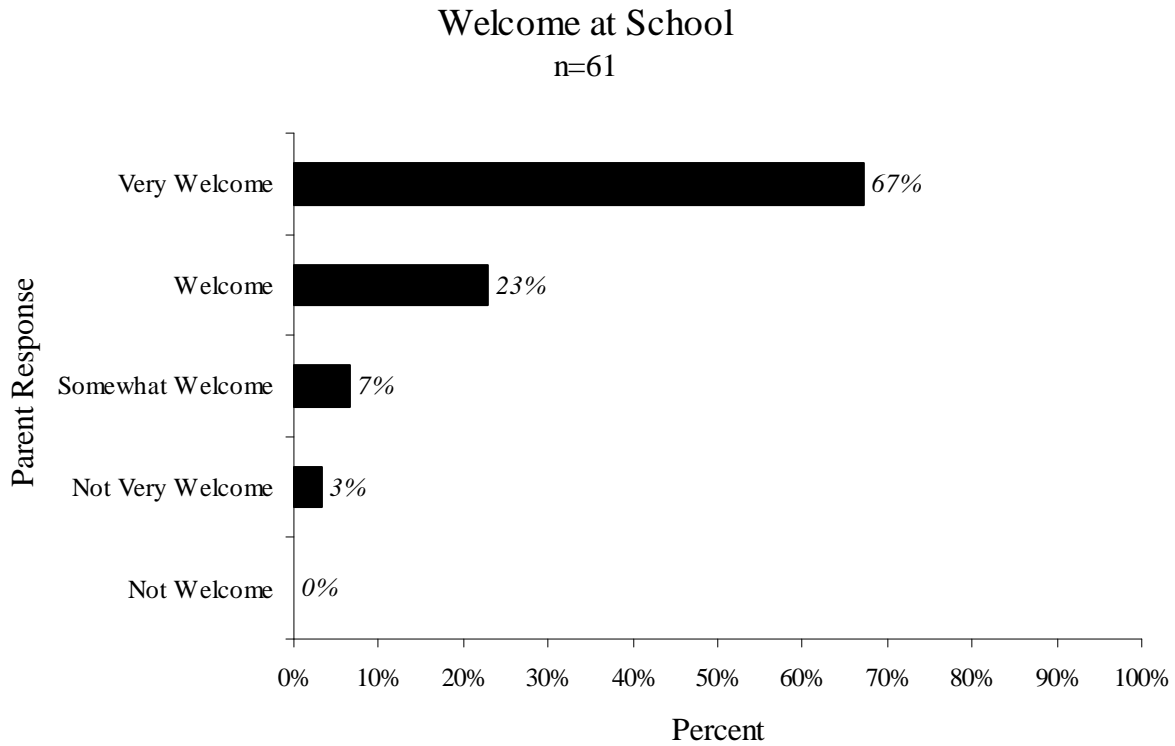
Source: Data collected by the Community Benchmark Program Parent, Student and Career Education Team, 2007 through the use of a survey distributed at Henninger High School, Corcoran High School and The Taste of the West Side event held at Fowler High School March 23 through April 6, 2007. No data were collected for Nottingham High School.

12. 54% of respondents say they "frequently" or "always" seek outside assistance from the school if their child is having difficulty with an assignment and the parent does not have knowledge about the subject.



Source: Data collected by the Community Benchmark Program Parent, Student and Career Education Team, 2007 through the use of a survey distributed at Henninger High School, Corcoran High School and The Taste of the West Side event held at Fowler High School March 23 through April 6, 2007. No data were collected for Nottingham High School.

13. 67% of respondents say they feel "very welcome" at their child's school.



Source: Data collected by the Community Benchmark Program Parent, Student and Career Education Team, 2007 through the use of a survey distributed at Henninger High School, Corcoran High School and The Taste of the West Side event held at Fowler High School March 23 through April 6, 2007. No data were collected for Nottingham High School.

EXECUTIVE SUMMARY: TEACHERS AND ADMINISTRATORS

Introduction

Web-based surveys were created for teachers and administrations to obtain their perspective on *Operation Graduation*. The surveys were not distributed prior to the writing of this report; therefore, this report will include recommendations based on best practices found in four case studies from school districts that faced similar graduation and retention issues now being addressed by the SCSD.

Methods

The surveys were developed by a six-person team assigned to researching the SCSD curriculum, teaching methods, and relationships of SCSD teachers and administrators. The surveys were placed online and web links were emailed to officials involved in this research initiative for approval on March 5, 2007. No data were collected because the April 13, 2007 deadline for completed surveys was not met.

In the absence of completed survey data, this section relies on information obtained from case studies based on the *High Schools That Work (HSTW)*, an initiative developed by the Southern Regional Education Board (SREB). The data used in this report dates from 1993 to 2005.

Recommendations

1. Offer incentives for students to enroll in Advanced Placement and honors courses
2. Increase graduation requirements
3. Provide individualized extra help
4. Expand technical course offerings
5. Increase teacher collaboration and professional development
6. Establish leadership steering committee to annually assess the district's progress on implemented reforms and adjust practices accordingly
7. Require a career focused graduation project for all high school students beginning in 9th grade and culminating during the student's senior year

METHODS

The surveys were developed by a six-person team assigned to researching the SCSD curriculum, teaching methods, and relationships of SCSD teachers and administrators. The surveys were placed online and web links were emailed to officials involved in this research initiative for approval on March 5, 2007. No data were collected because the April 13, 2007 deadline for completed surveys was not met

In the absence of completed survey data, this section relies on information obtained from case studies based on the *High Schools That Work (HSTW)*, an initiative developed by the Southern Regional Education Board (SREB). The data used in this report dates from 1993 to 2005.

HIGH SCHOOLS THAT WORK BACKGROUND

High Schools That Work (HSTW) has several key components that are vital to the success of the program. The first of those practices is to maintain high expectations of all the students. This involves students taking a more rigorous course load, closer teacher supervision over student assignments, frequent feedback on assignments and stronger teacher-student relationships. More rigorous curriculum not only occurs in the high schools, but in the middle schools as well. Here students are required to take more challenging courses to get them more prepared for high school. Greater teacher supervision involves increased monitoring by teachers of student progress and recognizing struggling students.

The HSTW model requires students to complete an upgraded curriculum and concentration. The upgraded SCSD curriculum will mean that all students would be on a track to receive a New York State Regents Diploma. The concentration has students in a curriculum that coincides with a career path, which is determined at the beginning of their high school years. Ideally, parents would work with their children to help them choose a program that interests their child in order to ensure that students meet all of the requirements.

The HSTW model is not limited to focusing on basic requirements, as it also gives students the opportunity to participate in a college preparatory curriculum. Schools are encouraged to place their students in real-world situations (i.e. internships) and to take courses that either prepare them for post-secondary education, or help them earn post-secondary credit. This goes directly along with studies in career and technical programs. Here students will be more intellectually challenged through more advanced courses in mathematics, science, literacy and problem solving skills. This program will help develop in students skills that are in high demand in the workplace.

HSTW requires teachers, administrators and guidance counselors to play a more active role with students. Teachers work with one another to ensure that instruction coincides with what their colleagues are teaching. Teachers will be formed into teams according to the discipline they teach. For teacher collaboration to work, faculty must work together to integrate different elements of all subjects into their course. Specific academic and career/technical teachers will work together to ensure that students understand what they are doing and how it relates to what they are doing in their other classes.

Parents must also be actively involved in their child's progress. One way in which parents can participate in their child's education is through collaboration with their child's teachers and guidance counselors. Parents should be able to tell teachers if their child is struggling with homework assignments—and—if the child is unhappy with their program of choice. Early detection of any problems is vital to increasing a student's chance for success.

The final part of the High Schools That Work model is the culture of continuous improvement. This applies to all parties involved: teachers, students, administrators and parents. Each must constantly be looking for new ideas to keep students motivated and engaged in the classroom. They can never become complacent. Excellence must always be the goal and strides towards improvement must always be pursued.

Implementation of the surveys included in this report could provide critical information to identify and correct problems.

Several case studies in which high schools followed the HSTW program were reviewed. All of the schools that used the HSTW program as a model reported dramatic improvement. Dropout rates declined, disciplinary problems were reduced, grades improved and overall outlook and perception of education improved. Case studies used were based on experiences in Waynesville, Garden City, Erie Huron Grady high schools and Ottawa Vocational Education Career Center (EHOVE). The complete text of the case studies can be obtained by contacting CBP Director Carol Dwyer at cdwyer@syr.edu.

CASE STUDIES AND RECOMMENDATIONS FOR THE SCSD

1. *Offer incentives for students to enroll in Advanced Placement and honors courses*

Telling students to achieve will not make them achieve. Different schools in the *High Schools That Work* program have offered different incentives to students that chose to take Advanced Placement courses and honors courses.

Waynesville High School in Waynesville, Ohio encouraged students to take challenging courses by weighting the class, positively affecting the students' grade point averages and class rank. Starting with the class of 2008 an "A" in honors classes will be weighted as 4.3 points and an "A" in AP courses will be weighted as 5.3 points. The regular college preparatory course weight for an "A" is 4 points. This change caused students to become attracted to honors and AP level courses. "There was a 54 percent increase in Honors English 9, a 100 percent increase in Honors Biology 9 and Honors American Literature and a 107 percent increase in Honors British Literature" (Waynesville 5).

In a more far-reaching approach, EHOVE Career Center began offering courses that fulfill college entrance requirements as well as their own graduation requirements. This change in course offerings led to a dramatic increase in enrollment of higher-level academic courses. For example, the number of students taking geometry in 1999 was 0 and that increased to 111 in 2003 (EHOVE 5).

This is relevant for Tech Central because career/technical schools have the ability to offer students higher level courses, as well as career/technical classes. If Tech Central can offer students career/technical and academic courses, the quality of education for the students can improve.

EHOVE and Waynesville both offer ways for their students to complete college classes while in high school as an incentive for students to pursue more rigorous coursework. At EHOVE:

"Students who meet college placement standards qualify for the state Postsecondary Education Options (PSEO) program and can enroll in college courses in English, mathematics and science while still in high school. To meet placement standards at BGSU Firelands, students must have a cumulative grade point average of at least 3.5; freshmen and sophomores must also successfully complete a placement exam to qualify for the PSEO program. These courses are taken on the college campus for credit, appear on Bowling Green State University Transcripts, are transferable to almost any postsecondary institution, and the cost is covered by state funds. In 2003, 15% of EHOVE students completed advanced courses for postsecondary credit"

(EHOVE 5)

Waynesville students can take courses from the University of Cincinnati through a video distance-learning lab.

2. Increase graduation requirements

Low expectations and low requirements for graduation were deemed critical factors for other high schools across the country that struggle to meet state standards. Many schools increased the number of credits required for graduation, challenging students academically.

At Garden City High School in Garden City, Kansas students are now required to complete 26.5 credits to graduate, as opposed to 20.5 credits before the class of 2001. The increase was dispersed over all academic areas including English, oral communications, mathematics, science, social studies, computer technology, and electives. They are also required to complete a senior project before graduation.

“Under the new graduation requirements, 11th and 12th graders will complete two or three higher-level mathematics courses by the time they take the ACT for college entrance” (Garden City 4). To achieve transition to the new requirements, pre-algebra and Algebra I were phased into the middle school curriculum.

There have been concerns among educators that raising requirements for students is not a strong policy. It can be argued that raising standards for students already struggling will only push students further behind. Schools like Garden City phased in the higher requirements gradually, and added more rigorous courses at the middle school level to prepare students for the challenges of high school.

Henry W. Grady High School in Atlanta, Georgia has also successfully elevated graduation requirements. The state facilitated their efforts by mandating increased graduation requirements for students pursuing a college-preparatory diploma starting with the class of 2002.

“Grady counselors began to advise students to take mathematics each year of high school, including the senior year. As a result, 91 percent of Grady students in the class of 2003 enrolled in mathematics courses during the senior year,” (Grady 4). Grady now requires four credits in mathematics for graduation.

These two schools increased their requirements for graduation and have begun to transform their schools into better places of quality education.

3. *Provide individualized extra help*

A common problem among school districts is the large number of students per teacher and administrator. This does not allow for individualized help for students outside of the classroom.. High numbers of students can also translate in a dearth of advising for post-secondary college or work.

The *High Schools That Work* case studies recognize the financial burdens of increasing the amount of faculty and programs needed to address the extra help students need, especially with raised standards. Tom Isaacs, Superintendent of Wayne Local Schools says, “it is important to note that most of our changes did not require more money with things like daily intervention built into the school day, new course offerings, and teacher accountability,” (Appendix X). The school districts listed below illustrate examples of improved guidance and extra help.

EHOVE was one of the leaders in providing extra help to its students. One extra help program EHOVE instituted was known as Bring Up Grades (BUG). A 30 minute extra-help period was added to the daily school schedule to help struggling students. The BUG period was scheduled during the middle of the day to decrease the number of students who would skip that period. The success of the BUG program shows with the 93 percent of the students at EHOVE participating (EHOVE 13).

The CTA program should be of interest of the SCSD and Central Tech, since both schools face limited budgets, and cannot hire more faculty. The CTA program addresses the needs of students, but also allows counselors to be resourceful in how they help a group of students with common interests.

The Connections Teacher Advisory (CTA) program was another program introduced by EHOVE. CTA allowed 10 to 15 students to meet with two adult mentors assigned to their group twice a month. At these meetings, students are given the opportunity to discuss academic, career and personal issues with their peers and mentors. “Having a group of my own has helped me understand the value of having two additional staff members interact with every student on campus,” says the school superintendent at EHOVE. One way EHOVE measures the effectiveness of the CTA program is through surveys distributed to students and staff involved with the program (EHOVE 13).

EHOVE also reaches out to parents via Parents as Partners where parents went through orientation, summer registration and e-mails. Parents involved in this program also have information mailed home and phone contacts to keep informed about their student’s progress. *Muffins for Moms and Dads* is one program offered to get parents involved. Participating parents met with the student’s Connections Teacher Advisory group and career/technical laboratory for two hours in the mornings. More than one-third of parents with children enrolled at EHOVE attend Muffins for Moms and Dads (EHOVE 13).

One of the main concerns at Garden City High School (GCHS) was that many students felt lost in their first year of high school. GCHS counselors worked with only one grade level and met a new group of students each year. To help GCHS students and counselors communicate better,

the school district formed Student Assistance Teams (SATs) consisting of one counselor, two teachers and two students (variations can be made to these combinations).

Under the SATs, counselors work with the same group of students during all four years of high school. This helps students develop relationships with their counselors and helps counselors place students academically and in career fields. The SAT program also helps the school track behavioral problems and/or poor academic performance of students. The SCSD may want to consider the SAT program as it is inexpensive, efficient (assigning counselors to meet with more than one student at a time), and helps build personal relationships between teachers, counselors and students (GCHS 11).

Waynesville High School also provided their students with a period set aside for extra help. The period is built into the day from 11:35 a.m. to 12:02 p.m. Students have access to opportunities for academic intervention such as ACT prep, the writing center, proficiency homerooms, teacher assistance and peer support.

In 2003, there were 1,981 teacher recommendations for extra help and 3,531 recommendations for additional help in 2004. Most of the students recommended for extra help had failed the Ohio Proficiency tests at least twice. The students in the extra help period retook the Ohio Proficiency tests and improved their mean scores by 14 points in science, five in mathematics, and 12 in English (Waynesville 11).

4. *Expand technical course offerings*

Demonstrating practical and occupational applications of what is being taught in the classroom can hold student attention, motivate learning, and encourage career exploration.

EHOVE takes this approach in math and science. For example, Earth Science students examined rocks in class while learning about the Earth's crust. "Later the group went on a fossil dig at a nearby quarry to study sedimentary rocks and examine limestone for fossils" (EHOVE 8). The students were also able to talk to the quarry tour guide about different careers involved in work at the quarry.

EHOVE has an established and comprehensive job-shadowing program in many career areas. In 2002, EHOVE launched a Teacher Academy where students spend part of their day in elementary schools working with teachers and gaining hands on experience in education. Similarly, all juniors spend a day shadowing a person in a career of their choice across a wide array fields. They complete a report that details what they learned from their shadowing experience. Seniors that meet certain qualifications can spend part of their day working in jobs that pertain to their career paths.

Grady High School established academic pathways for students interested in careers in communications and health professions to gain an edge. "Growing from 17 students to approximately 400, the Communications Magnet provides a four-year, college-preparatory program focusing on the communications field" (Grady 16). Students must meet certain elevated admission standards in order to participate in the program. These include a strong academic record in language arts and standardized tests, consistent attendance and good behavior, as well as parental support and approval.

The Health Technology Academy "is a specialized program to prepare students for opportunities in health technology" (Grady 17). Students complete skills-based coursework, field experiences, and laboratory work to better decide their future career choices. Similar admission requirements apply.

Developing and implementing career centered technical programs should be a priority for schools that are concerned with the future professional success of their students.

5. *Increase teacher collaboration and professional development*

Professional development and teacher collaboration is essential to raising student achievement. When asked how he successfully gained teacher support for his vision of school improvement, Tom Isaacs, Superintendent of Wayne Local Schools answered “Ongoing and consistent professional development. Not enough can be said for this.” (Appendix XI)

If a school district plans to raise its standards, it must ensure that staff is supportive and informed of the plans. EHOVE, Waynesville and Garden City High School all experimented with teacher collaboration and professional development as part of their overall goal of improving student performance.

At EHOVE, many teachers raised concerns about being disconnected from their fellow teachers. Teachers need to feel connected with one another and be able to discuss common problems they are having and share suggestions. One way EHOVE addressed this disconnect was through ongoing professional development opportunities. EHOVE staff travels out of state to various *High Schools That Work* conferences. These trips are funded through the Ohio Department of Education, qualifying as part of the 15 hours of professional development time allocated to teachers for each school year through contract. (EHOVE 14).

Often teachers at EHOVE felt they had no one to talk to regarding any problems they were having within their classrooms. To counteract this, EHOVE developed the program *Teacher Tips*. This has teachers and administrators meeting every two weeks to discuss problems they are having in their classrooms. After a teacher announces a problem, staff attending the meeting offer suggestions. (EHOVE 14)

Other problems EHOVE teachers were having included the lack of time they spent with students and the low level of student interest in lesson plans. To raise expectations and actively engage students in the classroom, EHOVE switched to block scheduling. To prepare for this change, academic teachers received training and additional time to prepare for the transition from teaching 40-minute classes to teaching the 80-minute block periods. They developed sample lessons that encourage active learning and wrote pacing guides to plan the timing of concepts and skills throughout the semester. The new block schedule gives teachers more opportunities to change their lessons while teaching (EHOVE 6).

To ease the requirements of teachers and continue to pique the interest of its students, EHOVE created cross-curricular projects for students, which required careful planning by the staff. To prepare for this, mandatory planning meetings were held on Tuesdays from 3:00 to 3:30 pm for all 80 teaching instructors at EHOVE (EHOVE 14).

In the 1996-1997 school year, Garden City High School adopted an alternating block schedule and increased its graduation requirements. The longer periods have provided more time for active learning in class, enabling teachers to expand their teaching strategies beyond the classroom lecture format. The teachers learned how to organize their schedules to teach classes in back-to-back sequences as a team after attending one of *HSTW*'s staff development workshops.

They received common planning time to teach English 11/Technical Writing and U.S. History classes back-to-back. This resulted in the English and history teachers working together to develop common assignments. About 86 percent of students who take English 11/Technical Writing and U.S. History separately pass each course. In contrast, 98 percent of the students who take the courses in back-to-back sequence pass (Garden City 7). Another example of teacher collaboration is illustrated by the following:

“A chemistry teacher and a welding teacher team teach integrated content to 45 students during the same period. All students are gathered together at the same time to learn integrated concepts, or separated on an alternating basis to learn concepts particular to one of the two content areas.” For example, half the students learn welding techniques, while the other learns about the chemical reactions taking place during welding.”

(GCHS 8)

Waynesville High School has established professional development, which focuses on “book discussions, visits to high-achieving schools, on-site assistance from national experts and innovation in teaching practices” (Waynesville 7). SREB assisted WHS in mapping the school’s mathematics curriculum, using the guide, *Getting Students Ready for Algebra I: What Middle Grades Students Need to Know and Be Able to Do*, in an effort to require most students to take Algebra I in the eighth grade. “The superintendent and principals of Waynesville Middle School and Waynesville High School use the daily walk-through to assess classroom teaching and learning. When the superintendent visits classes, he often emails the faculty noting his observations and asking for reflection, deliberation and response” (Waynesville 7).

For teacher collaboration, Waynesville High School made it possible for elementary and middle grade teachers to have common planning time. High school teachers currently have monthly departmental meetings that focus on implementing Ohio’s model courses of study, individual subject area articulation and instructional practices. In 2001, one-third of the middle and high school teachers reported meeting with each other for course planning, and in 2004, this increased to three out of four.

Focusing on grades 4-8, the district also employs instructional coaches for literacy and numeracy across the curriculum. The coaches teach and model lessons, emphasizing literacy in the schools by revising instructional and assessment practices and emphasizing numeracy as well (Waynesville 7).

6. *Establish a leadership steering committee to annually assess the district's progress on implemented reforms and adjust practices accordingly*

When changes are made in an organization, the effects are not always evaluated. It is important to assess changes to determine what is working. Below are strategies the various school districts in the case studies have used to assess the effectiveness of their changes.

To improve reading and writing at EHOVE, the Scholastic Reading Inventory was formed. The Scholastic Reading Inventory encouraged students to read their favorite books, creating a student book club. The program tracked current and future reading abilities of all students during their last two years at EHOVE. To measure the success of the Scholastic Reading Inventory program, students were assessed three times a year (beginning, mid-term and end) in each English class for a total of six assessments in a two-year period. One instructor said of this “there’s less anxiety and they can express themselves while still giving us the content we want, This type of instruction can accommodate a whole range of learning styles” (EHOVE 12).

The problem of assessment was somewhat different at Garden City. The staff at the Garden City High School (GCHS) “did not understand the importance of analyzing standardized test results, like the SATs, ACTs, and state assessments,” (GCHS 2). Teachers too often accepted poor performance on these exams. Much of the change at GCHS focused on combating this problem. All teachers are expected to teach the agreed-upon content set in the curriculum guides at GCHS (GCHS 6). The curriculum guides and content gives teachers a no-excuse approach to ensure that students learned the skills needed to achieve the standards.

Teachers and administrators could use the results of student testing to identify the areas in which students need help. The efforts of the GCHS staff in interpreting standardized test results paid off between 1998 and 2004 when GCHS students improved by 14 percentage points in mathematics and 23 percentage points in reading on the Kansas Assessment Tests. (GCHS 16).

The Waynesville School District looked to its school leaders to assess the changes made within the school district, forming a, “strategic team composed of principals, guidance counselors and teacher leaders in the core academic areas” (Waynesville 3). The team identified the areas that needed improvement, as well as provided strategies for continued increases in student achievement. They also produced a report on their recommendations, which was given to members of the school board. The report was discussed with parents, teachers and community members.

Waynesville also developed the Technical Assistant Visit Report (TAV) in 2003 that set annual goals and updated curriculum for Waynesville. According to Tom Isaacs, Waynesville Local Schools Superintendent, “by identifying targeted areas for improvement and providing strategies to increase student achievement, the TAV report provides us with a measure of voluntary accountability similar to that of state standards and assessments,” (Waynesville 5). Waynesville illustrates a prime example of a school district that included members from all levels in making changes.

7. *Require a career focused graduation project for all high school students beginning in 9th grade and culminating during the student's senior year*

Important life skills, such as how to interview for a job and draft a cover letter and resume should be a key part of high school curriculum and requirements for graduation. Students that demonstrate proficiency in these areas will have an advantage in post-secondary planning. In addition, seriously developing long-term career and life goals will focus students on life beyond high school. Different schools offer this type of instruction in different ways.

Seniors in Grady High School's Health Technology Academy are required to take Health Science II. This course includes "a senior research project requiring a research paper, completing a portfolio, keeping and submitting a project journal, and giving an oral presentation summarizing project results to the panel" (Grady 18). This more intensive and far-reaching approach focuses students before graduation and prepares them for their desired career path.

Grady also offers ways for all of its students to learn career skills and focus on their future. In 1998 Grady began an adviser/advisee program "that employs certified staff as advisers, including department heads and administrators" (Grady 12). At the beginning of ninth grade, students are assigned to an adviser and continue to meet with that same advisor and student group throughout their high school career.

Each adviser meets monthly with his or her group of 12 to 15 students to help them maintain their progress throughout high school. "The ninth-grade counselor interviews each ninth-grader to share advice about his or her academic progress and professional goals and conducts group sessions twice a year to assist students in selecting courses appropriate for their four-year plans" (Grady 12). All teachers are trained to help students schedule courses.

At EHOVE, juniors and seniors complete projects each year under the advisement of a faculty member. The projects center on the technical area on which the student is focusing. They consist of portfolios that include project plans, journals and written reflections. In addition, the projects require an oral presentation and a formal research paper.

Garden City High School seniors complete a formal research paper, a product component (experiential, performance-based, or experimental), a portfolio and an oral presentation. The project is designed for soon-to-be graduates to develop workforce skills, such as communication and critical thinking. Students present their completed projects to a panel of judges during the last two weeks of their senior year. All parts of the project must be complete for the student to graduate. Completion of this project also enhances computer, public speaking and research skills.

Students that complete graduation projects are more prepared to meet the workforce demands of the 21st century and to enter post-secondary educational institutions. Completion of such projects coupled with strong individualized academic guidance can help to focus students on their futures and to build the necessary skills and confidence needed to succeed.

APPENDICES TABLE OF CONTENTS

<i>Career Paths and Clusters at Tech Central</i>	<i>I</i>
<i>Glossary of Terms</i>	<i>II</i>
<i>State and District Report Cards URL Addresses</i>	<i>III</i>
<i>State and District Report Cards Data Sets</i>	<i>IV</i>
<i>Parent Survey in English</i>	<i>V</i>
<i>Parent Survey in Spanish</i>	<i>VI</i>
<i>Local Businesses Survey</i>	<i>VII</i>
<i>Student Survey</i>	<i>VIII</i>
<i>Teacher Survey</i>	<i>IX</i>
<i>Administrator Survey</i>	<i>X</i>
<i>Email from Tom Isaacs, Superintendent Wayne, Ohio Local Schools</i>	<i>XI</i>
<i>Teacher and Administrator Survey Timeline</i>	<i>XII</i>
<i>Demographics</i>	<i>XIII</i>
<i>Map of SCSD High Schools</i>	<i>XIV</i>

APPENDIX I: CAREER PATHS AND CLUSTERS AT TECH CENTRAL

Engineering and Technology

Computer Technology
Construction Technology
Automotive Technology
Robotics, Electronics, Manufacturing

Natural Sciences

Bio-Technology
Horticulture
Environmental Sciences

Human Sciences

Education Professions
Hospitality Professions
Medical and Human Services
Uniformed Service Professions

Communication and Design

Cosmetology
Electronic Media
Fashion Technology
Graphic Communication

APPENDIX II: GLOSSARY OF TERMS

Economically Disadvantaged – The term economically disadvantaged means individuals from economically disadvantaged families, including foster children. The SED interprets an economically disadvantaged individual as one who participates in any of the following economic assistance programs:

- The student is eligible for free or reduced-price meals under the National School Lunch Act,
- Social Security Insurance (SSI),
- Safety Net,
- Food Stamps,
- Bureau of Indian Affairs (BIA), or
- Family Assistance: Temporary Assistance for Needy Families (TANF).

Graduation-Rate Cohort: Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a general education development (GED) program.

Graduation-Rate Standard: The criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

APPENDIX III: STATE AND DISTRICT REPORT CARDS URL ADDRESSES

STATE		Web site
2002	Overview of Performance In English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance	http://www.emsc.nysed.gov/repcrd2003/statewide/total-public-overview.pdf
	Comprehensive Information Report	http://www.emsc.nysed.gov/repcrd2003/statewide/total-public-cir.pdf
2003	Overview of Performance In English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance	http://www.emsc.nysed.gov/repcrdfall2003/statewide/total-public-overview.pdf
	Comprehensive Information Report	http://www.emsc.nysed.gov/repcrdfall2003/statewide/total-public-cir.pdf
2004	Overview of Performance In English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance	http://www.emsc.nysed.gov/repcrd2004/statewide/2004statewideoverview.pdf
	Comprehensive Information Report	http://www.emsc.nysed.gov/repcrd2004/statewide/2004statewidecir.pdf
2005	Overview of Performance In English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance	http://www.emsc.nysed.gov/repcrd2005/statewide/2005statewideoverview.pdf
	Comprehensive Information Report	http://www.emsc.nysed.gov/repcrd2005/statewide/2005statewidecir.pdf
DISTRICT		Web site
2002	Overview of Performance In English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance	http://www.emsc.nysed.gov/repcrd2003/overview-analysis/421800010000.pdf
	Comprehensive Information Report	http://www.emsc.nysed.gov/repcrd2003/cir/421800010000.pdf
2003	Overview of Performance In English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance	http://www.emsc.nysed.gov/repcrdfall2003/overview-analysis/421800010000.pdf
	Comprehensive Information Report	http://www.emsc.nysed.gov/repcrdfall2003/cir/421800010000.pdf
2004	Overview of Performance In English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance	http://www.emsc.nysed.gov/repcrd2004/overview-analysis/421800010000.pdf
	Comprehensive Information Report	http://www.emsc.nysed.gov/repcrd2004/cir/421800010000.pdf

2005	Overview of Performance In English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance	http://www.emsc.nysed.gov/repcrd2005/overview-analysis/421800010000.pdf
	Comprehensive Information Report	http://www.emsc.nysed.gov/repcrd2005/cir/421800010000.pdf
CORCORAN		Web site
2002	Overview of Performance In English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance	http://www.emsc.nysed.gov/repcrd2003/overview-analysis/421800010033.pdf
	Comprehensive Information Report	http://www.emsc.nysed.gov/repcrd2003/cir/421800010033.pdf
2003	Overview of Performance In English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance	http://www.emsc.nysed.gov/repcrdfall2003/overview-analysis/421800010033.pdf
	Comprehensive Information Report	http://www.emsc.nysed.gov/repcrdfall2003/cir/421800010033.pdf
2004	Overview of Performance In English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance	http://www.emsc.nysed.gov/repcrd2004/overview-analysis/421800010033.pdf
	Comprehensive Information Report	http://www.emsc.nysed.gov/repcrd2004/cir/421800010033.pdf
2005	Overview of Performance In English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance	http://www.emsc.nysed.gov/repcrd2005/overview-analysis/421800010033.pdf
	Comprehensive Information Report	http://www.emsc.nysed.gov/repcrd2005/cir/421800010033.pdf
FOWLER		Web site
2002	Overview of Performance In English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance	http://www.emsc.nysed.gov/repcrd2003/overview-analysis/421800010049.pdf
	Comprehensive Information Report	http://www.emsc.nysed.gov/repcrd2003/cir/421800010049.pdf
2003	Overview of Performance In English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance	http://www.emsc.nysed.gov/repcrdfall2003/overview-analysis/421800010049.pdf
	Comprehensive Information Report	http://www.emsc.nysed.gov/repcrdfall2003/cir/421800010049.pdf
2004	Overview of Performance In English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance	http://www.emsc.nysed.gov/repcrd2004/overview-analysis/421800010049.pdf

	Comprehensive Information Report	http://www.emsc.nysed.gov/repcrd2004/cir/421800010049.pdf
2005	Overview of Performance In English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance	http://www.emsc.nysed.gov/repcrd2005/overview-analysis/421800010049.pdf
	Comprehensive Information Report	http://www.emsc.nysed.gov/repcrd2005/cir/421800010049.pdf
HENNINGER		Web site
2002	Overview of Performance In English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance	http://www.emsc.nysed.gov/repcrd2003/overview-analysis/421800010040.pdf
	Comprehensive Information Report	http://www.emsc.nysed.gov/repcrd2003/cir/421800010040.pdf
2003	Overview of Performance In English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance	http://www.emsc.nysed.gov/repcrdfall2003/overview-analysis/421800010040.pdf
	Comprehensive Information Report	http://www.emsc.nysed.gov/repcrdfall2003/cir/421800010040.pdf
2004	Overview of Performance In English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance	http://www.emsc.nysed.gov/repcrd2004/overview-analysis/421800010040.pdf
	Comprehensive Information Report	http://www.emsc.nysed.gov/repcrd2004/cir/421800010040.pdf
2005	Overview of Performance In English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance	http://www.emsc.nysed.gov/repcrd2005/overview-analysis/421800010040.pdf
	Comprehensive Information Report	http://www.emsc.nysed.gov/repcrd2005/cir/421800010040.pdf
NOTTINGHAM		Web site
2002	Overview of Performance In English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance	http://www.emsc.nysed.gov/repcrd2003/overview-analysis/421800010039.pdf
	Comprehensive Information Report	http://www.emsc.nysed.gov/repcrd2003/cir/421800010039.pdf
2003	Overview of Performance In English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance	http://www.emsc.nysed.gov/repcrdfall2003/overview-analysis/421800010039.pdf
	Comprehensive Information Report	http://www.emsc.nysed.gov/repcrdfall2003/cir/421800010039.pdf

2004	Overview of Performance In English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance	http://www.emsc.nysed.gov/repcrd2004/schools/421800010039.shtml
	Comprehensive Information Report	http://www.emsc.nysed.gov/repcrd2004/cir/421800010039.pdf
2005	Overview of Performance In English Language Arts, Mathematics, and Science and Analysis of Student Subgroup Performance	http://www.emsc.nysed.gov/repcrd2005/overview-analysis/421800010039.pdf
	Comprehensive Information Report	http://www.emsc.nysed.gov/repcrd2005/cir/421800010039.pdf

APPENDIX IV: STATE AND DISTRICT REPORT CARDS DATA SETS

New York State Graduation Data

STATE	2001-2002		2002-2003		2003-2004		2004-2005	
	#	%	#	%	#	%	#	%
NONCOMPLETION RATES								
Dropped Out	47296	5.7	38292	4.6	37421	4.3	40501	4.5
Entered GED Program	12074	1.5	16568	2	13056	1.5	14577	1.6
Total Noncompleters	60574	7.3	54860	6.5	50477	5.8	55078	6.1
ATTENDANCE RATE								
		91.8		92.8		92.7		
	1998 Cohort		1999 Cohort		2000 Cohort			
	#	%	#	%	#	%		
GRADUATION RATES								
RACE/ETHNICITY								
American Indian/Alaskan Native	570	68	574	69	621	66		
Black	27924	57	28725	58	29830	59		
Hispanic	22674	53	24327	53	25520	55		
Asian/Pacific Islander	11106	78	11750	79	12392	78		
White	102952	88	108602	86	110729	86		
GENDER								
Female	83331	80	86921	80	88993	81		
Male	81895	73	87057	72	90099	72		
INCOME LEVEL								
Economically Disadvantaged	17180	54	38374	62	42233	58		
Not Disadvantaged	148046	80	135604	80	136859	82		
TOTAL	165226	77	173978	76	179092	77		

New York State English and Mathematics Data

STATE	1998 Cohort (Exp Grad 2002)					1999 Cohort (Exp Grad 2003)					2000 Cohort (Exp Grad 2004)					
	Students in Cohort	Count of Student by Score Regents		Passed RCTs	% Meeting Grad Requirement	Students in Cohort	Count of Student by Score Regents		Passed RCTs	% Meeting Grad Requirement	Students in Cohort	Count of Student by Score Regents		Passed RCTs	% Meeting Grad Requirement	Students in Cohort
		55-64	65-100				55-64	65-100				55-64	65-100			
ENGLISH REGENTS																
RACE/ETHNICITY																
American Indian/Alaskan Native	555	65	378	10	82	570	73	364	16	79	571	53	372	15	77	655
Black	25590	4595	14637	303	76	28591	4985	15210	494	72	28097	2732	17613	434	74	29671
Hispanic	20930	3638	11443	196	73	23682	3656	12422	370	69	23662	2139	14516	302	72	25597
Asian/Pacific Islander	10740	1046	8282	24	87	11656	1029	8937	55	86	12108	631	9633	35	85	12445
White	1000005	5722	85681	822	92	106900	6400	89278	1635	91	173059	9698	134671	2423	85	107828
GENDER																
Female	80169	7004	63858	469	89	85955	7842	66188	943	87	86820	4514	70799	907	88	88747
Male	77670	8063	56573	886	84	85444	8301	60023	1627	82	86239	5184	63872	1516	82	87449
INCOME LEVEL																
Economically Disadvantaged	11703	1750	7568	257	82	39505	6552	22617	699	76	38732	3552	24587	731	75	51326
Not Disadvantaged	146143	13319	112868	1098	87	131894	9591	103594	1871	87	134327	6146	110084	1692	88	124870
TOTAL	157846	15069	120436	1355	87	171399	16143	126211	2570	85	173059	9698	134671	2423	85	176196
MATH REGENTS																
RACE/ETHNICITY																
American Indian/Alaskan Native	555	68	370	12	81	570	66	369	23	80	571	63	350	19	76	655
Black	25590	4410	12639	705	69	28591	4764	12818	1069	65	28097	5000	12958	1055	68	29671
Hispanic	20930	3384	10413	521	68	23682	3816	10714	742	64	23662	3975	11406	682	68	25597
Asian/Pacific Islander	10740	698	8889	57	90	11656	801	9423	107	89	12108	807	9728	86	88	12445
White	1000005	5876	83516	2010	91	106900	6740	87624	3020	91	173059	7506	86527	3642	90	107828
GENDER																
Female	80169	7644	60099	1225	86	85955	8495	62304	1913	85	86820	9197	62261	2085	85	88747
Male	77670	6796	55732	2080	83	85444	7692	58644	3048	81	86239	8154	58708	3399	81	87449
INCOME LEVEL																
Economically Disadvantaged	11703	1614	6957	549	78	39505	6379	20431	1454	72	38732	6000	20385	1552	72	51326
Not Disadvantaged	146143	12826	108880	2756	85	131894	9808	1000517	3507	86	134327	11351	100584	3932	86	124870
TOTAL	157846	14440	115837	3305	85	171399	16187	120948	4961	83	173059	17351	120969	5484	83	176196

District Level Graduation Data

DISTRICT	2001-2002		2002-2003		2003-2004		2004-2005	
	#	%	#	%	#	%	#	%
NONCOMPLETION RATES								
Dropped Out	247	4.4	246	4.3	312	4.8	515	8.4
Entered GED Program	285	5	0	0	130	2	125	2
Total Noncompleters	532	9.4	246	4.3	442	6.7	640	10.4
ATTENDANCE RATE								
		91.1		90.9		92.2		
GRADUATION RATES								
	1998 Cohort		1999 Cohort		2000 Cohort			
	#	%	#	%	#	%		
RACE/ETHNICITY								
American Indian/Alaskan Native	1	s	6	50	9	44		
Black	378	49	477	53	580	54		
Hispanic	31	35	36	17	74	49		
Asian/Pacific Islander	4	s	78	81	42	52		
White	536	63	540	71	587	67		
GENDER								
Female	502	64	610	68	655	66		
Male	448	48	527	55	637	53		
INCOME LEVEL								
Economically Disadvantaged	311	56	377	70	521	66		
Not Disadvantaged	639	57	760	58	771	55		
TOTAL	950	57	1137	62	1292	59		

District Level English and Mathematics Data

1999 Cohort (Exp Grad 2003)					2000 Cohort (Exp Grad 2004)					2001 Cohort (Exp Grad 2005)				
Students in Cohort	Count of Student by Score			% Meeting Grad	Students in Cohort	Count of Student by Score			% Meeting Grad	Students in Cohort	Count of Student by Score			% Meeting Grad Requireme
	Regents		Passed RCTs			Regents		Passed RCTs			Regents		Passed RCTs	
	55-64	65-100				55-64	65-100				55-64	65-100		
7	2	2	1	71	7	1	4	0	71	15	2	10	0	80
462	77	167	14	56	484	69	274	8	73	537	88	281	14	71
25	1	6	1	32	57	7	27	2	63	66	10	27	0	56
84	8	55	4	80	28	4	17	0	75	35	2	25	0	77
504	44	333	7	76	498	22	397	2	85	451	35	315	6	79
575	73	332	9	72	555	49	402	2	82	588	67	378	9	77
507	59	231	18	61	519	54	317	10	73	516	70	280	11	70
403	73	177	13	65	176	22	73	1	55	548	89	295	13	72
679	59	386	14	68	898	81	646	11	82	556	48	363	7	75
1082	132	563	27	67	1074	103	719	12	78	1104	137	658	20	74
7	3	1	0	57	7	1	4	0	71	15	2	10	1	87
462	60	143	28	50	484	63	189	27	58	537	115	208	37	67
25	0	8	1	36	57	4	29	4	65	66	4	19	6	44
84	6	62	5	87	28	2	18	0	71	35	1	28	1	86
504	35	347	11	78	498	37	324	15	76	451	42	275	29	77
575	58	316	22	69	555	62	302	21	69	588	89	306	28	72
507	46	245	23	62	519	45	262	25	64	516	75	234	46	69
403	54	188	25	66	176	14	52	5	40	548	94	233	45	68
679	50	373	20	65	898	93	512	41	72	556	70	307	29	73
1082	104	561	45	66	1074	107	564	46	67	1104	164	540	74	70

Nottingham High School Graduation Data

NOTTINGHAM								
	2001-2002		2002-2003		2003-2004		2004-2005	
	#	%	#	%	#	%	#	%
NONCOMPLETION RATES								
Dropped Out	34	2.6	2.9	2.2	93	6.4	126	9.3
Entered GED Program	58	4.4	0	0	19	1.3	39	2.9
Total Noncompleters	92	7	2.9	2.2	112	7.7	165	12.2
ATTENDANCE RATE								
		90.7		90.6		89.9		
	1998 Cohort		1999 Cohort		2000 Cohort			
	#	%	#	%	#	%		
GRADUATION RATES								
RACE/ETHNICITY								
American Indian/Alaskan Native	0	0	1	s	0	0		
Black	92	66	134	60	134	51		
Hispanic	5	20	14	s	18	72		
Asian/Pacific Islander	10	20	29	79	15	53		
White	105	70	104	77	138	75		
GENDER								
Female	107	74	157	75	159	71		
Male	105	55	125	55	146	54		
INCOME LEVEL								
Economically Disadvantaged	43	65	97	78	103	69		
Not Disadvantaged	169	64	185	59	202	60		
TOTAL	212	65	282	66	305	63		

Nottingham High School English and Mathematics Data

NOTTINGHAM																
1998 Cohort (Exp Grad 2002)					1999 Cohort (Exp Grad 2003)					2000 Cohort (Exp Grad 2004)						
	Students in Cohort	Count of Student by Score		% Meeting Grad Requirement	Students in Cohort	Count of Student by Score		% Meeting Grad Requirement	Students in Cohort	Count of Student by Score		% Meeting Grad Requirement	Students in Cohort			Students in Cohort
		Regents 55-64	Passed 65-100 RCTs			Regents 55-64	Passed 65-100 RCTs			Regents 55-64	Passed 65-100 RCTs			Regents 55-64	Passed 65-100 RCTs	
ENGLISH REGENTS																
RACE/ETHNICITY																
American Indian/Alaskan Native	0	0	0	0	1	s	s	s	s	0	0	0	0	0		2
Black	88	27	28	2	118	23	44	4	60	110	14	56	2	65		128
Hispanic	6	0	1	0	11	s	s	s	s	13	2	9	1	92		15
Asian/Pacific Islander	0	0	0	0	29	3	19	2	83	11	3	3	0	55		15
White	110	12	68	2	91	0	72	2	81	117	6	89	1	82		91
GENDER																
Female	105	21	52	2	144	16	85	5	74	133	11	100	1	84		120
Male	99	18	45	2	106	10	53	4	63	118	14	57	3	63		131
INCOME LEVEL																
Economically Disadvantaged	60	7	20	2	97	19	46	3	70	32	4	10	0	44		104
Not Disadvantaged	144	32	77	2	153	7	92	6	69	219	21	157	4	79		147
TOTAL	204	39	97	4	250	26	138	0.09	69	251	25	157	4	74		251
MATH REGENTS																
RACE/ETHNICITY																
American Indian/Alaskan Native	0	0	0	0	1	s	s	s	s	0	0	0	0	0		2
Black	88	17	54	0	118	14	56	6	64	110	11	68	6	77		128
Hispanic	6	0	3	0	11	s	s	s	s	13	3	10	0	100		15
Asian/Pacific Islander	0	0	0	0	29	3	21	3	93	11	1	7	0	73		15
White	110	4	84	0	91	5	75	0	88	117	2	98	0	85		91
GENDER																
Female	105	11	78	0	144	14	88	7	76	133	10	103	3	87		120
Male	99	10	63	0	106	8	68	2	74	118	7	80	3	76		131
INCOME LEVEL																
Economically Disadvantaged	60	9	38	0	97	14	55	4	75	32	3	15	0	56		104
Not Disadvantaged	144	12	103	0	153	8	101	5	75	219	14	168	6	86		147
TOTAL	204	21	141	0	250	22	156	9	75	251	17	183	6	82		251

Henninger High School Graduation Data

HENNINGER								
	2001-2002		2002-2003		2003-2004		2004-2005	
	#	%	#	%	#	%	#	%
NONCOMPLETION RATES								
Dropped Out	124	7.1	111	6.6	93	4.9	167	9.4
Entered GED Program	1	0.1	0	0	45	2.4	17	1
Total Noncompleters	125	7.2	111	6.6	138	7.3	184	10.3
ATTENDANCE RATE								
		90.5		90.3		92.9		
	1998 Cohort		1999 Cohort		2000 Cohort			
	#	%	#	%	#	%		
GRADUATION RATES								
RACE/ETHNICITY								
American Indian/Alaskan Native	0	0	1	s	4	s		
Black	104	s	109	67	153	58		
Hispanic	3	s	4	s	5	s		
Asian/Pacific Islander	0	0	24	83	16	50		
White	188	61	191	72	199	62		
GENDER								
Female	161	65	174	74	204	64		
Male	134	46	155	66	173	54		
INCOME LEVEL								
Economically Disadvantaged	73	68	104	81	152	69		
Not Disadvantaged	222	52	225	65	225	53		
TOTAL	295	56	329	70	377	60		

Henninger High School English and Mathematics Data

HENNINGER																
1998 Cohort (Exp Grad 2002)					1999 Cohort (Exp Grad 2003)					2000 Cohort (Exp Grad 2004)						
	Students in Cohort	Count of Student by Score			% Meeting Grad Requirement	Students in Cohort	Count of Student by Score			% Meeting Grad Requirement	Students in Cohort	Count of Student by Score			% Meeting Grad Requirement	Students in Cohort
		Regents 55-64	65-100	Passed RCTs			Regents 55-64	65-100	Passed RCTs			Regents 55-64	65-100	Passed RCTs		
ENGLISH REGENTS																
RACE/ETHNICITY																
American Indian/Alaskan Native	0	0	0	0	0	1	s	s	s	s	2	s	s	s	s	5
Black	101	s	s	s	s	103	18	44	4	64	134	13	83	4	75	151
Hispanic	3	s	s	s	s	3	s	s	s	s	4	s	s	s	s	8
Asian/Pacific Islander	0	0	0	0	0	25	s	s	s	s	11	1	9	0	91	13
White	180	38	111	6	86	182	20	115	5	77	174	10	136		84	163
GENDER																
Female	157	29	95	4	82	166	20	102	3	75	175	11	128	1	80	187
Male	127	34	48	8	71	148	19	78	6	70	150	13	105	3	81	153
INCOME LEVEL																
Economically Disadvantaged	72	28	31	4	88	112	18	55	5	70	47	7	21	1	62	176
Not Disadvantaged	212	35	112	8	73	202	21	125	4	74	278	17	212	3	83	164
TOTAL	284	63	143	12	77	314	39	180	9	73	325	24	233	4	80	340
MATH REGENTS																
RACE/ETHNICITY																
American Indian/Alaskan Native	0	0	0	0	0	1	s	s	s	s	2	s	s	s	s	5
Black	101	s	s	s	s	103	14	31	9	52	134	27	36	8	53	151
Hispanic	3	s	s	s	s	3	s	s	s	s	4	s	s	s	s	8
Asian/Pacific Islander	0	0	0	0	0	25	s	s	s	s	11	1	7	0	73	13
White	180	13	139	0	84	182	11	124	6	77	174	19	94	7	69	163
GENDER																
Female	157	24	107	0	83	166	12	91	7	66	175	29	72	8	62	187
Male	127	12	79	0	72	148	13	87	8	73	150	19	67	7	62	153
INCOME LEVEL																
Economically Disadvantaged	72	16	47	0	88	112	12	55	9	68	47	3	8	4	32	176
Not Disadvantaged	212	20	139	0	75	202	13	123	6	70	278	45	131	11	67	164
TOTAL	284	36	186	0	78	314	25	178	15	69	325	48	139	15	62	340

Fowler High School Graduation Data

FOWLER								
	2001-2002		2002-2003		2003-2004		2004-2005	
	#	%	#	%	#	%	#	%
NONCOMPLETION RATES								
Dropped Out	20	1.7	52	4.2	63	4.3	143	9.8
Entered GED Program	113	9.8	0	0	35	2.2	41	2.8
Total Noncompleters	133	11.5	52	4.2	104	6.4	184	12.6
ATTENDANCE RATE								
		89.7		87.5		89.7		
	1998 Cohort		1999 Cohort		2000 Cohort			
	#	%	#	%	#	%		
GRADUATION RATES								
RACE/ETHNICITY								
American Indian/Alaskan Native	1	s	2	s	2	s		
Black	57	44	56	45	85	58		
Hispanic	20	35	9	s	45	40		
Asian/Pacific Islander	5	s	15	73	8	s		
White	99	62	95	57	105	58		
GENDER								
Female	104	59	100	56	116	63		
Male	78	46	77	47	129	47		
INCOME LEVEL								
Economically Disadvantaged	69	80	86	62	124	69		
Not Disadvantaged	113	37	91	43	121	39		
TOTAL	182	53	177	52	245	54		

Fowler High School English and Mathematics Data

FOWLER	1998 Cohort (Exp Grad 2002)					1999 Cohort (Exp Grad 2003)					2000 Cohort (Exp Grad 2004)					Students in Cohort
	Students in Cohort	Count of Student by Score			% Meeting Grad Requirement	Students in Cohort	Count of Student by Score			% Meeting Grad Requirement	Students in Cohort	Count of Student by Score			% Meeting Grad Requirement	
		Regents 55-64	Regents 65-100	Passed RCTs			Regents 55-64	Regents 65-100	Passed RCTs			Regents 55-64	Regents 65-100	Passed RCTs		
ENGLISH REGENTS																
RACE/ETHNICITY																
American Indian/Alaskan Native	1	s	s	s	s	3	s	s	s	s	1	s	s	s	s	3
Black	50	12	20	0	64	55	8	15	4	49	69	10	42	2	78	91
Hispanic	17	s	s	s	s	2	s	s	s	s	34	5	10	1	47	32
Asian/Pacific Islander	3	s	s	s	s	19	1	10	2	68	4	s	s	s	s	7
White	87	12	66	0	90	77	12	39	0	66	80	2	60	1	79	90
GENDER																
Female	89	19	54	0	82	86	16	42	1	69	90	11	63	0	82	127
Male	69	9	39	1	71	70	7	23	5	50	98	6	53	4	64	96
INCOME LEVEL																
Economically Disadvantaged	93	16	58	0	80	151	23	63	6	61	45	4	20	0	53	143
Not Disadvantaged	65	12	35	1	74	5	0	2	0	40	143	13	96	4	79	80
TOTAL	158	28	93	1	77	156	23	65	6	60	188	17	116	4	73	223
MATH REGENTS																
RACE/ETHNICITY																
American Indian/Alaskan Native	1	s	s	0	s	3	s	s	s	s	1	s	s	s	s	3
Black	50	10	26	5	72	55	5	17	8	55	69	6	41	3	72	91
Hispanic	17	s	s	s	s	2	s	s	s	s	34	1	14	4	56	32
Asian/Pacific Islander	3	s	s	0	s	19	1	14	1	84	4	s	s	s	s	7
White	8	12	66	0	90	77	5	46	4	71	80	3	49	5	71	90
GENDER																
Female	89	20	59	0	89	86	9	49	6	74	90	5	60	4	77	127
Male	69	6	42	0	70	70	3	30	7	57	98	5	49	8	63	96
INCOME LEVEL																
Economically Disadvantaged	93	17	63	0	86	94	10	43	10	67	45	2	19	1	49	143
Not Disadvantaged	65	9	38	0	72	62	2	36	3	66	143	8	90	11	76	80
TOTAL	158	26	101	0	80	156	12	79	13	67	188	10	109	12	70	223

Corcoran High School Graduation Data

CORCORAN								
	2001-2002		2002-2003		2003-2004		2004-2005	
	#	%	#	%	#	%	#	%
NONCOMPLETION RATES								
Dropped Out	45	3.2	54	3.8	57	3.6	79	5.1
Entered GED Program	66	4.7	0	0	31	2	28	1.8
Total Noncompleters	111	7.9	54	3.8	88	5.6	107	6.8
ATTENDANCE RATE								
		82.2		90.2		93.7		
	1998 Cohort		1999 Cohort		2000 Cohort			
	#	%	#	%	#	%		
GRADUATION RATES								
RACE/ETHNICITY								
American Indian/Alaskan Native	0	0	2	s	3	57		
Black	117	56	125	53	176	s		
Hispanic	2	s	7	s	4	s		
Asian/Pacific Islander	3	s	10	90	3	76		
White	145	70	138	80	135	65		
GENDER								
Female	135	68	151	74	154	71		
Male	132	58	131	58	167	59		
INCOME LEVEL								
Economically Disadvantaged	59	71	72	64	112	65		
Not Disadvantaged	208	61	210	68	209	65		
TOTAL	267	63	282	67	321	65		

Corcoran High School English and Mathematics Data

CORCORAN																
	1998 Cohort (Exp Grad 2002)					1999 Cohort (Exp Grad 2003)					2000 Cohort (Exp Grad 2004)					
	Students in Cohort	Count of Student by Score			% Meeting Grad Requirement	Students in Cohort	Count of Student by Score			% Meeting Grad Requirement	Students in Cohort	Count of Student by Score			% Meeting Grad Requirement	Students in Cohort
		Regents 55-64	65-100	Passed RCTs			Regents 55-64	65-100	Passed RCTs			Regents 55-64	65-100	Passed RCTs		
ENGLISH REGENTS																
RACE/ETHNICITY																
American Indian/Alaskan Native	0	0	0	0	0	2	s	s	s	s	4	s	s	s	s	5
Black	115	s	s	s	s	128	22	55	1	61	149	31	86	0	79	156
Hispanic	2	s	s	s	s	6	s	s	s	s	4	s	s	s	s	11
Asian/Pacific Islander	1	s	s	s	s	10	3	6	0	90	2	s	s	s	s	0
White	130	12	105	1	91	136	11	106	0	86	121	4	109	0	93	100
GENDER																
Female	124	24	80	0	84	149	19	99	0	79	138	16	104	0	87	145
Male	124	22	75	2	80	133	18	71	2	68	142	20	98	0	83	127
INCOME LEVEL																
Economically Disadvantaged	75	22	34	2	77	82	14	45	0	72	37	7	20	0	73	114
Not Disadvantaged	173	24	121	0	84	200	23	125	2	75	243	29	182	0	87	158
TOTAL	248	46	155	2	82	282	37	170	2	74	280	36	202	0	85	272
MATH REGENTS																
RACE/ETHNICITY																
American Indian/Alaskan Native	0	0	0	0	0	2	s	s	s	s	4	s	s	s	s	5
Black	115	s	s	s	s	128	25	33	2	47	149	14	41	10	44	156
Hispanic	2	s	s	s	s	6	s	s	s	s	4	s	s	s	s	11
Asian/Pacific Islander	1	s	s	s	s	10	2	6	1	90	2	s	s	s	s	0
White	130	15	101	1	90	136	13	97	1	82	121	13	81	3	80	100
GENDER																
Female	124	25	80	1	85	149	23	83	1	72	138	14	65	6	62	145
Male	124	19	79	1	80	133	19	54	4	58	142	13	63	7	58	127
INCOME LEVEL																
Economically Disadvantaged	75	20	37	1	77	82	18	30	2	61	37	5	8	0	35	114
Not Disadvantaged	173	24	122	1	85	200	24	107	3	67	243	22	120	13	64	158
TOTAL	248	44	159	2	83	282	42	137	5	65	280	27	128	13	60	272

APPENDIX V: PARENT SURVEY

1) *Where school does your child attend (If you have more than one child in school, please select all schools that they attend)?*

Clary Middle School	Danforth Middle School	Grant Middle School
Levy Middle School	Lincoln Middle School	Shea Middle School
Corcoran High School	Fowler High School	Henninger High School
Nottingham High School		

2) *How involved do you consider yourself to be in your child's school?*

Not involved Not very involved Somewhat involved Involved Very involved

3) *Do you want to be more involved in your child's school?*

Yes No Don't know

4) *How difficult is it to become involved in your child's school?*

Very Difficult Difficult Somewhat Difficult Not Very Difficult Not Difficult

5) *Do you know about the events (sports events, musical events, parent nights, etc.) that are held at your child's school?*

Yes No Don't know

6) *If YES, how frequently do you attend these events?*

Never Rarely Sometimes Frequently Always Don't know

7) *If NEVER or RARELY, what obstacles are keeping you from attending these events?*

Transportation Work schedule Timing conflicts Child care
Lack of interest Other (please explain) _____

8) *Does your child have a place at home specifically for homework and studying?*

Yes No Don't Know

9) Do you check with your child each day to find out whether they have homework assigned?

Never Rarely Sometimes Frequently Always Don't know

10) Do you make sure that your child is completing their homework each day?

Never Rarely Sometimes Frequently Always Don't know

11) How often do you talk with your child about their classes?)

Never Rarely Sometimes Frequently Always Don't know

12) If your child is having difficulty with an assignment and you have knowledge about the subject, do you offer your assistance?

Never Rarely Sometimes Frequently Always Don't know

13) If your child is having difficulty with an assignment and you do not have knowledge about the subject, do you seek out assistance for your child through the school?

Never Rarely Sometimes Frequently Always Don't know

13) How welcome do you feel at your child's school?

Not welcome Not very welcome Somewhat welcome Welcome Very welcome

14. If you do not feel welcome at the school, what would make you feel more welcome?

APPENDIX VI: PARENT SURVEY IN SPANISH

La Inspección de los Padres

1) ¿Donde educa asiste su hijo/a (Si usted tiene a más de un niño en la escuela, escoge por favor todas escuelas que ellos asisten)?

Clary Middle School

Danforth Middle School

Grant Middle School

Levy Middle School

Lincoln Middle School

Shea Middle School

Corcoran High School

Fowler High School

Henninger High School

Nottingham High School

2) ¿Cuán involucrado/a le se siente con la escuela a la que asiste su hijo/a?

Nada involucrado No muy involucrado Un poco involucrado

Bastante involucrado Muy involucrado

3) ¿Le hace quiere más ser implicado en la escuela de su hijo/a?

Sí No No sabe

4) ¿Cuán difícil es de liarse en su escuela de niño?

Muy difícil Difícil Un poco difícil No muy difícil Nada difícil

5) ¿Le hace sabe acerca de los acontecimientos (los encuentros deportivos, los acontecimientos musicales, crían las noches, etc.) eso es tenido en su escuela de niño?

Sí No No sabe

6) ¿Si la respuesta anterior es sí, cuán con frecuencia asiste usted estos acontecimientos?

Nunca Rara vez A veces Con frecuencia Siempre

No Sabe

7) ¿Si nunca o rara vez, qué obstáculos le mantienen de asistir estos acontecimientos?

El tiempo Horario del trabajo Transporte Conflictos de tiempo

La guardería La falta de interesa

Otro (explica por favor) _____

8) ¿Hace a su niño tiene un lugar en casa específicamente para deberes y estudiar?

Sí No No sabe

9) ¿Pregunta a su hijo/a si tiene tarea asignada todos los días?

Nunca Rara vez A veces Con frecuencia Siempre

No sabe

10) ¿Le hace se cerciora que su niño completa sus deberes cada día?

Nunca Rara vez A veces Con frecuencia Siempre

No sabe

11) ¿Con cuánta frecuencia hace su discurso con su niño acerca de sus clases?

Nunca Rara vez A veces Con frecuencia Siempre

No sabe

12) ¿Si su niño tiene dificultad con una tarea y usted tiene el conocimiento acerca del sujeto, ofrece usted su ayuda?

Nunca Rara vez A veces Con frecuencia Siempre

No sabe

13) ¿Si su niño tiene dificultad con una tarea y con usted no tiene el conocimiento acerca del sujeto, busca usted ayuda para su niño por la escuela?

Nunca Rara vez A veces Con frecuencia Siempre

No sabe

14) ¿Se siente bienvenido en la escuela de su hijo/a?

No bienvenido No muy bienvenido Un poco bienvenido Bastante bienvenido

Muy bienvenido

15) ¿Si no se siente bienvenido, qué le haría sentirse mas aceptado/a?

APPENDIX VII: LOCAL BUSINESSES SURVEY

1) Are you currently a partner with the Syracuse City School District (SCSD)?

Yes No Don't know

2) If NO, are you interested in becoming an SCSD partner?

Yes No Don't know

3) If you are a SCSD partner, is there anything that the SCSD needs to do to make partnering a more positive experience for you?

Yes No Don't know

4) If YES, what do you suggest?

5) If you are a partner with SCSD, how long have you been a partner?

6) Do you support providing internship opportunities to SCSD high school students?

Yes No Don't know

7) If NO, why not?

8) Do you currently offer internships to high school students?

Yes No Don't know

9) When you employ high school students, or recent high school graduates, what skills do you generally find them lacking? Please check all that apply

- Basic reading comprehension
- Written communication
- Verbal communication
- Basic math (percentages, fractions, addition and subtraction)
- Leadership skills
- Teamwork
- Research on the Web
- Answering the phone
- Creating tables and charts in Excel or a similar program

10) Are there any other areas that are not listed here? If so, please list them here.

APPENDIX VIII: STUDENT SURVEY

1) Do you think you will graduate from high school?

Yes No Don't know

2) If NO, why not?

3) How safe do you feel at your school?

Not safe Not very safe Somewhat safe Safe Very safe Don't know

4) Do you have close friends at school?

None A few Some Several Many Don't know

5) Is there an adult at your school that you feel comfortable talking with about non-academic issues?

Yes No Don't know

6) If YES, what is their position? (select all that apply)

Teacher Guidance Counselor Coach Principal Vice Principal

Nurse Club Advisor Social Worker/Psychologist

Other (please name position) _____

7) Overall, do you enjoy going to school?

Never Rarely Sometimes Most of the time Always

8) What activities are you involved in at school? (circle all that apply)

Sports Music/Theatre Art Service clubs Other clubs

Student government Academic teams (math, science) None

9) Are you in a learning community at your school?

Yes No Don't know

10) Do you think that your teachers know you very well?

Yes No Don't know

11) *Would smaller classes help them know you better?*

Yes No Don't know

12) *Would it be helpful to have students tutor you in subjects that are giving you trouble?*

Yes No Don't know

Themed High Schools

13) *The school district is planning to make each high school have a specific academic theme (for example, international relations or communications). Do you think this is a good idea?*

Yes No Don't know

14) *What is the most important thing for you when you pick your high school?*

Friends Academic Theme Location Sports Teams

Reputation Family Other (please explain) _____

Job Education

15) *Have you received any job education (examples: job fairs, job shadowing, job interest tests)*

Yes No Don't know

16) *If YES, what have you done? (select all that apply)*

Job fairs Job shadowing Job interest tests Internships

Other (please explain) _____

17) *Are you interested in participating in a job-shadowing day? (spending the day with someone at work in a career in which you are interested)*

No interest Not very interested Somewhat interested

Interested Very interested

18) *Are you interested in participating in an internship program? (spending part of your day for a semester working with a person in a career which interests you)*

No interest Not very interested Somewhat interested
Interested Very interested

19) *What types of jobs are you interested in?* _____

Student Programs

20) *What high school level classes would you liked to have been offered in your middle school?
(Circle all that apply)*

Math Foreign Language English/Writing Science
History Other (please list) _____

21) *Are you in the AVID Program at your high school?*

Yes No Don't Know

22) *If yes, do you feel AVID has helped you to do better in school?*

Yes No Don't Know

23) *Do you take part in the Extended Day Learning Program (EDLP) at your school?*

Yes No Don't Know

24) *If yes, do you feel as if it is helping you do better in school?*

Yes No Don't Know

25) *What grade are you currently in?*

Eighth Ninth Tenth Eleventh Twelfth

26) *Where do you go to school?*

Corcoran High School Fowler High School Henninger High School

Nottingham High School

Clary Middle School

Danforth Middle School

Grant Middle School

Levy Middle School

Lincoln Middle School

Shea Middle School

27) *What is your gender?*

Male

Female

APPENDIX IX: TEACHER SURVEY

1. Are you aware of the New York State Education Department (SED) standards and indicators established by the SCSD curriculum coordinator?
-Yes -No -Don't know

2. What is the best way to ensure that all students are prepared when they enter your classroom?

3. Do you have a course curriculum binder?
-Yes -No -Don't know

4. If yes, please indicate how helpful your binder is in your teaching methods?
-Not Helpful -Somewhat Helpful -Helpful -Very Helpful -Don't know

5. How often do you rely on your course curriculum binder when developing your lesson plans?
-Never -Rarely -Sometimes -Often -Always -Don't know

6. Please tell us why you use or do not use the binder.

7. Please give examples as to how you would fix the course curriculum binders.

8. Do you have a problem meeting the standards set by the SED in the required time frame?
-Yes -No -Don't know

9. If yes, please select from the list below what inhibits you from meeting SED standards in the required time frame (check all that apply)
-Lack of Time
-Poor training to teach curriculum
-Standards not clearly defined
-Uncooperative students
-Poor preparation of students from previous grades
-Not enough resources
-Poor quality of resources
-Other:

10. What would help you to better meet curriculum standards? (check all that apply)
-More staff development days
-More teacher collaboration within your department
-Additional help from administrators
-Additional help from department heads
-Other:

11. Does the SED curriculum leave room for Regents preparation?
-Yes -No -Don't know

12. When do you begin Regents work preparation?
 -Throughout the year
 -Months before
 -Weeks before
 -Days before
13. How prepared do you feel your students are for the Regents exam?
 -Not prepared
 -Somewhat prepared
 -Prepared
 -Very prepared
 -Don't know
14. Are you aware of the Vantage Program?
 -Yes -No -Don't know
15. If yes, do you see an increase in the grades of students who attend the Vantage Program?
 -Yes -No -Don't know
16. How helpful do you find staff development in teaching reading related curriculum?
 -Not Helpful
 -Somewhat helpful
 -Helpful
 -Very Helpful
 -Don't know
17. Do most students come to your class with the skills to correctly follow the curriculum?
 -Yes -No -Don't know
18. If no, please indicate what skills students are lacking when they enter your classroom.
19. Please rate the level of communication between you and your administrators
 -Very Good -Good -Okay -Bad -Very Bad -Don't know
20. Please rate the level of communication between you and your department heads
 -Very Good -Good -Okay -Bad -Very Bad -Don't know
21. Please rate the level of communication between you and your fellow teachers
 -Very Good -Good -Okay -Bad -Very Bad -Don't know
22. Please rate the level of communication between you and your fellow students
 -Very Good -Good -Okay -Bad -Very Bad -Don't know
23. Please indicate how helpful your meetings are with administrators
 -Not Helpful
 -Somewhat Helpful
 -Helpful

- Very Helpful
- Don't know

24. Please indicate how helpful your meetings are with department heads

- Not Helpful
- Somewhat Helpful
- Helpful
- Very Helpful
- Don't know

25. Please indicate how helpful your meetings are with fellow teachers

- Not Helpful
- Somewhat Helpful
- Helpful
- Very Helpful
- Don't know

26. Do you build relationships with your students outside of the classroom?

- Yes
- No
- Don't know

27. If yes, how do you build these relationships?

28. Within the past year, how many times have you had your students perform creative writing exercises?

- Rarely
- Never
- Sometimes
- Often
- Very Often
- Don't know

29. Within the past year, how many times have you had your students complete a task that required sequential order?

- Rarely
- Never
- Sometimes
- Often
- Very Often
- Don't know

30. Within the past year, how many times have you had your students listen to music that connects to coursework?

- Rarely
- Never
- Sometimes
- Often
- Very Often
- Don't know

31. Within the past year, how many times have you had your students use art, graphs, etc. to represent their coursework?

- Rarely
- Never
- Sometimes
- Often
- Very Often
- Don't know

32. Within the past year, how many times have you had your students integrate physical activity or hands-on work into a lesson?

- Rarely
- Never
- Sometimes
- Often
- Very Often
- Don't know

33. Within the past year, how many times have you had your students work in groups or participate in debate?

- Rarely
- Never
- Sometimes
- Often
- Very Often
- Don't know

34. Within the past year, how many times have you had your students self-reflect on doing an activity (i.e. journal entries)?

-Rarely -Never -Sometimes -Often -Very Often -Don't know

35. Please indicate what department you teach in (check all that apply).

-Math

-English

-Science

-Social Studies

-Other:

APPENDIX X: ADMINISTRATOR SURVEY

1. What methods do you use to monitor teachers and ensure they follow the SED standards?
(check all that apply)
 - Staff development days
 - One-on-one meetings with teachers
 - Dropping in on classrooms
 - Other:

2. How prepared do you feel your students are for the Regents exams?
 - Not prepared
 - Somewhat prepared
 - Prepared
 - Very prepared
 - Don't know

3. Please rate the level of communication between you and your fellow administrators
 - Very Good -Good -Okay -Bad -Very Bad -Don't know

4. Please rate the level of communication between you and your department heads
 - Very Good -Good -Okay -Bad -Very Bad -Don't know

5. Please rate the level of communication between you and your teachers
 - Very Good -Good -Okay -Bad -Very Bad -Don't know

6. Please rate the level of communication between you and your students
 - Very Good -Good -Okay -Bad -Very Bad -Don't know

7. Please rate the level of communication between you and your superintendent
 - Very Good -Good -Okay -Bad -Very Bad -Don't know

8. Do you build relationships with your students outside of the classroom?
 - Yes -No -Don't know

9. If yes, how do you build these relationships?

10. How satisfied are you with your involvement in the daily activities of your building?
 - Very Unsatisfied -Unsatisfied -Satisfied -Very Satisfied -Don't know

11. If you could become even more involved in your school's daily activities, what could help you achieve this?

APPENDIX XI: EMAIL FROM TOM ISAACS, SUPERINTENDENT WAYNE, OHIO LOCAL SCHOOLS

wasu_ti@swoca.net

1. What did you do to overcome resistance and criticism? It is not possible to overcome these! Strong leaders must make the changes they view as needed to benefit students. Of course, being a “leader” requires some followers, and we built positive synergy for change with respected and strong teachers and parents.
2. What non-financial change had the greatest impact on improving your school? We adopted the motto “excellence in all we do” and we have not wavered from that. It is important to note that most of our changes did not require more money with things like daily intervention built into the school day, new course offerings, and teacher accountability.
3. How did you attract teachers to our vision of school improvement and how did you get them to follow through? On going and consistent professional development. Not enough can be said for this. We focused on reading, writing, and thinking in all classes, and we have not changes this focus for about seven years.

APPENDIX XII: TEACHER AND ADMINISTRATOR SURVEY TIMELINE

Dates	Actions
2/9/2007	Goals for teachers and administrators developed
2/19/2007	Questions sent Karen Markoff, Curriculum Coordinator
3/1/2007	Received link to make surveys online
3/2/2007	Teacher and Administration surveys completed
3/4/2007	Surveys revised by Carol Dwyer
3/5/2007	Revised surveys sent to Carol Dwyer
3/7/2007	Teachers and administrators likely to receive hyperlinks for surveys by end of the week
3/22/2007	Mike Schmidt supposed to reply to Dittman
3/27/2007	Dittman still waiting for Mike Schmidt to respond
4/3/2007	Carol checked with Dittman regarding surveys-gave a deadline of April 13
4/3/2007	Emailed administrators of case studies
4/9/2007	Received email back from Tom

APPENDIX XIII: DEMOGRAPHICS

	School/Region					
	Corcoran	Fowler	Henninger	Nottingham	District	State
RACE/ETHNICITY						
American Indian	5	3	5	2	15	655
Black	156	91	151	128	537	29671
Hispanic	11	32	8	15	66	25597
Asian/Pacific Islander	0	7	13	15	35	12445
White	100	90	163	91	451	107828
GENDER						
Female	145	127	187	120	588	88747
Male	127	96	153	131	516	87449
INCOME LEVEL						
Economically Disadvantaged	114	143	176	104	548	51326
Not Disadvantaged	158	80	164	147	556	124870
TOTAL	272	223	340	251	1104	176196

	School/Region		
	Grady	EHOVE	SCSD
RACE/ETHNICITY			
American Indian	NA	NA	15
Black	684	NA	537
Hispanic	41	NA	66
Asian/Pacific Islander	(Lumped with Hispanic)	NA	35
White	311	NA	451
GENDER			
Female	NA	NA	588
Male	NA	NA	516
INCOME LEVEL			
Economically Disadvantaged	456	150	548
Not Disadvantaged	580	600	556
TOTAL	1036	750	1104

APPENDIX XIV: MAP OF SCSD HIGH SCHOOLS

