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Career Skill Development, Exploration and Civic Engagement



Onondaga County School Evaluation

2011



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EXECUTIVE SUMMARY

Introduction

The purpose of this report is to present information collected from Onondaga County high schools through a comparative study of how well students are prepared for college and/or a future career following graduation. This report will be used in conjunction with 3C Skills (www.3cskills.org) to further the discussion of the state of education in Onondaga County and possible solutions. There is evidence that high school students often graduate without the skills that are needed in college and that are necessary for employment. For example, The National Assessment of Educational Progress (NAEP) performed an observation study of schools across New York State that compared Regents exam scores to early college success. They found that a passing score on a Regents exam of 65 was not a good predictor of student performance in college. In other words, graduating high school does not necessarily equate to college-readiness. Furthermore, employers across the country have been voicing complaints about the lack of preparedness of new hires. The bottom line, which is explored in detail in this report's Introduction, is that the education system is often producing graduates ill-equipped for either college or career. This report provides a catalog of information about what is occurring locally to serve as a catalyst for families, educators and the media to look beyond test scores in determining the future success of students as they enroll in college, enter careers and hopefully embark on a life-long path of civic engagement.

Methods

The data used in this report were collected from high schools through an online instrument posted on SurveyMonkey. In most cases high school principals provided the information, but guidance counselors and other administrators and staff, as well as some students, were also involved in some instances. Multiple options were made available to provide the data, but the online method was selected by most of the schools. The target population was 26 high schools – 22 of which are public and 4 private. The response rate was 81 percent, with 21 high schools responding between January 7th and March 24th, 2011. The sample of 21 schools consists of three private schools and 18 public schools. However, the number of schools included in the aggregated data is 19. This is because the Big Picture School is highlighted in a special section and the Institute of Technology at Syracuse Central (ITC) was not included because their submitted data was not useable.

Findings

College and Career Skills

1. 95% of high schools offer computer literacy courses. (18 of 19)
2. 58% of high schools do not offer academic credit for student activities. (11 of 19)
3. 100% of high schools offer academic credit for yearbook participation. (8 of 8)
4. 76% of the 17 high schools offering certification courses offer Driver's Education. (13 of 17)

5. 50% of high schools have students who have taken applied statistics, but those students typically represent a small percentage of the student body. Manlius Pebble Hill is the one exception. (8 of 16)
6. 63% of high schools allow students to participate in internships. (12 of 19)
7. 58% of high schools do not have a job/internship board in the building or posted online for students. (11 of 19)
8. The average number of partnerships with businesses/nonprofits from the 9 schools that provided a calculable number is 25, ranging from 1 at Corcoran to 127 at LaFayette. (n=9)
9. 58% of high schools have a career day with opportunities for students who are not college bound. (11 of 19)
10. 56% of high schools offer opportunities for students to take the Armed Services Vocational Aptitude Battery Exam. (10 of 18)
11. 89% of high schools allow military recruiters to speak to students on campus. (16 of 18)
12. 72% of high schools expose students to recruitment opportunities other than military. (13 of 18)
13. 83% of high schools do not have a JROTC program. (15 of 18)
14. 74% of high schools allow students to attend BOCES. (14 of 19)
15. The average number of students attending BOCES from the 11 participating high schools is 52, ranging from 10 at East Syracuse-Minoa to 145 at Cicero-North Syracuse. (n=11)
16. 89% of high schools allow students to participate in job shadowing. (16 of 18)
17. LaFayette had the lowest counselor to high school student ratio at 1:92. (n=18)
18. 50% of high schools track alumni. (9 of 18)
19. 4 years is the average period that schools track alumni. (n=6)

Civic Engagement

20. 72% of high schools do not have a student representative on their school district's board of education. (13 of 18)
21. 78% of high schools invite the county board of elections to register eligible students to vote. (14 of 18)
22. 61% of high schools have a student government body with a policymaking role beyond social events. (11 of 18)
23. 72% of high schools have a community service requirement for graduation. (13 of 18)
24. Henninger has the highest community service requirement for student graduation at 40 hours, which is 38% above the average of the 11 public high schools that responded. (n=11)

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Mike Ju, Political Science Major at Syracuse University, for designing the cover page for this report.

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If one was to view a picture of a classroom from the 1900s and compare it to the typical classroom in 2011, would there be any differences? Over the last century, how has the nature of American education evolved to suit the demands of the times and the environment? The use of information technology, social media, and electronic media are at an all-time high and are rapidly increasing. Students now need to learn how to access the vast array of information available to them. Does the focus remain on memorizing historical events when the same detailed information can be accessed with the click of a finger? Besides the basic tools of algebra, the natural sciences, and effective communication, which skills should this new generation of learners be taught to become effective citizens and members of the workforce?

Figure 1

“What year are you preparing your students for? 1973? 1995?” -Heidi Hayes Jacobs (Hayes, 2010)

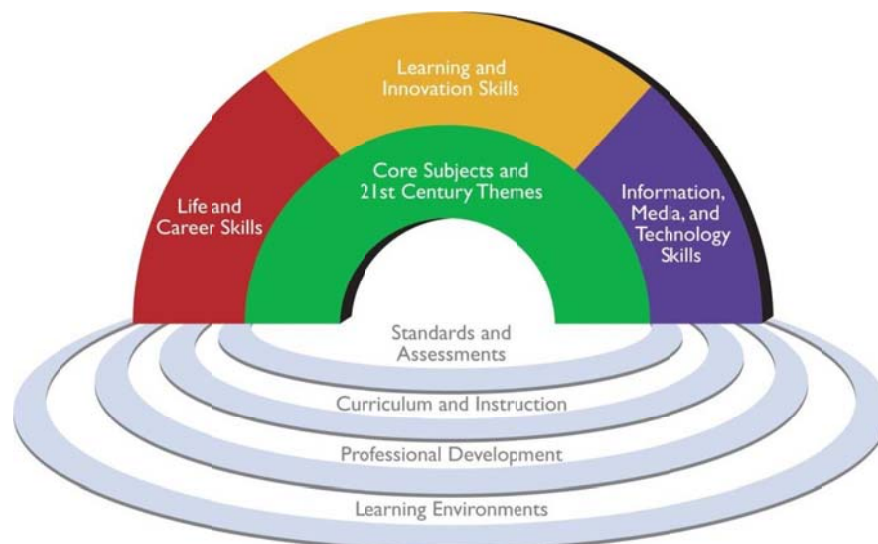


3C Skills

This report began as a branch of research from a class started at Syracuse University under the direction of Professor William Coplin, chair of the Public Affairs Program at the Maxwell School of Citizenship and Public Affairs. The 3C Skills Collaborative class was founded in spring 2010 with a goal of providing resources aimed at developing high school student skills that will be necessary for success in the 3Cs (college, career, and citizenship). All resources are offered free of charge on this website: <http://www.3cskills.org/>. The skills are based on Coplin's book *10 Things Employers Want You to Learn in College* which outlines 10 skill sets that include 38 individual skills (For a list of the 38 skills, see appendix II).

Although this list does not contain every skill a successful student/citizen should possess, it is a starting point for merging the structure of the American education system and the skills needed to compete in the 21st century. At the local level, the Collaborative began evaluating schools to learn which opportunities were being offered to students that could lead to success in the 3C Skills area. The class focused on reaching out to students in the Upstate New York area to raise awareness of the importance of skills learning, continuous self-assessment on skill improvement, and assistance in monitoring progress. The 3C Collaborative is the foundation for this report and the subsequent exploration of how Onondaga County high schools support students in meeting career expectations, whether immediate or after college.

In addition to the 3C Skills Collaborative, several other organizations have developed diagnostic tools and indicators to evaluate and redefine secondary education (Adams, 2010). The Partnership for 21st Century Skills generated a framework similar to that of the 3C Skills Collaborative (see diagram below). The Educational Policy Improvement Center (EPIC) in Oregon has created the CollegeCareerReady School Diagnostic, which breaks college readiness into four categories: cognitive strategies, content knowledge, academic behaviors, and contextual skills. Information is collected from school data and comprehensive surveys of students, teachers, counselors, and administrators. In addition to hard indicators, the EPIC assessment is unique in that it includes qualitative information such as self-reports from students about their future goals and aspirations.



This report focuses on two of the 3C's: Career and Civic Engagement. This is because the basic skills that students need after they graduate high school are the same whether they attend college or go directly into the workforce. As for civic engagement, it serves to further enhance these skills while helping students develop into contributing members of society. Civic engagement is important because it allows individuals to be involved and feel a responsibility to their community. An engaged individual recognizes themselves as a member of a larger social fabric and considers social problems to be at least partly his or her own. This individual is willing to see the moral and civic dimensions of issues, to make and justify informed moral and civic judgments, and to take action when appropriate. By being engaged, individuals feel compelled to improve life not just for themselves, but their communities as well (Elrich, Thomas, 2000).

The Global Student

President Obama said, “*If we want to win the global competition for new jobs and industries, we’ve got to win the global competition to educate our people*” (Phillip, 2011). The US has continued to underperform when it comes to educational attainment compared to our global counterparts. Year after year, other countries (even those with smaller economies and populations) have tested higher than the United States in crucial categories such as math and science (Hechinger, 2010). Although there are a myriad of variables that can influence and distort these comparisons, the following remains clear: America’s education system is not only failing, but is in free fall. An analysis conducted for Diplomas Count (2010) reveals a graduation crisis in concentrated geographic areas. Among the 11,000 nationwide school systems, only 25 account for every one in five dropouts nationwide, which represents approximately a quarter million students who do not graduate. Epicenters of the dropout crisis are a combination of traditional big city districts and large countywide school systems. New York City and Los Angeles lead the nation in the number of non-graduates, with each producing more than 40,000 dropouts annually (Wittenstein, 2010).

Transforming the American high school and ensuring that every student has an opportunity to earn a diploma – the key to a successful adult life – have been explicit goals of both the George W. Bush and Obama administrations. This cause has mobilized aggressive grassroots organizing and rarely seen cross-sector collaborations, driven changes in state policies, sparked aggressive interventions with local school districts, and prompted billions of dollars in philanthropic investments over the past decade (Swanson, 2010). In March of 2010, President Barack Obama pledged \$900 million to “stem the dropout crisis” (Paulson, 2010). He has made it a nationwide initiative to surpass our competitors since roughly 62% of the projected new jobs in 2009 required a two or four year degree at minimum – by 2020 that percentage increases to 75% (Gordon, 2009).

Yet all of this focus fails to address what happens to those students who *do* graduate. Many high school students either do not attend college or drop out in their first year. Whether they’re heading into the workforce or are college bound, American students need to be

prepared. This means possessing the skills needed to compete in a professional market where jobs continue to be scarce. With the increasing globalization of the job market, Americans must be even more prepared to change and develop to meet the new demands. Based on current research, they are not. According to Jill Casner-Lotto's work entitled *Are They Really Ready to Work?*, "over 40% of employer respondents rate new entrants with a high school diploma as 'deficient' in their overall preparation for the entry-level jobs they typically fill. This problem is already having an effect on the American economy and will continue to be a problem unless we can better prepare our students" (Partnership for 21st Century Skills, 2010). To put it simply, American children need to be taught the skills necessary to survive and succeed in a rapidly changing global environment. This requires major changes to the current out-dated educational model.

High School Graduation and College Success

The National Assessment of Educational Progress (NAEP) performed an observation study of schools across New York State that compared Regents exam scores to early college success. They found that a passing score on a Regents exam of 65 was not a good predictor of student performance in college. Statistically, only students who scored an 80 or better on the Math Regents and a 75 or higher on the English Language Arts exam tend to get Cs or better in college courses. Those who passed, but did not achieve these scores were unprepared for higher education and ended up in remedial coursework or failing out. When one compares the percentage of students achieving these minimum scores to graduation rates, the difference is staggering (King, 2010). In the city of Syracuse, the graduation rate for the class of 2009 (those who started 9th grade in the 2005-06 academic year) was a low 49.5%. Using 80/75 Regents scores as a measure of college and career preparedness, only 14.7% of students, 34.8 percentage points lower than the graduation rate, had college-ready scores. Minority scores in the city of Syracuse are even lower, with only 5% of black students, 0.9% of Hispanic students, and no American Indian students scoring above the 80/75 threshold ("College and Career," 2011).

The students who manage to graduate from high school but do not reach the Regents threshold often end up in remedial college courses. Nationally, over "one-fourth of entering college students end up in remedial classes, and public colleges alone are estimated to spend more than \$1 billion annually on remedial education" (Schmidt, 2008). These courses do not count as credits towards degree programs, and are not shown to significantly improve performance in subsequent classes. In fact, a Florida study shows that students who took remedial reading class(es) are actually "less likely to pass college-level English composition classes down the road." In addition to its questionable benefits, remedial coursework delays degree progress and is stigmatic, causing frustration among already struggling students.

Beyond remedial coursework, more problems become apparent when one examines what happens post-enrollment. There are differing reports of nationwide graduation rates, however, no matter the source, outcomes are grim. Nationally, only 40 percent of students

who enroll in college complete a four-year degree within six years. At the community college level, just 20 percent finish a two-year degree in three years (Hunt-White, 2010). Those who enroll but do not graduate are still responsible for student loan repayments. High tuition costs combined with the lower earning power of college dropouts translates into millions of dollars in debt. Transfer rates are also high. Of the cohort of students who first enrolled in higher education during the 2003-2004 school year, few received a degree from their initial place of enrollment. After six years, only eight percent had received a certificate, nine percent an associate's degree, and twenty-two percent a bachelor's degree from the first institution they attended (Hunt-White, 2010).

A recently published book titled *Academically Adrift* discusses the causes of the disparity between college enrollment and graduation. Based on an extensive collection of survey responses, transcript data, and results from the new Collegiate Learning Assessment, its writers conclude that “a significant percentage of undergraduates are failing to develop the broad-based skills and knowledge they should be expected to master.” These skills include critical thinking, analytical reasoning, problem solving, communication, and writing. More than 45% of students surveyed did not show significant statistical improvement in these broad-based skill areas within the first two years of college. They attribute this stagnation to a variety of factors, including the initial need for remedial coursework, the competing priorities of coursework, socialization, job responsibilities, and the fact that undergraduate students are at the bottom of the barrel when it comes to higher education (Arum, & Roska, 2011).

Post-secondary education for the average student today is a far cry from the stereotypical “college experience” commonly portrayed in the media. The Bill and Melinda Gates Foundation sponsored a study entitled “With Their Whole Lives Ahead of Them” to determine why so many students fail to finish college. They found that instead of a balancing act between classes and socializing, many students work simultaneously to support themselves and their families. They found that:

1. Among students in four-year schools, 45% work more than 20 hours a week.
2. Among those attending community colleges, 60% work more than 20 hours a week, and more than 25% work more than 35 hours a week.
3. Just 25% of students attend the type of residential college we often envision.
4. 23% of college students have dependent children.

All too often, ill-prepared students succumb to the combined pressures of work and school and end up dropping out (Johnson).

The New Job Market

It is a universally acknowledged truth that education is the key to economic success. For the past few decades, there has been a push for more students to enter college. Despite rising tuition costs, students are enrolling in college more than ever before. But the notion that the

classic four-year liberal arts education will lead to a solid middle class job is fading. A bachelor's degree is no longer a "sure thing" in the job market.

Economist and author Paul Krugman has suggested that a "hollowing out" has occurred within the job market. High- and low-wage jobs have grown rapidly, but middle income jobs are disappearing as technological innovations replace human work in areas such as legal research, computer design, and even medical evaluations (Krugman, 2011). Conversely, some have argued that far from removing jobs, advances in technology create "complementary" jobs such as technicians and programmers (Tucci, 2011).

These jobs, however, do not require the traditional bachelor's degree. "Middle skills" jobs, those that require licenses and certificates, will account for more than half of all anticipated job opportunities in the next seven years. In addition, a college degree no longer holds the promise of a high economic yield. "Twenty-seven percent of people with licenses and certificates also earn more than the average bachelor's degree recipient" (Jacobs, 2011). Jobs in demand include electricians, healthcare workers, machinists, plumbers, and technicians. Instead of a bachelor's degree, or even an associate's degree, they require targeted coursework towards a certification. The high unemployment rate in the United States is not just a remnant of the recession. It reflects the increasing disparity between employee credentials and employer needs. It is structural. The traditional four-year liberal arts education does not prepare students for the increasing number of technical and skills-based jobs.

Regardless of vocation, whether technical or traditional, employers across the country have been voicing complaints about the lack of preparedness demonstrated by new hires. Skills such as written and oral communication, problem solving, and teamwork are essential to nearly all jobs, regardless of sector or pay-grade (Gewertz, 2010). According to a 21st Century Skills report,

A growing skills deficit endangers US economic competitiveness and the American way of life. Economic, workforce and educational realities offer ample evidence that higher skills, deeper knowledge and career readiness are fundamental to success in a knowledge economy. The nation faces a 'skills imperative.' Skill shortages jeopardize economic recovery, growth and competitiveness, particularly in the Science, Technology, Engineering and Mathematics or STEM field, employers warn (Partnership for 21st Century Skills, 2010).

Students are lacking in the skills necessary to fulfill requirements for the jobs available in our economy. In fact, 31 percent of employers have a difficult time filling positions despite the economic downturn. This seems hard to believe considering the current national unemployment rate of 8.9 percent (US Bureau of Labor, 2011). There is "a talent mismatch between workers' qualifications and the specific skill sets and combinations of skills employers want" (Partnership for 21st Century Skills, 2010).

The gap between employer needs and employee abilities is particularly problematic among recent graduates. A study of employers and young job seekers from Generation Y (ages 18-35) found that the groups held different ideas about to which skills are necessary for employment.

Two thirds of the 500 18-35 year olds surveyed believe communication and teamwork is important to employers while 80 percent of the 300 employers surveyed say these skills are extremely important. While 50 percent of Gen Ys believe customer service to be extremely important to employers, 70 percent of those hiring say customer service is a necessary soft skill. In addition, 71 percent of employers put emphasis on the ability to communicate with people of other cultures, compared with only 49 percent of Gen Ys (HR Reporter, 2010).

Mirroring the need for remedial classes in higher education, employers are forced to provide additional training in order to overcome the skills gap. According to a 2008 study, approximately 50% of surveyed employers said that they had to provide readiness training to new hires. And just like higher education, this additional training was not shown to significantly improve deficiencies.

We need to be preparing American students for the jobs that will be available in the future by providing them with the skills and technological know-how that they need to be successful. If these skill shortages continue it will seriously threaten the ability of American workers to compete in the global marketplace.

METHODS

The Community Benchmarks Program (CBP) research team began this study by identifying a list of variables that demonstrate how high schools prepare students for post-graduation challenges. The list is based on extensive research outlined in the Introduction and centers on employer and college expectations. A focus on 3C Skills (<http://www.3cskills.org/>), 21st Century Skills (<http://www.p21.org/>) and the Partnership for 21st Century Skills (<http://c21.ocmboces.org>) has been instrumental in informing this list. Originally, the list of variables fell into four categories: College, Career, Citizenship and Accountability.

The initial list was extensive and reflected the idea that high school students should have sufficient opportunity to acquire real-world skills, learn outside of the classroom, and explore multiple career and life options.

Using this list of initial indicators, the research team created a 32-question survey (see Appendix I). A decision was made to focus less on college preparation and more on career. This was done for two reasons: 1) Ultimately, those attending college will be advancing into areas where skills will be needed; and perhaps more importantly, 2) The skills identified are needed for success in college. The term “civic engagement” is used rather than citizenship. The latter is technically meant to ascribe a right to persons who live in a country, although it can generally also mean a person who votes regularly and obeys the laws of a community. The words “civic engagement,” however, have a broader meaning that captures the connotation of making a difference through active participation to advance society.

All 26 high schools in Onondaga County, four of which are private, were contacted between January 7th and March 21st, 2011. Initial contact was made through multiple e-mails sent to each high school principal, followed up with multiple phone calls to principals and, in some cases, other administrators or staff. In instances where school officials were not responsive, high school students were recruited to collect the data. The result is a participation rate of 81 percent, which equates to 21 of the 26 high schools. The sample includes three private high schools and 18 public high schools. Unfortunately, the survey response from the Institute of Technology at Syracuse Central (ITC) was not used in the report. This was because the information provided could not be interpreted and the research team did not alert the school of this problem in a timely manner. Additionally, the Lafayette Big Picture School is not included in the aggregated data of this report because its unique educational approach and small enrollment size means the data is not easily contrasted with the county’s more traditional high schools. Instead, the Big Picture School is highlighted in a special section found later in the report. Also, please note that references to SCSD in the following list are for the Syracuse City School District.

High Schools Included in Aggregated Data

1. Bishop Grimes Junior-Senior High School
2. Bishop Ludden Junior-Senior High School
3. Cicero-North Syracuse High School
4. Corcoran High School
5. CW Baker High School (Baldwinsville)
6. East Syracuse-Minoa High School
7. Fabius-Pompey Middle-High School
8. GW Fowler High School (SCSD)
9. Henninger High School (SCSD)
10. Jamesville-DeWitt High School
11. Jordan-Elbridge High School
12. LaFayette Junior-Senior High School
13. Liverpool High School
14. Manlius Pebble Hill School
15. Nottingham High School (SCSD)
16. Onondaga Senior High School
17. Solway High School
18. Tully High School
19. West Genesee High School

Every high school was given multiple opportunities to be included in the report. In most cases the principal of each school filled out the survey, although in some instances other school administrators were the contact person. The high schools had the option of answering the survey online, on paper, or in person through an interview. The online survey was utilized in the majority of cases.

Analyzing the data was done with the aim of identifying the schools in Onondaga County that best prepare students by giving them the necessary skills to succeed. As with any self-reported survey, there is the possibility that questions were not clear or incorrect or incomplete information was provided. This is highly unlikely since all respondents were given the opportunity to review the data in the report, prior to publication. For this reason, the CBP team is confident about the accuracy of the data contained in the report.

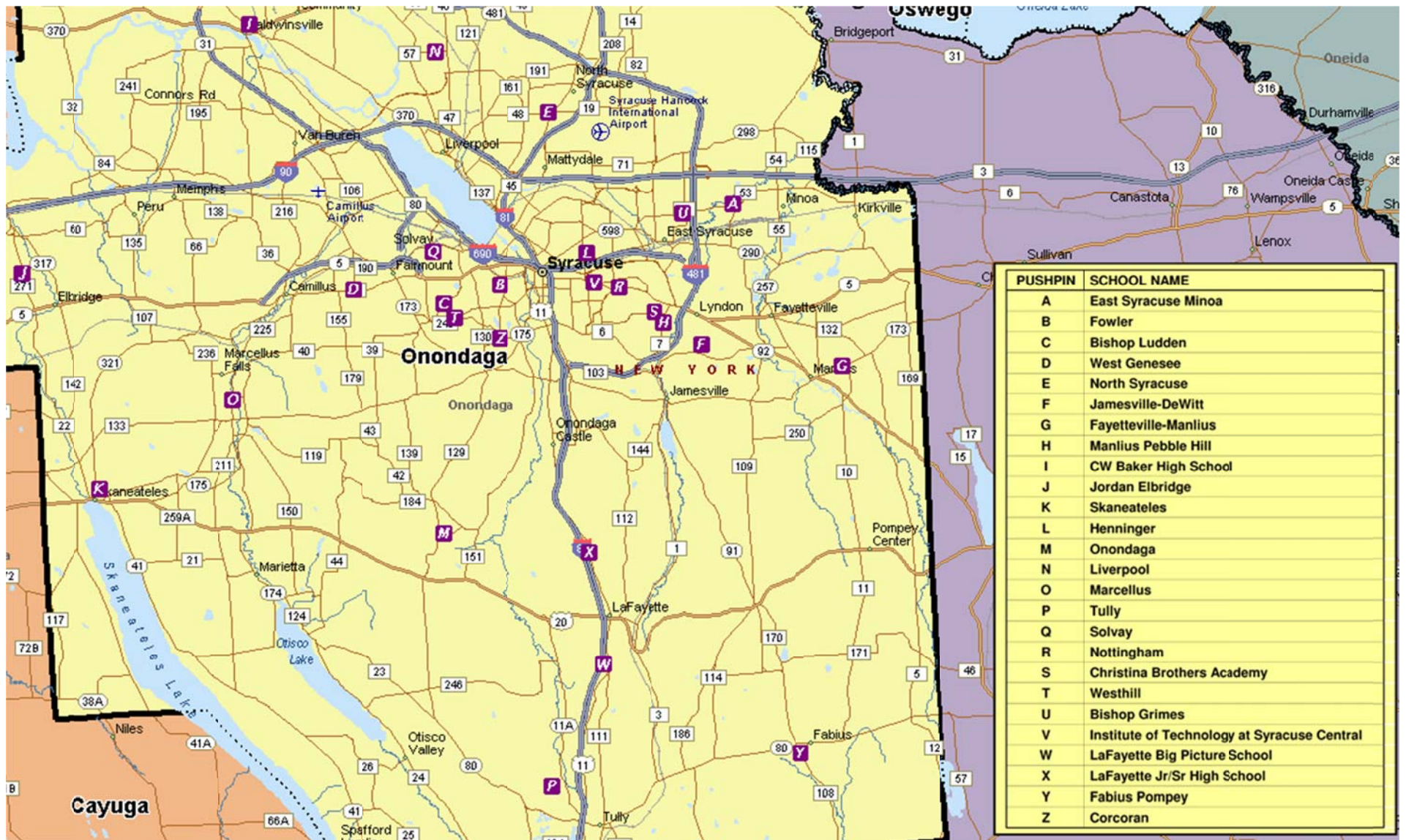
DEMOGRAPHICS

Race/Ethnicity of Public High Schools, 2009-10

	American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/ Other Pacific Islander	White	Multiracial
Cicero-North Syracuse High School	2% (44)	5% (114)	2% (41)	2% (43)	89% (2024)	0% (0)
Corcoran High School	1% (20)	72% (1042)	6% (83)	1% (8)	20% (295)	0% (0)
CW Baker High School	0% (7)	2% (23)	2% (24)	0% (7)	96% (1410)	0% (0)
East Syracuse-Minoa High School	3% (34)	3% (35)	2% (20)	2% (18)	90% (1053)	1% (6)
Fabius-Pompey Middle High School	0% (2)	1% (6)	1% (4)	0% (1)	97% (486)	0% (0)
GW Fowler High School	2% (23)	40% (486)	22% (266)	12% (146)	24% (293)	0% (0)
Henninger High School	2% (31)	46% (751)	7% (118)	3% (51)	42% (697)	0% (0)
Jamesville-DeWitt High School	1% (5)	11% (102)	3% (32)	6% (54)	79% (735)	0% (0)
Jordan-Elbridge High School	1% (3)	1% (5)	1% (3)	1% (5)	97% (492)	0% (0)
LaFayette Junior-Senior High School	22% (82)	2% (8)	0% (1)	1% (5)	74% (280)	0% (0)
Liverpool High School	1% (16)	9% (208)	2% (48)	3% (77)	86% (2069)	0% (0)
Nottingham High School	0% (6)	60% (782)	7% (97)	10% (135)	22% (294)	0% (0)
Onondaga Senior High School	4% (19)	7% (34)	2% (9)	0% (1)	87% (409)	0% (0)
Solvay High School	1% (7)	3% (20)	4% (23)	0% (3)	92% (577)	0% (0)
Tully Junior-High School	0% (2)	3% (15)	0% (2)	2% (11)	95% (553)	0% (0)
West Genesee High School	2% (25)	3% (48)	2% (27)	2% (33)	92% (1516)	0% (1)

Comment: Private schools (Bishop Grimes, Bishop Ludden and Manlius Pebble Hill) and LaFayette Big Picture School were not included in this table because Demographics information from New York State Report Cards is not available for these schools.

Sources: Data collected by the Community Benchmarks Program, 2011, through the New York State Education Department, School Report Card Accountability and Overview Report, <www.nysed.gov>



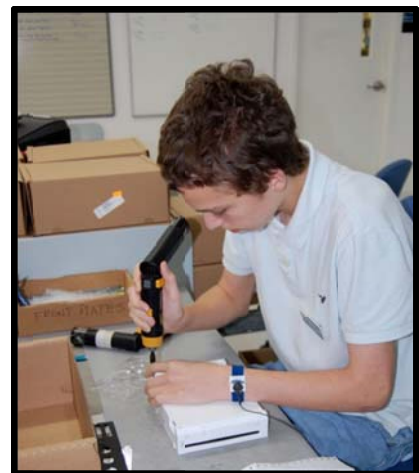
LaFayette Big Picture School

The Big Picture School, which is part of the LaFayette School District, is a school unlike any other public school in Onondaga County. The school was established in response to high dropout rates in the LaFayette School District which was evidence that the current education system was failing too many students. Its alternative approach to secondary education keeps students, who would otherwise be at risk for dropping out of school, on track. The Big Picture School is modeled after Big Picture Learning (www.bigpicture.org), which challenges traditional forms of education and creates an atmosphere for individualized learning through innovative techniques and a focus on skills and community-based learning. Big Picture Learning is found in over 60 schools throughout the country and in several international locations around the world. The Big Picture School's motto—*One Student at a Time*—is an insight into how they approach the relationship between student, school, and teacher. The Big Picture School in LaFayette is currently in its third year with an enrollment of 41 students.

The CBP is highlighting the Big Picture School because of the skills that students are gaining through the unique structure of the school. The Big Picture School is not included in the aggregated data of this report because the unique approach and small enrollment size means the data is not easily contrasted with the county's more traditional high schools.

True to its motto, the Big Picture School takes a unique approach to tracking and evaluating the progress of students. Students do not have tests, quizzes, or a core curriculum. Students are not assigned homework, at least in the traditional sense. Instead, student progress is based on the ability to set and achieve objective goals at the end of each quarter. The students set goals at the beginning of each semester with the guidance of their advisors. Students participate in quarterly “exhibitions” each year where they have the opportunity to present their work and learn from their peers. In order to meet New York State standards and graduate from the Big Picture School., students are required to attend two of the five Regents workshops offered three days a week in order to acquire the necessary skills and knowledge to pass the exams.

One of the most unique factors of this school is the mentoring and job-shadowing program, known as Learning Through Internship (LTI). This program provides students with transportation to an internship site for two full days each week. Each student is assigned a mentor and designs a unique project that combines the student's interests and the mentor's expertise. Projects are overseen by the Big Picture Internship Coordinator and must be completed by the end of the term. These opportunities



allow students to gain job related skills that will help them beyond high school. It also allows them to make connections with their mentors and people within their community.

Another distinctive aspect of The Big Picture School is the rollover of each student's advisor/teacher from year to year. When each student enrolls in the Big Picture School, he or she is placed into a group based on their projected graduation date and stays with their advisor through graduation. Each advisor is responsible for creating an individualized learning plan for each of their 15 students that will meet New York State standards and is both challenging and attainable.

Students in the Big Picture School are encouraged to participate in service learning through the many community partnerships available. Some of these partnerships include the Salvation Army, American Red Cross, Alzheimer's Association, Community Building Works, Familycapped, the Iroquois Nursing Home, and the Rescue Mission.



The Big Picture School provides many opportunities for their students to build skills that are necessary in and out of the classroom. They are given the opportunity to serve as active members of their community and are provided with the resources to study and work in areas that interest them so they can achieve their full potential. While the school has not had a graduating class thus far, all students are required to pass and complete all of their exhibitions, pass two Regents exams, and be accepted into at least one

college. Although this school has only been in existence for three years, some families from other school districts pay tuition and transport their children to attend this school so they can thrive in this unique system. Through their *One Student at a Time* motto, Learning Through Internship program, advisor roles and community partnerships, the Big Picture School provides an atmosphere where students can learn in a different way to reach their full potential and gain skills that will serve them for the rest of their lives.

East Syracuse-Minoa Student Store

For over 25 years, East Syracuse-Minoa High School has provided students in good academic standing with the opportunity to work at the Student Store. The Student Store provides students with hands-on experience in customer service, inventory control, product stocking and retail management. In addition, students use the school store as a resume-builder when applying to afterschool and summer jobs. When students are accepted into the School Store, they are given a workbook that they are expected to complete at the end of the school term. The workbook asks students to reflect on their individual experiences while working at the store.



Students working at the store must first be recommended by one of their teachers. At any one time, there can be no more than five students. Students accepted to work at the Student Store receive credit for retail management. The Student Store is run by the Distributive Education Club of America (DECA) Chapter at the East Syracuse-Minoa High School. This organization prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management in high schools and colleges around the globe. The proceeds generated from the Student Store are used to fund various DECA regional and national competitions. Additionally, some of the proceeds generated are given to various school clubs upon request. Currently, the DECA and Student Store advisor is Darlene Baker. Ms. Baker teaches business ownership, marketing and digital communication at the high school.

To avoid competition with the cafeteria, the Student Store opens after lunch. The snacks provided in the store aim to educate students on healthy eating and portion control. Along with the snacks, the Student Store also carries classroom necessities and school apparel. Because the Student Store is so popular, the merchandise frequently changes. To anticipate customer demand, students working at the store are responsible for creating and administering a survey to students and teachers, and analyzing the results by completing a 30-page paper at the end of the term.

This is an excellent model of a high school that provides students with the skills and experience necessary to succeed after they graduate.

SPECIAL MENTION: JORDAN-ELBRIDGE STORE

Jordan-Elbridge School Store

Another high school in Onondaga County that operates a student-run store is Jordan-Elbridge. For over 25 years, students at Jordan-Elbridge have had the opportunity to work and shop in the store. Originally selling just school supplies, the store now offers snacks, drinks and school apparel as well.

Approximately 20 students volunteer their time during lunch hours to work in the store each year. Students must be enrolled in a business class such as marketing or accounting at the time they volunteer. Two faculty advisors, both teachers in the Business Department, help the students and oversee the store's operation. Although the advisors are always available and help with tasks such as ordering and cashing-out, it is the students who are in charge. They operate a computerized inventory system, run the cash registers, are responsible for good customer relations, and deal with daily issues.

Although student volunteers do not receive credit for working in the store, they do receive perks such as discounts and monthly pizza parties. More important, they gain valuable real world experience that cannot be recreated in a classroom. Working in the school store gives students the opportunity they might not otherwise have to gain workplace skills and become more comfortable in a professional setting. Similar to East-Syracuse Minoa, Jordan-Elbridge has found an excellent way to afford students the skills and experience necessary to succeed after graduation.

Tully Scoreboard

Earlier this year, Tully High School began using a scoreboard that runs off of solar and wind energy. The scoreboard was designed and built by eight high school students who researched sustainable and renewable energy in their Environmental Science course. Students learned how solar and wind energy can work together to produce enough energy to power a battery. The students began this project three years ago and have been committed to finishing the scoreboard since then. The students, with the help of their teacher, built the scoreboard from scrap metal welding the frame to hold the solar panels. The pole holding the scoreboard is a recycled lamp post and fastened in concrete. The students collaborated with a local engineering firm in every step of building the internal electrical components. Students needed to design, and redesign the model before they were able to get enough energy production to run the scoreboard.

The Environmental Science course at Tully High School is a part of the State University College of Environmental Science and Forestry's in the Classroom program. The program partners local businesses and college staff to give students a more hands-on learning experience. The scoreboard is an excellent example of learning through problem-solving and real world applications. The students were vital in every step of the creation process and after three years they were able to produce an environmentally friendly and technologically advanced scoreboard. The technology and problem-solving skill set needed to produce the scoreboard are both necessary in today's society. The skills these students have developed through this learning experience are skills necessary for success in the future.

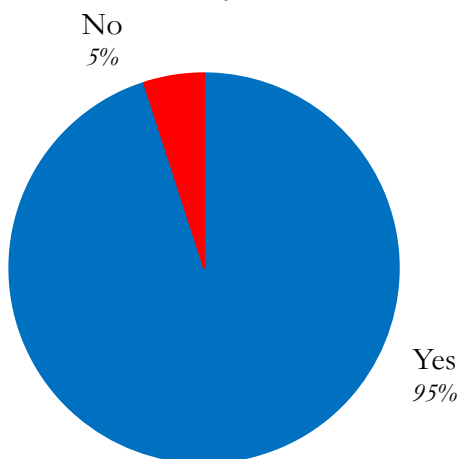


FINDINGS

1. 95% of high schools offer computer literacy courses.

Computer Literacy Courses Offered

n=19



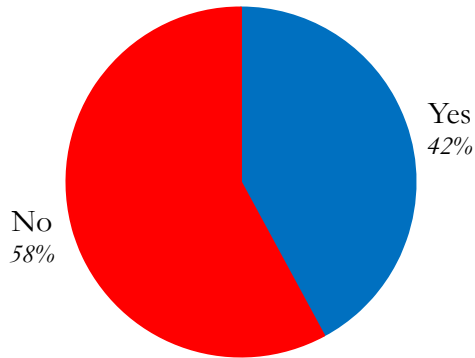
Source: Data collected by the Community Benchmarks Program using the online survey Career Skill Development, Exploration and Civic Engagement, between February 11th, 2011 and March 24th, 2011.

Comments: Computer literacy courses include keyboarding, Microsoft Excel, Word and PowerPoint and web design. For a complete list of computer literacy courses, see Appendix IV.

Yes	Bishop Grimes, Bishop Ludden, Cicero-North Syracuse, Corcoran, CW Baker, East Syracuse-Minoa, Fabius-Pompey, GW Fowler, Henninger, Jordan-Elbridge, LaFayette, Liverpool, Manlius Pebble Hill, Nottingham, Onondaga, Solvay, Tully, West Genesee
No	Jamesville-DeWitt
Non-Responsive Answer	
Not Applicable	
No Response	

- 2. 58% of high schools do not offer academic credit for student activities.

Academic Credit for Student Activities
n=19

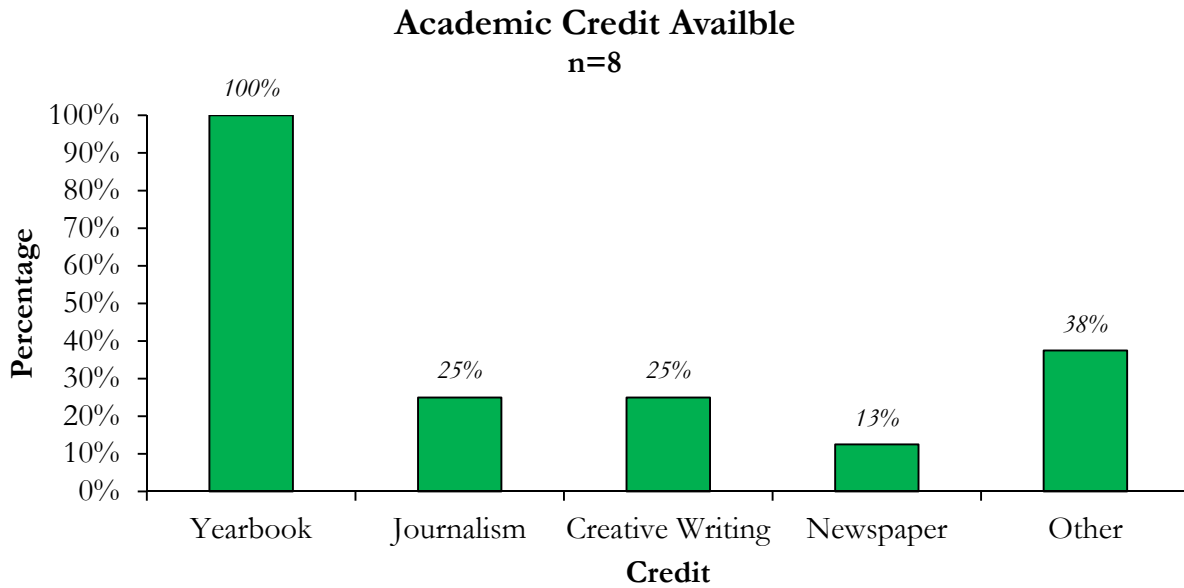


Source: Data collected by the Community Benchmarks Program using the online survey Career Skill Development, Exploration and Civic Engagement, between February 11th, 2011 and March 24th, 2011.

Comment: Student activities include yearbook, journalism, school newspaper, and creative writing.

Yes	Corcoran, East Syracuse-Minoa, GW Fowler, Henninger, Jamesville-DeWitt, Liverpool, Manlius Pebble Hill, Nottingham
No	Bishop Grimes, Bishop Ludden, Cicero-North Syracuse, CW Baker, Fabius-Pompey, Jordan-Elbridge, LaFayette, Onondaga, Solvay, Tully, West Genesee
Non-Responsive Answer	
Not Applicable	
No Response	

- 3. 100% of high schools offer academic credit for yearbook participation.



Source: Data collected by the Community Benchmarks Program using the online survey Career Skill Development, Exploration and Civic Engagement, between February 11th, 2011 and March 24th, 2011.

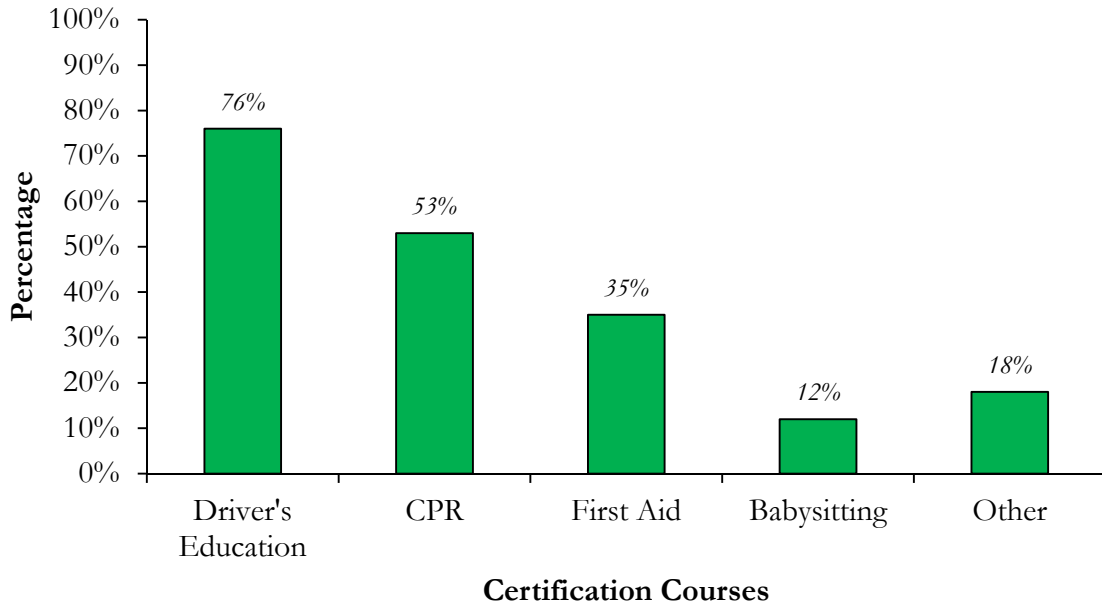
Comment: For a complete list of “other,” see Appendix IV.

Yearbook	Corcoran, East Syracuse-Minoa, GW Fowler, Henninger, Jamesville-Dewitt, Liverpool, Manlius Pebble Hill, Nottingham
Journalism	Jamesville-Dewitt, Manlius Pebble Hill
Creative Writing	Jamesville-Dewitt, Manlius Pebble Hill
School Newspaper	Manlius Pebble Hill
Other	Liverpool, Manlius Pebble Hill, Nottingham
Non-Responsive Answer	
Not Applicable	Bishop Grimes, Bishop Ludden, Cicero-North Syracuse, CW Baker, Fabius-Pompey, Jordan-Elbridge, LaFayette, Onondaga, Solvay, Tully, West Genesee
No Response	

4. 76% of the 17 high schools offering certification courses offer Driver's Education.

Certification Courses Available to Students

n=17



Source: Data collected by the Community Benchmarks Program using the online survey Career Skill Development, Exploration and Civic Engagement, between February 11th, 2011 and March 24th, 2011.

Comment: The values exceed 100 percent because respondents were able to select more than one response. For a complete list of “other” certification courses, see Appendix IV. Since the survey was completed, Jordan-Elbridge has eliminated Driver’s Education due to budget cuts. Other schools may be in similar situations.

Driver’s Education	Bishop Grimes, Bishop Ludden, Corcoran, Cicero-North Syracuse, East Syracuse-Minoa, GW Fowler, Jordan-Elbridge, LaFayette, Manlius Pebble Hill, Nottingham, Onondaga, Tully, West Genesee
CPR	Cicero-North Syracuse, Corcoran, CW Baker, Henninger, Liverpool, Manlius Pebble Hill, Nottingham, Tully, West Genesee
First Aid	Cicero-North Syracuse, CW Baker, Henninger, Liverpool, Manlius Pebble Hill, Onondaga
Babysitting	Manlius Pebble Hill, Tully
Other	CW Baker, Solvay, West Genesee
Non-Responsive Answer	
Not Applicable	Jamesville-DeWitt
No Response	Fabius-Pompey

5. 50% of high schools have students who have taken applied statistics, but those students typically represent a small percentage of the student body. Manlius Pebble Hill is the one exception.

Students who have Taken Applied Statistics
n=16

Name of High School	Percent of Students
Manlius Pebble Hill	40%
Corcoran	15%
Tully	15%
Cicero-North Syracuse	10%
Jamesville-DeWitt	10%
Nottingham	10%
Fabius-Pompey	12.5%
<i>Mean</i>	<i>7%</i>
West Genesee	6%

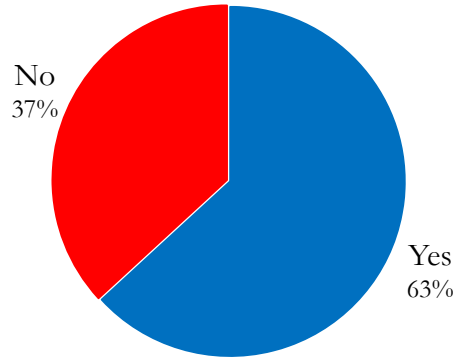
Source: Data collected by the Community Benchmarks Program using the online survey Career Skill Development, Exploration and Civic Engagement, between February 11th, 2011 and March 24th, 2011.

Comment: Bishop Ludden, CW Baker, East Syracuse-Minoa, Jordan-Elbridge, LaFayette, Liverpool, Onondaga and Solvay all responded that they offer statistics classes but currently zero percent of their senior classes had taken applied statistics. West Genesee and Fabius-Pompey provided a range of five to seven and ten to fifteen respectively, an average of each range is shown in the table above. The mean includes the eight schools that responded with zero.

Non-Responsive Answer	
Not Applicable	GW Fowler, Henninger
No Response	Bishop Grimes

6. 63% of high schools allow students to participate in internships.

Students Allowed to Participate in Internships
n=19

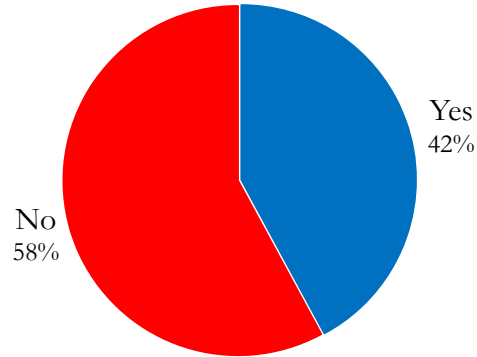


Source: Data collected by the Community Benchmarks Program using the online survey Career Skill Development, Exploration and Civic Engagement, between February 11th, 2011 and March 24th, 2011.

Yes	Cicero-North Syracuse, Corcoran, CW Baker, East Syracuse-Minoa, Fabius-Pompey, GW Fowler, Henninger, LaFayette, Liverpool, Manlius Pebble Hill, Nottingham, Solvay
No	Bishop Grimes, Bishop Ludden, Jamesville-Dewitt, Jordan-Elbridge, Onondaga, Tully, West Genesee
Non-Responsive Answer	
Not Applicable	
No Response	

- 7. 58% of high schools do not have a job/internship board in the building or posted online for students.

Job/Internship Board
n=19



Source: Data collected by the Community Benchmarks Program using the online survey Career Skill Development, Exploration and Civic Engagement, between February 11th, 2011 and March 24th, 2011.

Yes	Cicero-North Syracuse, CW Baker, East Syracuse-Minoa, GW Fowler, Jamesville-Dewitt, Manlius Pebble Hill, Nottingham, Tully
No	Bishop Grimes, Bishop Ludden, Corcoran, Fabius-Pompey, Henninger, Jordan-Elbridge, LaFayette, Liverpool, Onondaga, Solvay, West Genesee
Non-Responsive Answer	
Not Applicable	
No Response	

8. The average number of partnerships with businesses/nonprofits from the 9 schools that provided a calculable number is 25, ranging from 1 at Corcoran to 127 at LaFayette.

**Partnerships with Businesses/Nonprofits
n=9**

LaFayette	127
East Syracuse-Minoa	40
Manlius Pebble Hill	25
Mean	25
Nottingham	10
Solvay	10
Henninger	5
Liverpool	4
GW Fowler	3
Corcoran	1

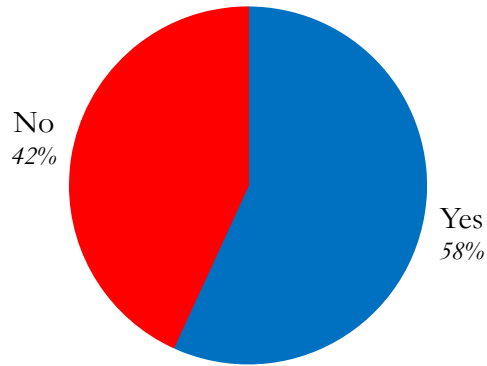
Source: Data collected by the Community Benchmarks Program using the online survey Career Skill Development, Exploration and Civic Engagement, between February 11th, 2011 and March 24th, 2011.

Comment: CW Baker provided a range of one to five which could not be included in the table. Cicero-North Syracuse previously had 40 partnerships but had to end most of them due to budget cuts and could not provide an exact number. Tully responded with zero but noted that they do assist proactive students with finding internships. Jordan-Elbridge effectively provides all tenth graders with hundreds of partnerships in the community through a job shadowing program sponsored by Partners for Education in Business (PEB). They were unable to provide an exact number and were therefore left out of the table above. See Appendix IV for a complete list of responses.

Non-Responsive Answer	Jamesville-DeWitt
Not Applicable	Bishop Ludden, Fabius-Pompey, Jordan-Elbridge, West Genesee
No Response	Bishop Grimes, Onondaga

9. 58% of high schools have a career day with opportunities for students who are not college bound.

Career Day for Non College-Bound Students
n=19

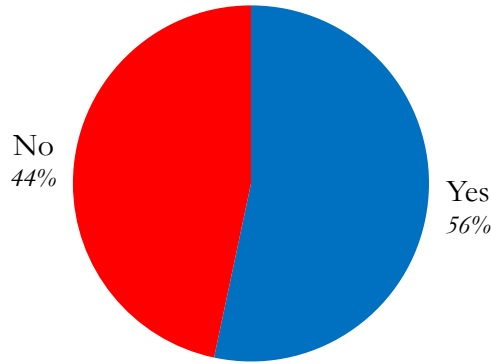


Source: Data collected by the Community Benchmarks Program using the online survey Career Skill Development, Exploration and Civic Engagement, between February 11th, 2011 and March 24th, 2011.

Yes	Bishop Ludden, Cicero-North Syracuse, Corcoran, East Syracuse-Minoa, Fabius-Pompey, Henninger, LaFayette, Liverpool, Nottingham, Solvay, Tully
No	Bishop Grimes, CW Baker, GW Fowler, Jamesville-DeWitt, Jordan-Elbridge, Manlius Pebble Hill, Onondaga, West Genesee
Non-Responsive Answer	
Not Applicable	
No Response	

10. 56% of high schools offer opportunities for students to take the Armed Services Vocational Aptitude Battery Exam.

Opportunities Available To Take ASVAB Exam
n=18



Source: Data collected by the Community Benchmarks Program using the online survey Career Skill Development, Exploration and Civic Engagement, between February 11th, 2011 and March 24th, 2011.

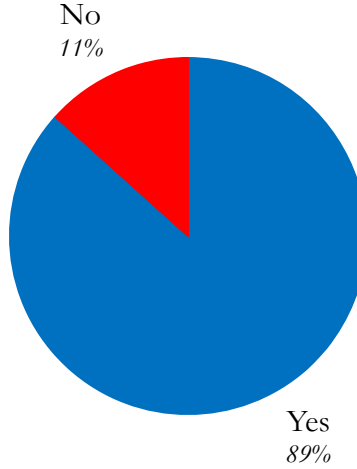
Comment: The ASVAB exam is administered by the United States Military to determine enlistment qualifications.

Yes	Cicero-North Syracuse, Corcoran, CW Baker, GW Fowler, Jordan-Elbridge, LaFayette, Manlius Pebble Hill, Nottingham, Onondaga, Tully
No	Bishop Ludden, East Syracuse-Minoa, Fabius-Pompey, Henninger, Jamesville-DeWitt, Liverpool, Solvay, West Genesee
Non-Responsive Answer	
Not Applicable	
No Response	Bishop Grimes

11. 89% of high schools allow military recruiters to speak to students on campus.

Military Recruiters Allowed

n=18

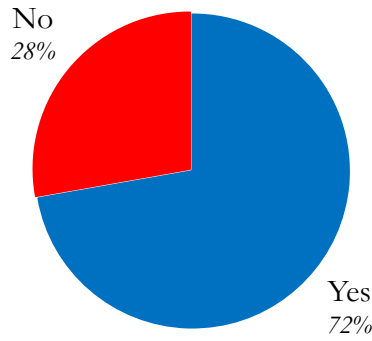


Source: Data collected by the Community Benchmarks Program using the online survey Career Skill Development, Exploration and Civic Engagement, between February 11th, 2011 and March 24th, 2011.

Yes	Bishop Ludden, Cicero-North Syracuse, Corcoran, CW Baker, East Syracuse-Minoa, Fabius-Pompey, GW Fowler, Jamesville-DeWitt, Jordan-Elbridge, LaFayette, Liverpool, Nottingham, Onondaga, Solvay, Tully, West Genesee
No	Henninger, Manlius Pebble Hill
Non-Responsive Answer	
Not Applicable	
No Response	Bishop Grimes

12. 72% of high schools expose students to recruitment opportunities other than military.

Student Exposure to Other Recruitment Opportunities
n=18



Source: Data collected by the Community Benchmarks Program using the online survey Career Skill Development, Exploration and Civic Engagement, between February 11th, 2011 and March 24th, 2011.

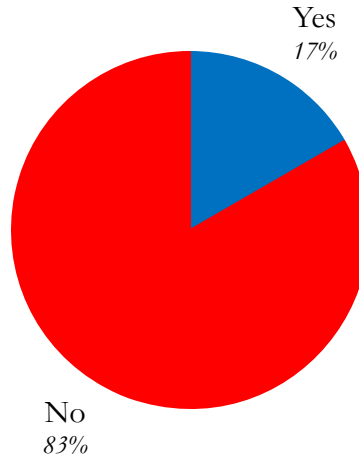
Comment: Other recruitment opportunities include police and fire departments.

Yes	Bishop Ludden, Cicero-North Syracuse, Corcoran, CW Baker, East Syracuse-Minoa, GW Fowler, Henninger, Jordan-Elbridge, LaFayette, Nottingham, Onondaga, Solvay, West Genesee
No	Fabius-Pompey, Jamesville-DeWitt, Liverpool, Manlius Pebble Hill, Tully
Non-Responsive Answer	
Not Applicable	
No Response	Bishop Grimes

13. 83% of high schools do not have a JROTC program.

JROTC Programs Offered

n=18



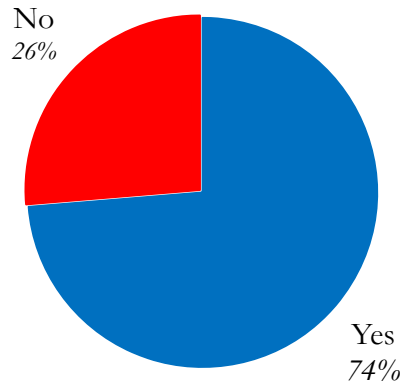
Source: Data collected by the Community Benchmarks Program using the online survey Career Skill Development, Exploration and Civic Engagement, between February 11th, 2011 and March 24th, 2011.

Comment: Junior Reserves Officer Training Corps (JROTC) is a military program offered to students in high schools nationwide to prepare them for future armed services careers. Source: armyrotc.com.

Yes	GW Fowler, Henninger, Nottingham
No	Bishop Ludden, Cicero-North Syracuse, Corcoran, CW Baker, East Syracuse-Minoa, Fabius-Pompey, Jamesville-DeWitt, Jordan-Elbridge, LaFayette, Liverpool, Manlius Pebble Hill, Onondaga, Solvay, Tully, West Genesee
Non-Responsive Answer	
Not Applicable	
No Response	Bishop Grimes

14. 74% of high schools allow students to attend BOCES.

BOCES Participation
n=19



Source: Data collected by the Community Benchmarks Program using the online survey Career Skill Development, Exploration and Civic Engagement, between February 11th, 2011 and March 24th, 2011.

Comment: Board of Cooperative Education Services (BOCES) is a public organization that was created by the New York State Legislature to provide alternative education services. Source: ocmboces.org.

Yes	Bishop Grimes, Bishop Ludden, Cicero-North Syracuse, CW Baker, East Syracuse-Minoa, Fabius-Pompey, Jamesville-Dewitt, Jordan-Elbridge, LaFayette, Liverpool, Onondaga, Solvay, Tully, West Genesee
No	Corcoran, GW Fowler, Henninger, Manlius Pebble Hill, Nottingham
Non-Responsive Answer	
Not Applicable	
No Response	

15. The average number of students attending BOCES from the 11 participating high schools is 52, ranging from 10 at East Syracuse-Minoa to 145 at Cicero-North Syracuse.

Students Attending BOCES

n=11

Cicero-North Syracuse	145
Liverpool	122
CW Baker	90
West Genesee	50
<i>Mean</i>	52
Tully	40
Jordan-Elbridge	35
Jamesville-DeWitt	24
Fabius-Pompey	22
Solvay	22
LaFayette	17
East Syracuse-Minoa	10

Source: Data collected by the Community Benchmarks Program using the online survey Career Skill Development, Exploration and Civic Engagement, between February 11th, 2011 and March 24th, 2011.

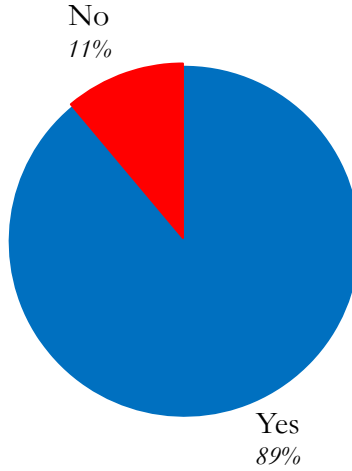
Comment: Bishop Grimes, Bishop Ludden and Onondaga allow students to attend BOCES but at the time of this survey had no students attending and the sample is therefore 11 rather than 14.

Non-Responsive Answer	
Not Applicable	Corcoran, GW Fowler, Henninger, Manlius Pebble Hill, Nottingham
No Response	

16. 89% of high schools allow students to participate in job shadowing.

Job Shadowing Available to Students

n=18



Source: Data collected by the Community Benchmarks Program using the online survey Career Skill Development, Exploration and Civic Engagement, between February 11th, 2011 and March 24th, 2011.

Yes	Bishop Grimes, Cicero-North Syracuse, Corcoran, CW Baker, East Syracuse-Minoa, Fabius-Pompey, GW Fowler, Henninger, Jamesville-Dewitt, Jordan-Elbridge, LaFayette, Liverpool, Nottingham, Solvay, Tully, West Genesee
No	Bishop Ludden, Onondaga
Non-Responsive Answer	
Not Applicable	
No Response	Manlius Pebble Hill

17. LaFayette had the lowest counselor to high school student ratio at 1:92.

Ratio of Counselor to High School Student, 2010-11

n=18

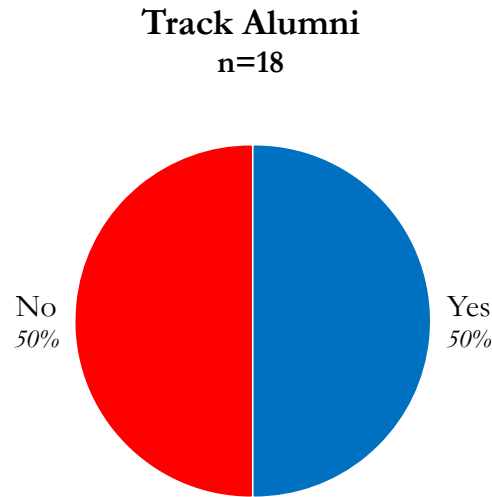
High Schools	Counselor to Student Ratio	Counselors	Total Enrollment
LaFayette	1:92	3	276
Manlius Pebble Hill	1:131	2	261
Jamesville-DeWitt	1:182	5	908
Tully	1:185	2	370
CW Baker	1:187	10	1867
GW Fowler	1:192	6	1151
Nottingham	1:193	7	1350
West Genesee	1:200	8	1680
Solvay	1:203	3	610
East Syracuse-Minoa	1:205	6	1231
<i>Mean</i>	<i>1:214</i>	<i>5</i>	<i>1126</i>
Corcoran	1:219	6	1315
Bishop Ludden	1:235	1	235
Jordan-Elbridge	1:238	2	475
Liverpool	1:242	10	2424
Henninger	1:275	6	1650
Fabius-Pompey	1:285	1	285
Cicero-North Syracuse	1:382	8	3055

Source: Data collected by the Community Benchmarks Program using the online survey Career Skill Development, Exploration and Civic Engagement, between February 11th, 2011 and March 24th, 2011.

Comments: Only full time equivalent (FTE) counselors were shown above. Enrollment figures are for grades nine through twelve. Cicero-North Syracuse provided the number of FTE counselors for grades ten through twelve.

Non-Responsive Answer	
Not Applicable	
No Response	Bishop Grimes

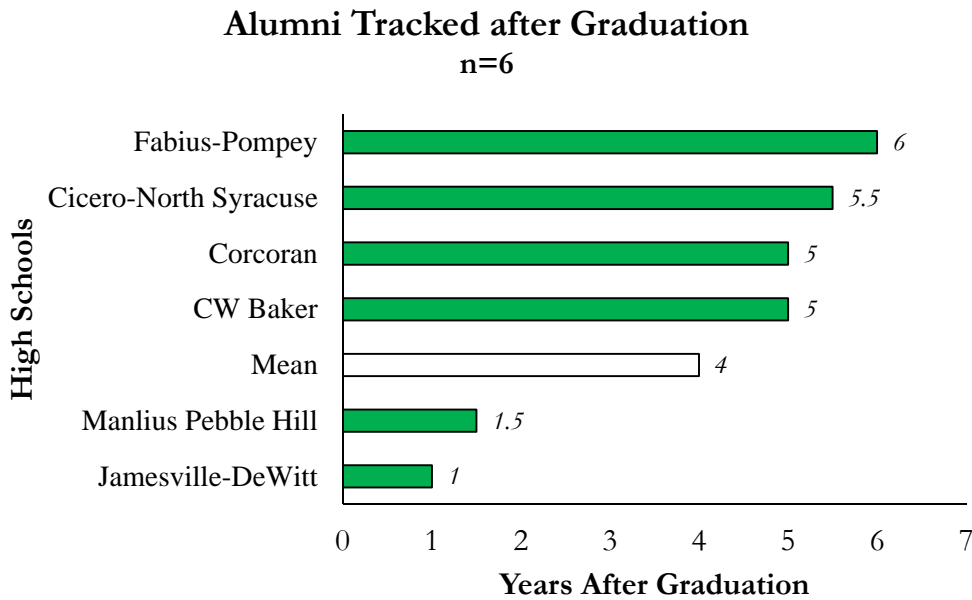
18. 50% of high schools track alumni.



Source: Data collected by the Community Benchmarks Program using the online survey Career Skill Development, Exploration and Civic Engagement, between February 11th, 2011 and March 24th, 2011.

Yes	Bishop Ludden, Corcoran, CW Baker, Fabius-Pompey, Jamesville-DeWitt, LaFayette, Liverpool, Manlius Pebble Hill, Tully
No	Cicero-North Syracuse, East Syracuse-Minoa, GW Fowler, Henninger, Jordan-Elbridge, Nottingham, Onondaga, Solvay, West Genesee
Non-Responsive Answer	
Not Applicable	
No Response	Bishop Grimes

19. 4 years is the average period that schools track alumni.



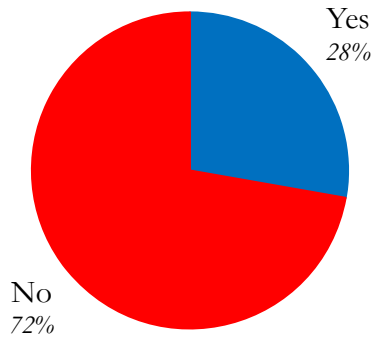
Source: Data collected by the Community Benchmarks Program using the online survey Career Skill Development, Exploration and Civic Engagement, between February 11th, 2011 and March 24th, 2011.

Comment: Cicero-North Syracuse plans to begin tracking alumni for up to five years through BOCES. Bishop Ludden tracks alumni for an indefinite period of time. LaFayette tracks alumni but for an unknown period of time. CW Baker responded with four to six years and Manlius Pebble Hill responded with one to two years. The averages for these schools were taken to enable researchers to present the data in graph format.

Non-Responsive Answer	Bishop Ludden, LaFayette
Not Applicable	Cicero-North Syracuse, East Syracuse-Minoa, GW Fowler, Henninger, Jordan-Elbridge, Nottingham, Onondaga, Solvay, West Genesee
No Response	Bishop Grimes, Liverpool,

20. 72% of high schools do not have a student representative on their school district’s board of education.

Student Representative on the Board of Education
n=18



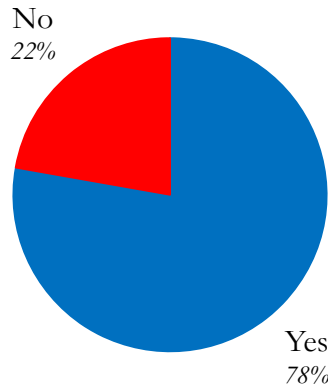
Source: Data collected by the Community Benchmarks Program using the online survey Career Skill Development, Exploration and Civic Engagement, between February 11th, 2011 and March 24th, 2011.

Comment: Students serving on their school district’s board of education do not have voting privileges.

Yes	CW Baker, Jordan-Elbridge, Liverpool, Manlius Pebble Hill, Tully
No	Bishop Ludden, Cicero-North Syracuse, Corcoran, East Syracuse-Minoa, Fabius-Pompey, GW Fowler, Henninger, Jamesville-DeWitt, LaFayette, Nottingham, Onondaga, Solvay, West Genesee
Non-Responsive Answer	
Not Applicable	
No Response	Bishop Grimes

21. 78% of high schools invite the county board of elections to register eligible students to vote.

Board of Elections Register Students on Campus
n=18



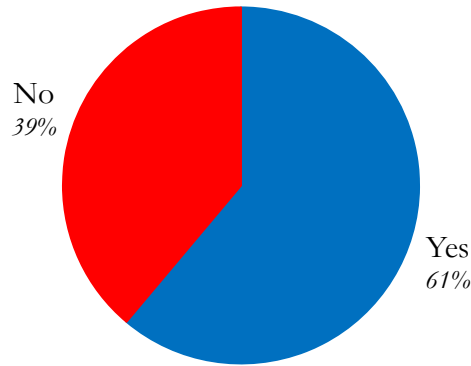
Source: Data collected by the Community Benchmarks Program using the online survey Career Skill Development, Exploration and Civic Engagement, between February 11th, 2011 and March 24th, 2011.

Comment: Onondaga County Board of Elections representatives are invited to high schools to register eligible students to vote or to provide voting materials to the high schools.

Yes	Corcoran, East Syracuse-Minoa, GW Fowler, Henninger, Jamesville-DeWitt, Jordan-Elbridge, LaFayette, Liverpool, Manlius Pebble Hill, Nottingham, Onondaga, Solvay, Tully, West Genesee
No	Bishop Ludden, Cicero-North Syracuse, CW Baker, Fabius-Pompey
Non-Responsive Answer	
Not Applicable	
No Response	Bishop Grimes

22. 61% of high schools have a student government body with a policymaking role beyond social events.

Student Government with Policy Making Role
n=18



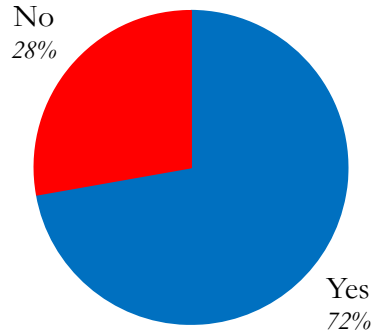
Source: Data collected by the Community Benchmarks Program using the online survey Career Skill Development, Exploration and Civic Engagement, between February 11th, 2011 and March 24th, 2011.

Comments: Policymaking roles go beyond social events such as school dances or fundraisers. An example of a policy role would include affecting the school dress code policy.

Yes	Bishop Ludden, Cicero-North Syracuse, CW Baker, Fabius-Pompey, GW Fowler, Jamesville-DeWitt, LaFayette, Liverpool, Manlius Pebble Hill, Solvay, Tully
No	Corcoran, East Syracuse-Minoa, Henninger, Jordan-Elbridge, Nottingham, Onondaga, West Genesee
Non-Responsive Answer	
Not Applicable	
No Response	Bishop Grimes

23. 72% of high schools have a community service requirement for graduation.

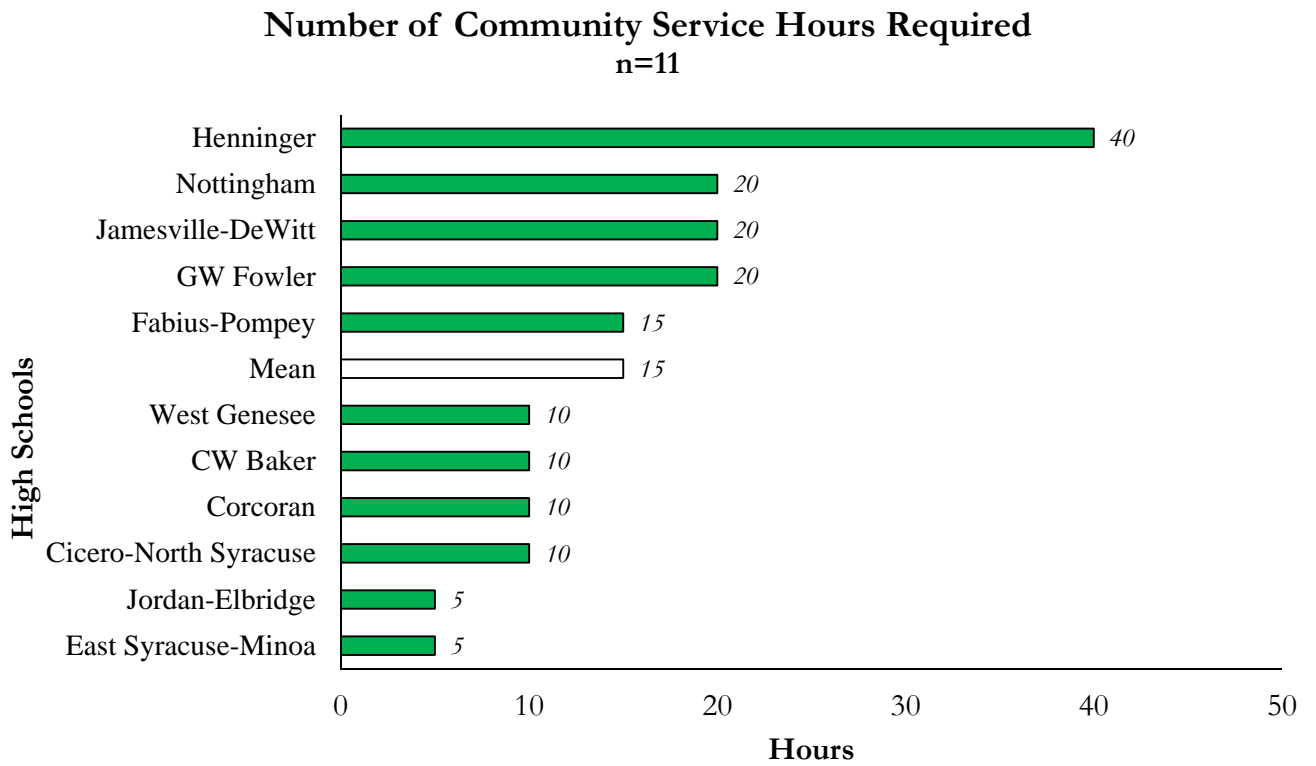
Community Service Requirement for Graduation
n=18



Source: Data collected by the Community Benchmarks Program using the online survey Career Skill Development, Exploration and Civic Engagement, between February 11th, 2011 and March 24th, 2011.

Yes	Bishop Ludden, Cicero-North Syracuse, Corcoran, CW Baker, East Syracuse-Minoa, Fabius-Pompey, GW Fowler, Henninger, Jamesville-DeWitt, Jordan-Elbridge, Liverpool, Nottingham, West Genesee
No	LaFayette, Manlius Pebble Hill, Onondaga, Solvay, Tully
Non-Responsive Answer	
Not Applicable	
No Response	Bishop Grimes

24. Henninger has the highest requirement for student graduation at 40 hours, which is 38% above the mean of the 11 public high schools that responded (see comment).



Source: Data collected by the Community Benchmarks Program using the online survey Career Skill Development, Exploration and Civic Engagement, between February 11th, 2011 and March 24th, 2011.

Comments: Bishop Ludden Junior-Senior High School is actually the leader in this category because it required 130 hours of community service. It was not included in the graph because it is an outlier and would skew the data.

Non-Responsive Answer	Liverpool
Not Applicable	LaFayette, Manlius Pebble Hill, Onondaga, Solvay, Tully
No Response	Bishop Grimes

WEBSITE EVALUATIONS

Introduction

One of the most important factors of a child's success in school is parental involvement. According to Kohl, Lengua, and McMahon (2000) parental involvement includes direct contact with teachers, participation with schools, and actions at home. While face-to-face interactions between parents and teachers have always been effective, both sides are finding it more difficult to accommodate busy work schedules. As a result, the use of technology is increasingly important, including the use of school websites.

A study conducted by Vivian Wright at the University of Alabama measured the increased use of technology within education, examining the habits of both parents and teachers. According to the study, over 44% of high school parents say they use e-mail to communicate with their child's teacher and more than 64% of high school parents say they check the school website for homework information. In the same study, 100% of high school teachers say they use e-mail to communicate with parents and almost 87% of high school teachers say they post homework on the school website. The results demonstrate an increase in communication through technology by both parents and teachers.

There is no doubt that there is an increasing dependence on technology for communication between teachers, students, and parents. This trend places a huge importance on a school's website, which is often the primary means of connecting these parties. Therefore, schools must offer a website to accommodate parental, teacher and student involvement. The following table shows the guidelines used to evaluate each of the 21 high school websites examined in this report. Each school website received a numerical grade based on 100 points using the criteria in Table 1.

Table 1

Website Criteria

NECESSARY (each worth 8 points)	Yes/No
Contact information for faculty including the ability to email	
Student handbook with attendance policy	
Mission statement	
Calendar of events	
Picture of school	
Course catalog	
Working links	
Search bar	
	___ out of 64
RECOMMENDED (each worth 2 points)	
Guidance counselor information	
SAT/ACT prep information & courses	
Afterschool & summer programs	
Athletic & extracurricular information	
Lunch menu	
Alumni connections & networking page	
Online library resources	
District information	
AP/IB & BOCES information	
NYS report card link or report card link	
Student & parent grade accessibility	
FAQ	
Directions & map	
Scholarship information	
Site map	
Daily announcements	
Internship information	
Website feedback section	
	___ out of 36
	Total
	___ out of 100

Methods

This section evaluates the websites of 20 schools in Onondaga County. Before the evaluation could occur, the research team examined each of the school websites and created a list of variables that was consistent among the most user-friendly websites. From this list, the research team organized variables into two categories: *Necessary* and *Recommended*. The variables identified for both categories represent the minimal resources that should be available, not necessarily those that are optimal. Some variables may have been excluded from this list and should be considered in future research. Schools are given full credit or no credit for each variable to reduce subjectivity. Many of the websites examined could have received partial credit. An example is the variable for ‘working links.’ All of the links had to work to receive credit. In those cases where only one link or several links were broken, no credit is given.

Included in the *Necessary* category are eight variables that researchers determined every school website should have:

1. Contact information for faculty including the ability to email
2. Student handbook with attendance policy
3. Mission statement
4. Calendar of events
5. Picture of school
6. Course catalog
7. Working links
8. Search bar

Each variable in the *Necessary* category was worth eight points, which means the highest score for this section is 64 points.

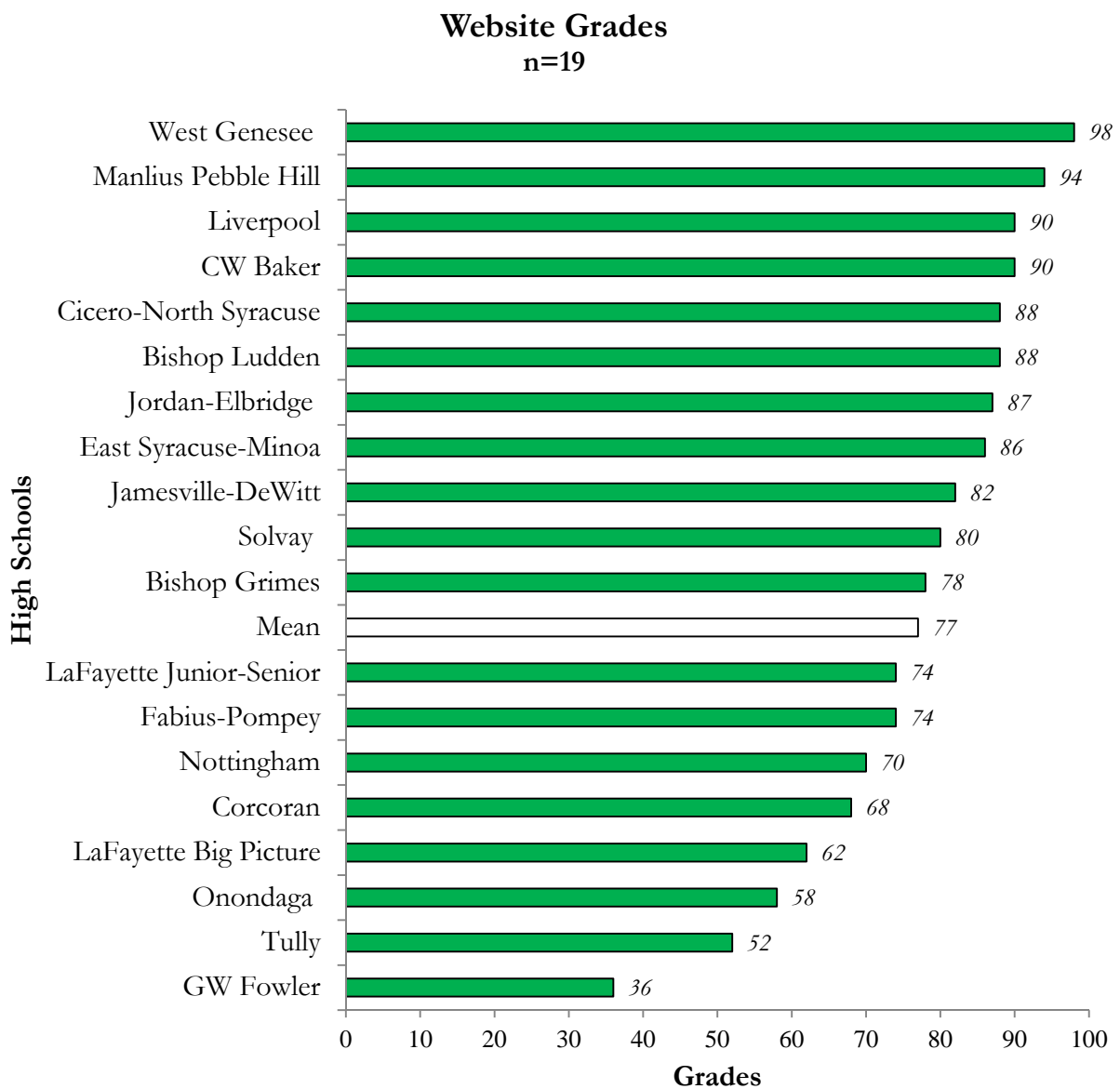
The *Recommended* category has 18 variables that the research team determined improved the quality of school websites:

1. Guidance counselor information
2. SAT/ACT prep information & courses
3. Afterschool & summer programs
4. Athletic & extracurricular information
5. Lunch menu
6. Alumni connections & networking page
7. Online library resources
8. District information
9. AP/IB & BOCES information
10. NYS Report Card link or report card link*
11. Student & parent grade accessibility
12. FAQ
13. Directions & map
14. Scholarship information
15. Site map
16. Daily announcements
17. Internship information
18. Website feedback section

*For the private schools that are not included in the New York State Report Card, they received or lost credit depending on if they provided their own profile that included demographic information as well as post-graduation statistics

Each variable in the *Recommended* category is worth two points, which makes the highest possible score 36.

Each website is evaluated using the criteria for both sections. The points are then tallied and the grade determined based on the total out of 100 possible points that can be earned. The grade for each website is provided on the profile page for every school. The results are displayed in the website section of this report.



Bishop Grimes

NECESSARY (each worth 8 points)	Yes/No
Contact information for faculty including the ability to email	Yes
Student handbook with attendance policy	No
Mission statement	Yes
Calendar of events	Yes
Picture of school	Yes
Course catalog	Yes
Working links	Yes
Search bar	Yes
	56 out of 64
RECOMMENDED (each worth 2 points)	
Guidance counselor information	Yes
SAT/ACT prep information & courses	Yes
Afterschool & summer programs	Yes
Athletic & extracurricular information	Yes
Lunch menu	Yes
Alumni connections & networking page	Yes
Online library resources	Yes
District information	No
AP/IB & BOCES information	No
NYS report card link or report card link	No
Student & parent grade accessibility	Yes
FAQ	Yes
Directions & map	No
Scholarship information	Yes
Site map	No
Daily announcements	Yes
Internship information	No
Website feedback section	No
	22 out of 36
	Total
	78 out of 100

BISHOP LUDDEN

NECESSARY (each worth 8 points)	Yes/No
Contact information for faculty including the ability to email	Yes
Student handbook with attendance policy	Yes
Mission statement	Yes
Calendar of events	Yes
Picture of school	Yes
Course catalog	Yes
Working links	Yes
Search bar	Yes
	64 out of 64
RECOMMENDED (each worth 2 points)	
Guidance counselor information	Yes
SAT/ACT prep information & courses	Yes
Afterschool & summer programs	No
Athletic & extracurricular information	Yes
Lunch menu	Yes
Alumni connections & networking page	Yes
Online library resources	Yes
District information	Yes
AP/IB & BOCES information	Yes
NYS report card link or report card link	No
Student & parent grade accessibility	No
FAQ	Yes
Directions & map	Yes
Scholarship information	Yes
Site map	No
Daily announcements	Yes
Internship information	No
Website feedback section	No
	24 out of 36
	Total
	88 out of 100

CICERO-NORTH SYRACUSE

NECESSARY (each worth 8 points)	Yes/No
Contact information for faculty including the ability to email	Yes
Student handbook with attendance policy	No
Mission statement	Yes
Calendar of events	Yes
Picture of school	Yes
Course catalog	Yes
Working links	Yes
Search bar	Yes
	56 out of 64
RECOMMENDED (each worth 2 points)	
Guidance counselor information	Yes
SAT/ACT prep information & courses	Yes
Afterschool & summer programs	Yes
Athletic & extracurricular information	Yes
Lunch menu	Yes
Alumni connections & networking page	Yes
Online library resources	Yes
District information	Yes
AP/IB & BOCES information	Yes
NYS report card link or report card link	Yes
Student & parent grade accessibility	Yes
FAQ	Yes
Directions & map	Yes
Scholarship information	Yes
Site map	Yes
Daily announcements	Yes
Internship information	No
Website feedback section	No
	32 out of 36
	Total
	88 out of 100

Corcoran High School

NECESSARY (each worth 8 points)	Yes/No
Contact information for faculty including the ability to email	Yes
Student handbook with attendance policy	Yes
Mission statement	Yes
Calendar of events	Yes
Picture of school	Yes
Course catalog	Yes
Working links	Yes
Search bar	No
	56 out of 64
RECOMMENDED (each worth 2 points)	
Guidance counselor information	Yes
SAT/ACT prep information & courses	Yes
Afterschool & summer programs	No
Athletic & extracurricular information	Yes
Lunch menu	No
Alumni connections & networking page	Yes
Online library resources	Yes
District information	No
AP/IB & BOCES information	No
NYS report card link or report card link	No
Student & parent grade accessibility	No
FAQ	No
Directions & map	No
Scholarship information	No
Site map	No
Daily announcements	Yes
Internship information	No
Website feedback section	No
	12 out of 36
	Total
	68 out of 100

Charles W. Baker High School

NECESSARY (each worth 8 points each)	Yes/No
Contact information for faculty including the ability to email	Yes
Student handbook with attendance policy	Yes
Mission statement	Yes
Calendar of events	Yes
Picture of school	Yes
Course catalog	Yes
Working links	Yes
Search Bar	Yes
	64 out of 64
RECOMMENDED (each worth 2 points)	
Guidance counselor information	Yes
SAT/ACT prep information & courses	Yes
Afterschool & summer programs	Yes
Athletic & extracurricular information	Yes
Lunch menu	Yes
Alumni connections & networking page	Yes
Online library resources	Yes
District information	Yes
AP/IB & BOCES information	Yes
NYS report card link or profile page	Yes
Student & parent grade accessibility	
FAQ	
Directions & map	Yes
Scholarship information	Yes
Site Map	
Daily announcements	Yes
Internship information	
Website feedback section	
	26 out of 36
	Total
	90 out of 100

East Syracuse-Minoa High School

NECESSARY (each worth 8 points)	Yes/No
Contact information for faculty including the ability to email	Yes
Student handbook with attendance policy	Yes
Mission statement	Yes
Calendar of events	Yes
Picture of school	Yes
Course catalog	Yes
Working links	Yes
Search bar	No
	56 out of 64
RECOMMENDED (each worth 2 points)	
Guidance counselor information	Yes
SAT/ACT prep information & courses	Yes
Afterschool & summer programs	Yes
Athletic & extracurricular information	Yes
Lunch menu	Yes
Alumni connections & networking page	Yes
Online library resources	Yes
District information	Yes
AP/IB & BOCES information	Yes
NYS report card link or report card link	No
Student & parent grade accessibility	No
FAQ	Yes
Directions & map	Yes
Scholarship information	Yes
Site map	Yes
Daily announcements	Yes
Internship information	No
Website feedback section	Yes
	30 out of 36
	Total
	86 out of 100



NECESSARY (each worth 8 points)	Yes/No
Contact information for faculty including the ability to email	Yes
Student handbook with attendance policy	Yes
Mission statement	Yes
Calendar of events	Yes
Picture of school	Yes
Course catalog	Yes
Working links	Yes
Search bar	No
	56 out of 64
RECOMMENDED (each worth 2 points)	
Guidance counselor information	Yes
SAT/ACT prep information & courses	Yes
Afterschool & summer programs	No
Athletic & extracurricular information	Yes
Lunch menu	Yes
Alumni connections & networking page	No
Online library resources	Yes
District information	Yes
AP/IB & BOCES information	Yes
NYS report card link or report card link	Yes
Student & parent grade accessibility	No
FAQ	No
Directions & map	No
Scholarship information	No
Site map	Yes
Daily announcements	No
Internship information	No
Website feedback section	No
	18 out of 36
	Total
	74 out of 100

G. W. FOWLER HIGH SCHOOL

NECESSARY (each worth 8 points)	Yes/No
Contact information for faculty including the ability to email	Yes
Student handbook with attendance policy	No
Mission statement	Yes
Calendar of events	No
Picture of school	No
Course catalog	No
Working links	No
Search bar	No
	16 out of 64
RECOMMENDED (each worth 2 points)	
Guidance counselor information	Yes
SAT/ACT prep information & courses	Yes
Afterschool & summer programs	No
Athletic & extracurricular information	Yes
Lunch menu	Yes
Alumni connections & networking page	No
Online library resources	Yes
District information	Yes
AP/IB & BOCES information	No
NYS report card link or report card link	Yes
Student & parent grade accessibility	Yes
FAQ	No
Directions & map	Yes
Scholarship information	No
Site map	No
Daily announcements	Yes
Internship information	No
Website feedback section	No
	20 out of 36
	Total
	36 out of 100



NECESSARY (each worth 8 points)	Yes/No
Contact information for faculty including the ability to email	Yes
Student handbook with attendance policy	Yes
Mission statement	Yes
Calendar of events	Yes
Picture of school	Yes
Course catalog	Yes
Working links	Yes
Search bar	No
	56 out of 64
RECOMMENDED (each worth 2 points)	
Guidance counselor information	Yes
SAT/ACT prep information & courses	Yes
Afterschool & summer programs	Yes
Athletic & extracurricular information	Yes
Lunch menu	Yes
Alumni connections & networking page	Yes
Online library resources	Yes
District information	Yes
AP/IB & BOCES information	Yes
NYS report card link or report card link	Yes
Student & parent grade accessibility	No
FAQ	No
Directions & map	Yes
Scholarship information	Yes
Site map	Yes
Daily announcements	No
Internship information	No
Website feedback section	No
	26 out of 36
	Total
	82 out of 100

JORDAN-ELBRIDGE

NECESSARY (each worth 8 points)	Yes/No
Contact information for faculty including the ability to email	Yes
Student handbook with attendance policy	Yes
Mission statement	Yes
Calendar of events	Yes
Picture of school	Yes
Course catalog	Yes
Working links	Yes
Search Bar	Yes
	64 out of 64
RECOMMENDED (each worth 2 points)	
Guidance counselor information	Yes
SAT/ACT prep information & courses	No
Afterschool & summer programs	Yes
Athletic & extracurricular information	Yes
Lunch menu	Yes
Alumni connections & networking page	No
Online library resources	Yes
District information	Yes
AP/IB & BOCES information	Yes
NYS report card link or profile page	No
Student & parent grade accessibility	No
FAQ	No
Directions & map	Yes
Scholarship information	No
Site Map	Yes
Daily announcements	Yes
Internship information	No
Website feedback section	No
	20 out of 36
	Total
	87 out of 100

LaFayette Big Picture School

NECESSARY (each worth 8 points)	Yes/No
Contact information for faculty including the ability to email	Yes
Student handbook with attendance policy	No
Mission statement	Yes
Calendar of events	Yes
Picture of school	Yes
Course catalog	No
Working links	Yes
Search bar	Yes
	48 out of 64
RECOMMENDED (each worth 2 points)	
Guidance counselor information	No
SAT/ACT prep information & courses	Yes
Afterschool & summer programs	No
Athletic & extracurricular information	No
Lunch menu	Yes
Alumni connections & networking page	No
Online library resources	No
District information	Yes
AP/IB & BOCES information	No
NYS report card link or report card link	Yes
Student & parent grade accessibility	Yes
FAQ	No
Directions & map	No
Scholarship information	No
Site map	No
Daily announcements	Yes
Internship information	Yes
Website feedback section	No
	14 out of 36
	Total
	62 out of 100



NECESSARY (each worth 8 points)	Yes/No
Contact information for faculty including the ability to email	Yes
Student handbook with attendance policy	No
Mission statement	Yes
Calendar of events	Yes
Picture of school	No
Course catalog	Yes
Working links	Yes
Search bar	Yes
	48 out of 64
RECOMMENDED (each worth 2 points)	
Guidance counselor information	Yes
SAT/ACT prep information & courses	Yes
Afterschool & summer programs	Yes
Athletic & extracurricular information	Yes
Lunch menu	Yes
Alumni connections & networking page	Yes
Online library resources	Yes
District information	Yes
AP/IB & BOCES information	No
NYS report card link or report card link	No
Student & parent grade accessibility	Yes
FAQ	No
Directions & map	Yes
Scholarship information	Yes
Site map	Yes
Daily announcements	No
Internship information	Yes
Website feedback section	No
	26 out of 36
	Total
	74 out of 100

NECESSARY (each worth 8 points)	Yes/No
Contact information for faculty including the ability to email	Yes
Student handbook with attendance policy	Yes
Mission statement	Yes
Calendar of events	Yes
Picture of school	Yes
Course catalog	Yes
Working links	Yes
Search bar	Yes
	64 out of 64
RECOMMENDED (each worth 2 points)	
Guidance counselor information	No
SAT/ACT prep information & courses	Yes
Afterschool & summer programs	No
Athletic & extracurricular information	Yes
Lunch menu	Yes
Alumni connections & networking page	Yes
Online library resources	Yes
District information	Yes
AP/IB & BOCES information	No
NYS report card link or report card link	Yes
Student & parent grade accessibility	Yes
FAQ	Yes
Directions & map	Yes
Scholarship information	Yes
Site map	Yes
Daily announcements	Yes
Internship information	No
Website feedback section	No
	26 out of 36
	Total
	90 out of 100

Manlius Pebble Hill School

NECESSARY (each worth 8 points)	Yes/No
Contact information for faculty including the ability to email	Yes
Student handbook with attendance policy	Yes
Mission statement	Yes
Calendar of events	Yes
Picture of school	Yes
Course catalog	Yes
Working links	Yes
Search bar	Yes
	64 out of 64
RECOMMENDED (each worth 2 points)	
Guidance counselor information	Yes
SAT/ACT prep information & courses	Yes
Afterschool & summer programs	Yes
Athletic & extracurricular information	Yes
Lunch menu	Yes
Alumni connections & networking page	Yes
Online library resources	Yes
District information	Yes
AP/IB & BOCES information	Yes
NYS report card link or report card link	Yes
Student & parent grade accessibility	Yes
FAQ	Yes
Directions & map	Yes
Scholarship information	Yes
Site map	No
Daily announcements	Yes
Internship information	No
Website feedback section	No
	30 out of 36
	Total
	94 out of 100

NOTTINGHAM HIGH SCHOOL

NECESSARY (each worth 8 points)	Yes/No
Contact information for faculty including the ability to email	Yes
Student handbook with attendance policy	No
Mission statement	Yes
Calendar of events	Yes
Picture of school	Yes
Course catalog	No
Working links	Yes
Search bar	Yes
	48 out of 64
RECOMMENDED (each worth 2 points)	
Guidance counselor information	Yes
SAT/ACT prep information & courses	Yes
Afterschool & summer programs	No
Athletic & extracurricular information	No
Lunch menu	Yes
Alumni connections & networking page	Yes
Online library resources	Yes
District information	Yes
AP/IB & BOCES information	No
NYS report card link or report card link	No
Student & parent grade accessibility	Yes
FAQ	No
Directions & map	Yes
Scholarship information	Yes
Site map	No
Daily announcements	Yes
Internship information	Yes
Website feedback section	No
	22 out of 36
	Total
	70 out of 100

ONONDAGA

NECESSARY (each worth 8 points)	Yes/No
Contact information for faculty including the ability to email	Yes
Student handbook with attendance policy	No
Mission statement	Yes
Calendar of events	Yes
Picture of school	No
Course catalog	No
Working links	Yes
Search bar	Yes
	40 out of 64
RECOMMENDED (each worth 2 points)	
Guidance counselor information	Yes
SAT/ACT prep information & courses	No
Afterschool & summer programs	No
Athletic & extracurricular information	No
Lunch menu	No
Alumni connections & networking page	Yes
Online library resources	Yes
District information	Yes
AP/IB & BOCES information	No
NYS report card link or report card link	No
Student & parent grade accessibility	Yes
FAQ	No
Directions & map	Yes
Scholarship information	Yes
Site map	Yes
Daily announcements	Yes
Internship information	No
Website feedback section	No
	18 out of 36
	Total
	58 out of 100

Skaneateles High School

NECESSARY (each worth 8 points)	Yes/No
Contact information for faculty including the ability to email	Yes
Student handbook with attendance policy	Yes
Mission statement	Yes
Calendar of events	Yes
Picture of school	No
Course catalog	Yes
Working links	Yes
Search Bar	Yes
	56 out of 64
RECOMMENDED (each worth 2 points)	
Guidance counselor information	Yes
SAT/ACT prep information & courses	Yes
Afterschool & summer programs	No
Athletic & extracurricular information	Yes
Lunch menu	Yes
Alumni connections & networking page	Yes
Online library resources	Yes
District information	Yes
AP/IB & BOCES information	Yes
NYS report card link or profile page	Yes
Student & parent grade accessibility	No
FAQ	No
Directions & map	No
Scholarship information	Yes
Site Map	Yes
Daily announcements	Yes
Internship information	No
Website feedback section	No
	24 out of 36
	Total
	80 out of 100

SOLVAY

NECESSARY (each worth 8 points)	Yes/No
Contact information for faculty including the ability to email	Yes
Student handbook with attendance policy	Yes
Mission statement	Yes
Calendar of events	Yes
Picture of school	Yes
Course catalog	Yes
Working links	Yes
Search Bar	No
	56 out of 64
RECOMMENDED (each worth 2 points)	
Guidance counselor information	Yes
SAT/ACT prep information & courses	Yes
Afterschool & summer programs	Yes
Athletic & extracurricular information	Yes
Lunch menu	Yes
Alumni connections & networking page	No
Online library resources	Yes
District information	Yes
AP/IB & BOCES information	Yes
NYS report card link or profile page	No
Student & parent grade accessibility	No
FAQ	No
Directions & map	Yes
Scholarship information	Yes
Site Map	Yes
Daily announcements	Yes
Internship information	No
Website feedback section	No
	24 out of 36
	Total
	80 out of 100

Tully

NECESSARY (each worth 8 points)	Yes/No
Contact information for faculty including the ability to email	No
Student handbook with attendance policy	Yes
Mission statement	Yes
Calendar of events	No
Picture of school	Yes
Course catalog	
Working links	Yes
Search Bar	No
	32 out of 64
RECOMMENDED (each worth 2 points)	
Guidance counselor information	Yes
SAT/ACT prep information & courses	Yes
Afterschool & summer programs	Yes
Athletic & extracurricular information	Yes
Lunch menu	Yes
Alumni connections & networking page	Yes
Online library resources	Yes
District information	Yes
AP/IB & BOCES information	Yes
NYS report card link or profile page	No
Student & parent grade accessibility	No
FAQ	No
Directions & map	Yes
Scholarship information	No
Site Map	No
Daily announcements	No
Internship information	No
Website feedback section	No
	20 out of 36
	Total
	52 out of 100



NECESSARY (each worth 8 points)	Yes/No
Contact information for faculty including the ability to email	Yes
Student handbook with attendance policy	Yes
Mission statement	Yes
Calendar of events	Yes
Picture of school	Yes
Course catalog	Yes
Working links	Yes
Search bar	Yes
	64 out of 64
RECOMMENDED (each worth 2 points)	
Guidance counselor information	Yes
SAT/ACT prep information & courses	Yes
Afterschool & summer programs	Yes
Athletic & extracurricular information	Yes
Lunch menu	Yes
Alumni connections & networking page	Yes
Online library resources	Yes
District information	Yes
AP/IB & BOCES information	Yes
NYS report card link or report card link	Yes
Student & parent grade accessibility	Yes
FAQ	Yes
Directions & map	Yes
Scholarship information	Yes
Site map	Yes
Daily announcements	Yes
Internship information	Yes
Website feedback section	No
	34 out of 36
	Total
	98 out of 100

Conclusion

After evaluating the 20 Onondaga County schools examined in this report, the average website grade was 77%. The school that received the highest grade was West Genesee high school with a score of 98 points out of 100. The school that received the lowest grade was Henninger high school with 0 points out of 100 due to the website currently being under construction.

Several of the websites that were examined lost points for missing variables on the *Necessary* list. It is the recommendation of the research team that those schools should update their websites accordingly in order to improve the quality of their website. In addition to West Genesee high school, three other schools received grades at or above 90 out of 100. These schools are Manlius Pebble Hill with a score of 94 points, Liverpool with a score of 90 points and Baldwinsville with a score of 90 points. Schools that received grades less than 90 points should look to these four schools for examples of how to improve their own websites.

As technology continues to advance, it is important for educational institutions to accommodate these changes. Parents and teachers should always attempt to communicate face-to-face, however communication through email will continue to increase. Schools must continue to find innovative ways to encourage parents to participate in their child's education. For parents with full time jobs, they must be able to access all of their child's educational information from the school's website. Not only should parents be able to email their child's teachers directly, but they should also have access to their child's homework assignments and grades.

PROFILE PAGES

Methods

The Community Benchmarks Program (CBP) research team created profile pages for each of the participating high schools in Onondaga County. The data contained in these profile pages are based on information collected from published Accountability and Overview Reports from New York State Report Cards, the schools' websites and a 32-question survey created by the research team (see Appendix I). Post-secondary plans of graduates, enrollment figures and demographic data were found on the New York State Report Card. The mission statements on the profile pages were taken from websites of each high schools or student handbooks. The survey was sent to all 26 Onondaga County high schools, of which 21 responded. In most cases, the principal or an administrator completed the survey but for some high schools, student participants completed the survey with the help of their counseling center. Specifically, the skills-based section of the profile pages is based on the information provided by the respondents. The means for Post-Secondary Plans of Graduates do not equal 100 due to rounding.



Bishop Grimes Junior-Senior High School

Grade Levels 7-12
<http://www.bishopgrimes.org>

Mission Statement

“Bishop Grimes is committed to providing a quality Christian education enriched by our Catholic identity and focused on excellence in academic achievement.”

Facts and Figures	Value	Mean
Total Student Enrollment	N/A	N/A
Graduation Rate	N/A	N/A
Free/Reduced Lunch	N/A	N/A
Per Pupil Spending	N/A	N/A
Number of Teachers	N/A	N/A
Counselor to Student Ratio	N/A	N/A
Activities Offered	N/A	N/A
Athletic Teams	N/A	N/A
School Website Ranking	78	77

2009-10

Offerings	✓/✗
Microsoft Word	✓
Microsoft Power Point	✓
Microsoft Excel	✗
Keyboarding	✓
Web Design	✗
Job Shadowing	✓
Student Internships	✗
Community Service Graduation Requirement	N/A
BOCES Participation	✓

2010-11

**Post-Secondary plans of graduates is not available*



Mission Statement

"...We are called to provide a curriculum and school environment which fosters spiritual growth, moral development, academic excellence, critical thinking and life-long learning..."

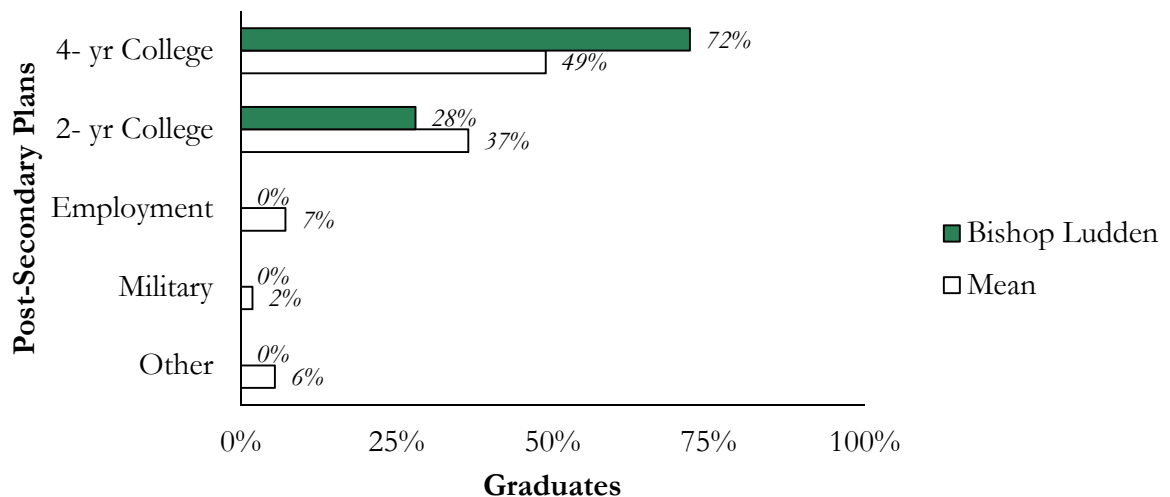
Facts and Figures	Value	Mean
Total Student Enrollment	235	975
Graduation Rate	N/A	81%
Free/Reduced Lunch	N/A	29%
Per Pupil Spending	N/A	\$17023
Number of Teachers	23	74
Counselor to Student Ratio	1:235	1:187
Activities Offered	20	30
Athletic Teams	14	20
School Website Ranking	88	77

2009-10

Offerings	✓/✗
Microsoft Word	✓
Microsoft Power Point	✓
Microsoft Excel	✓
Keyboarding	✓
Web Design	✗
Job Shadowing	✗
Student Internships	✗
Community Service Required to Graduate	✓
BOCES Participation	✓

2010-11

Post-Secondary Plans of Graduates, 2009-10 n=76





Cicero-North Syracuse High School

Grade Levels 10-12

http://www.nscsd.org/high_school.cfm

Mission Statement

"...students achieve success through relevant and rigorous schoolwork preparing them for life-long learning and full participation in our society."

Facts and Figures	Value	Mean
Total Student Enrollment	2,266	975
Graduation Rate	86%	81%
Free/Reduced Lunch	23%	29%
Per Pupil Spending	\$14,123	\$17,023
Number of Teachers	163	71
Counselor to Student Ratio	1:252	1:187
Activities Offered	36	30
Athletic Teams	28	20
School Website Ranking	88	77

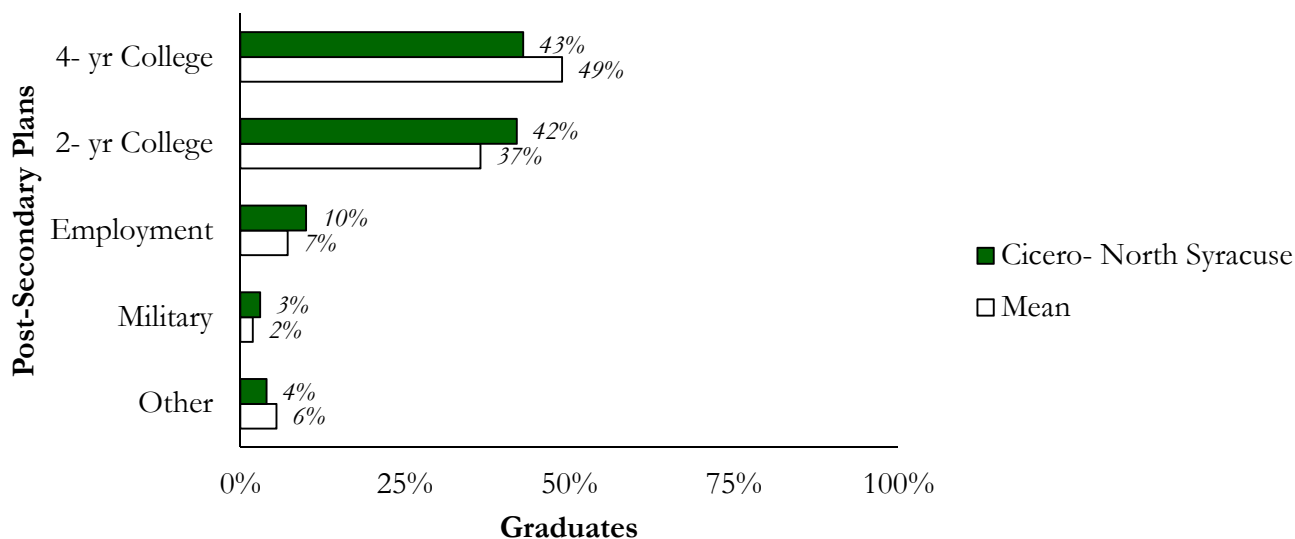
2009-10

Offerings	✓/✗
Microsoft Word	✓
Microsoft Power Point	✗
Microsoft Excel	✗
Keyboarding	✗
Web Design	✓
Job Shadowing	✓
Student Internships	✓
Community Service Required to Graduate	✓
BOCES Participation	✓

2010-11

Post-Secondary Plans of Graduates, 2009-10

n=693





Corcoran High School

Grade Levels 9-12

<http://www.scsd.us/~corcoran/Index.html>

Mission Statement

"Produce citizens with a common foundation of knowledge and the ability to integrate it into their lives."

Facts and Figures	Value	Mean
Total Student Enrollment	1,448	975
Graduation Rate	58%	81%
Free/Reduced Lunch	63%	29%
Per Pupil Spending	\$16,907	\$17,023
Number of Teachers	105	74.1
Counselor to Student Ratio	1:219	1:187
Activities Offered	16	30
Athletic Teams	24	20
School Website Ranking	68	77

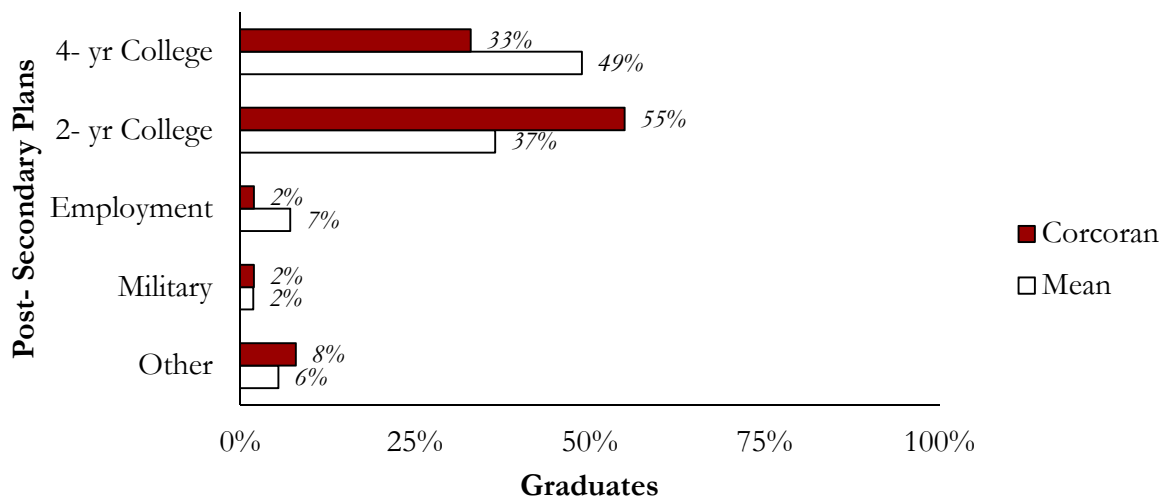
2009-10

Offerings	✓/✗
Microsoft Word	✓
Microsoft Power Point	✗
Microsoft Excel	✗
Keyboarding	✓
Web Design	✗
Job Shadowing	✓
Student Internships	✓
Community Service Graduation Requirement	✓
BOCES Participation	✗

2010-11

Post- Secondary Plans of Graduates, 2009-10

n=274





CW Baker High School

Grade Levels 10-12
<http://www.bville.org/>

Mission Statement

"... We will create an environment which inspires a desire for life-long learning, fosters mutual respect, instills a positive philosophy, about the worth of participatory citizenship, and empowers all individuals to reach their own potential"

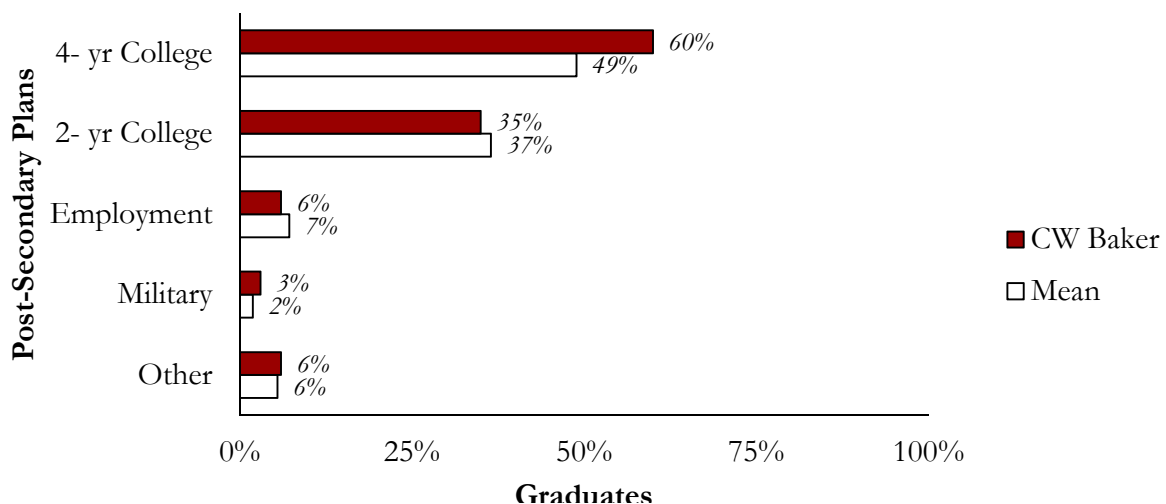
Facts and Figures	Value	Mean
Total Student Enrollment	1,477	975
Graduation Rate	88%	81%
Free/Reduced Lunch	11%	29%
Per Pupil Spending	\$16,119	\$17,023
Number of Teachers	97	74
Counselor to Student Ratio	1:147	1:187
Activities Offered	42	30
Athletic Teams	27	20
School Website Ranking	90	77

2009-10

Offerings	✓/✗
Microsoft Word	✓
Microsoft Power Point	✓
Microsoft Excel	✓
Keyboarding	✗
Web Design	✓
Job Shadowing	✓
Student Internships	✓
Community Service Graduation Requirement	✗
BOCES Participation	✓

2010-11

Post-Secondary Plans of Graduates, 2009-10 n=468





East Syracuse-Minoa
High School

East Syracuse-Minoa High School

Grade Levels 9-12

<http://www.esmschools.org/Schools/ESMCentralHighSchool.as>

Mission Statement

“...engaging all learners in meaningful learning experiences that meet the highest educational and ethical standards in a caring, collaborative learning community supported through partnerships with parents and families, businesses, civic organizations, and higher education.”

Facts and Figures	Value	Mean
Total Student Enrollment	1,231	975
Graduation Rate	86%	81%
Free/Reduced Lunch	24%	29%
Per Pupil Spending	\$19,644	\$17,023
Number of Teachers	107	74
Counselor to Student Ratio	300:1	1:187
Activities Offered	45	30
Athletic Teams	14	20
School Website Ranking	86	77

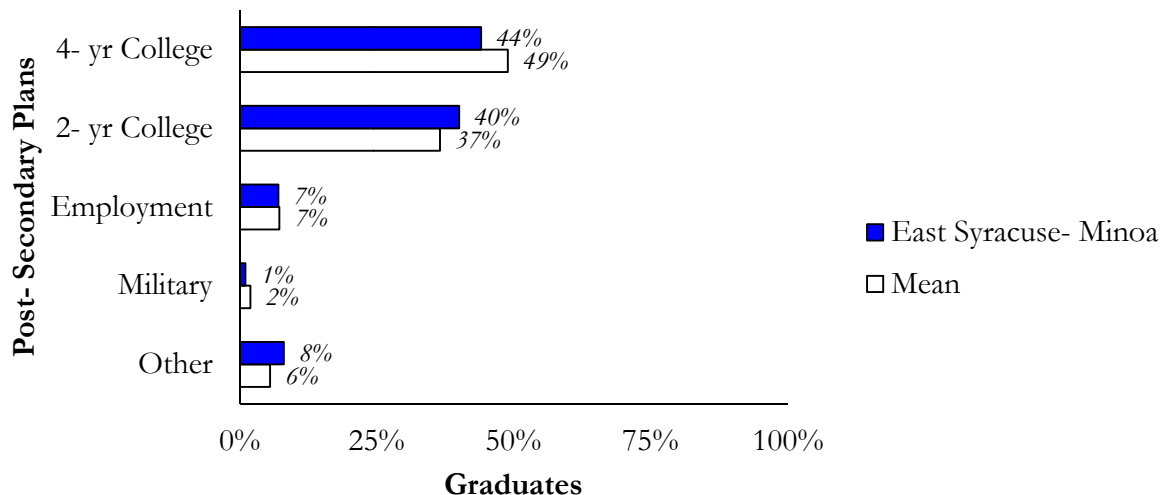
2009-10

Offerings	✓/✗
Microsoft Word	✓
Microsoft Power Point	✓
Microsoft Excel	✓
Keyboarding	✓
Web Design	✓
Job Shadowing	✓
Student Internships	✓
Community Service Graduation Requirement	✓
BOCES Participation	✓

2010-11

Post- Secondary Plans of Graduates, 2009-10

n= 299



Mission Statement

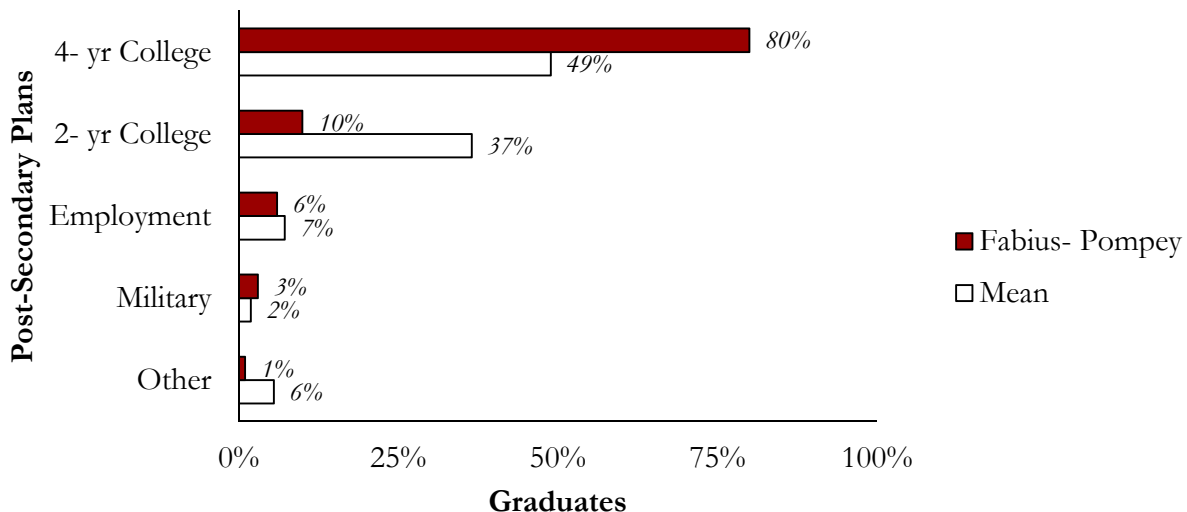
“We believe our children, our community, and ourselves. Together we will challenge our students to understand the past, prepare for the future, and have the courage to reach for excellence.”

Facts and Figures	Value	Mean
Total Student Enrollment	499	975
Graduation Rate	99%	81%
Free/Reduced Lunch	16%	29%
Per Pupil Spending	\$19,404	\$17,023
Number of Teachers	47	74
Counselor to Student Ratio	1:250	1:187
Activities Offered	20	30
Athletic Teams	15	20
School Website Ranking	74	77

Offerings	✓/✗
Microsoft Word	✓
Microsoft Power Point	✗
Microsoft Excel	✓
Keyboarding	✓
Web Design	✗
Job Shadowing	✓
Student Internships	✓
Community Service Graduation Requirement	✓
BOCES Participation	✓

2009-10

Post-Secondary Plans of Graduates, 2009-10
n=81





G.W. Fowler High School

Grade Levels 9-12

<http://www.scsd.us/~fowler/index.html>

Mission Statement

“...provides opportunities through rigorous, relevant and challenging explorations and experiences. Through these opportunities, students find success in two and four year colleges, advanced technical training and/or employment.”

Facts and Figures	Value	Mean
Total Student Enrollment	1,214	975
Graduation Rate	49%	81%
Free/Reduced Lunch	73%	29%
Per Pupil Spending	\$16,907	\$17,023
Number of Teachers	86	74
Counselor to Student Ratio	202:1	1:187
Activities Offered	17	30
Athletic Teams	N/A	20
School Website Ranking	36	77

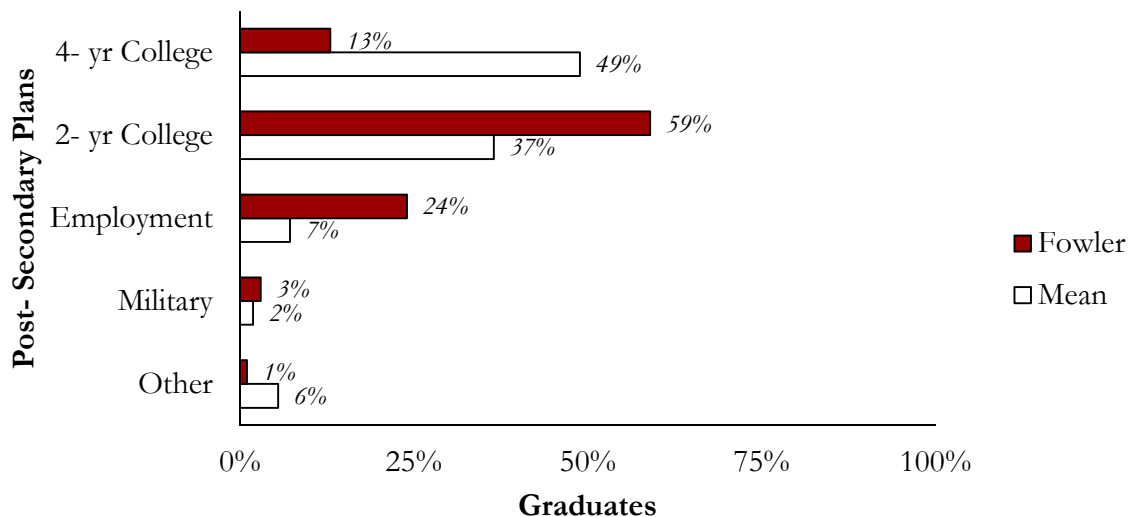
2009-10

Offerings	✓/✗
Microsoft Word	✓
Microsoft Power Point	✓
Microsoft Excel	✓
Keyboarding	✓
Web Design	✓
Job Shadowing	✓
Student Internships	✓
Community Service Graduation Requirement	✓
BOCES Participation	✓

2010-11

Post- Secondary Plans of Graduates, 2009-10

n=167





Henninger High School

Grade Levels: 9-12

<http://www.scsd.us/~henninger/>

Mission Statement

“...students demonstrate mastery of defined skills and knowledge, appreciation of diversity, and development of character ... this is accomplished, in partnership with our community, by transforming our educational system to respond to the unique needs of each student through excellence in teaching and learning.”

Facts and Figures	Value	Mean
Total Student Enrollment	1,650	975
Graduation Rate	51%	81%
Free/Reduced Lunch	53%	29%
Per Pupil Spending	\$16,907	\$17,023
Number of Teachers	116	74
Counselor to Student Ratio	1:275	1:187
Activities Offered	N/A	30
Athletic Teams	N/A	20
School Website Ranking	0	77

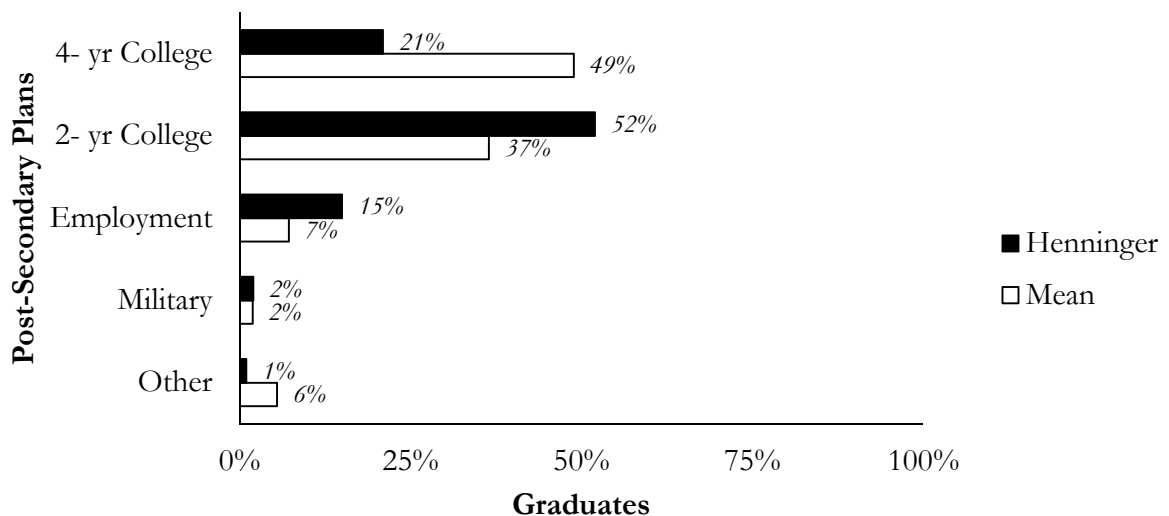
2009-10

Offerings	✓/✗
Microsoft Word	✓
Microsoft Power Point	✓
Microsoft Excel	✗
Keyboarding	✓
Web Design	✓
Job Shadowing	✓
Student Internships	✓
Community Service Graduation Requirement	✓
BOCES Participation	✗

2010-11

Post-Secondary Plans of Graduates, 2009-10

n=260



Mission Statement

“The Jamesville-DeWitt Central School has an uncompromising commitment to excellence in preparing students to achieve and succeed, to respect themselves and others and to practice life-long learning in an ever-changing, richly diverse society.”

Facts and Figures	Value	Mean
Total Student Enrollment	908	975
Graduation Rate	94%	81%
Free/Reduced Lunch	14%	29%
Per Pupil Spending	\$16,310	\$17,023
Number of Teachers	80	74
Counselor to Student Ratio	1:182	1:187
Activities Offered	41	30
Athletic Teams	24	20
School Website Ranking	82	77

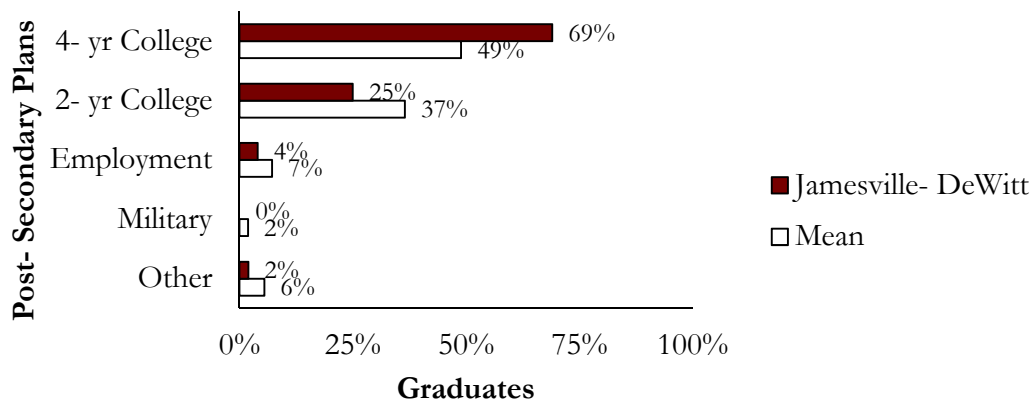
2009-10

Offerings	✓/✗
Microsoft Word	✗
Microsoft Power Point	✗
Microsoft Excel	✗
Keyboarding	✗
Web Design	✗
Job Shadowing	✓
Student Internships	✗
Community Service Graduation Requirement	✓
BOCES Participation	✓

2010-11

Post- Secondary Plans of Graduates, 2009-10

n=229





Jordan-Elbridge High School

Grade Levels 9-12

<http://www.jecsd.org/JordanElbridgeHigh.cfm?subpage=76041>

Mission Statement

“To educate students to become productive members of society who demonstrate positive academic, social, and personal skills...”

Facts and Figures	Value	Mean
Total Student Enrollment	475	975
Graduation Rate	82%	81%
Free/Reduced Lunch	15%	29%
Per Pupil Spending	\$17,467	\$17,023
Number of Teachers	46	74
Counselor to Student Ratio	1:238	1:187
Activities Offered	N/A	30
Athletic Teams	N/A	20
School Website Ranking	87	77

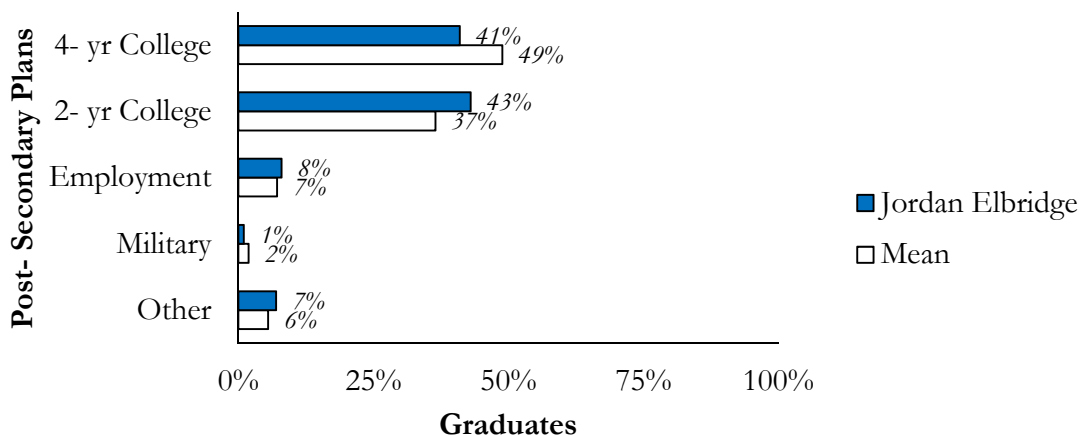
2009-10

Offerings	✓ / ✗
Microsoft Word	✓
Microsoft Power Point	✓
Microsoft Excel	✓
Keyboarding	✓
Web Design	✓
Job Shadowing	✓
Student Internships	✗
Community Service Graduation Requirement	✓
BOCES Participation	✓

2010-11

Post-Secondary Plans of Graduates, 2009-10

n=123





LaFayette Junior-Senior High School

Grade Levels 7-12

<http://www.lafayetteschools.org/teacherpage.cfm>

Mission Statement

“... to develop an environment for each student which will create a positive self image, a life-long interest in learning, an atmosphere for high academic achievement, foster an understanding and appreciation of cultural diversity, gender equity, and stress tolerance and respect for others...”

Facts and Figures	Value	Mean
Total Student Enrollment	376	975
Graduation Rate	89%	81%
Free/Reduced Lunch	28%	29%
Per Pupil Spending	\$18,104	\$17,023
Number of Teachers	44	74
Counselor to Student Ratio	1:138	1:187
Activities Offered	45	30
Athletic Teams	14	20
School Website Ranking	62	77

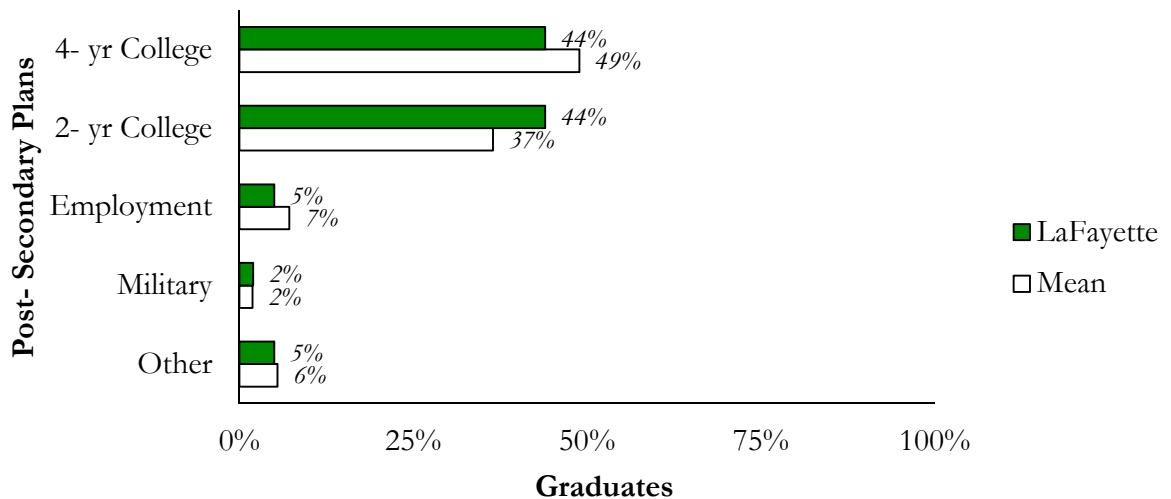
2009-10

Offerings	✓/✗
Microsoft Word	✓
Microsoft Power Point	✓
Microsoft Excel	✗
Keyboarding	✓
Web Design	✗
Job Shadowing	✗
Student Internships	✓
Community Service Graduation Requirement	✓
BOCES Participation	✓

2010-11

Post- Secondary Plans of Graduates, 2009-10

n=54





Liverpool High School

Grade Levels 9-12

http://www.lhs.liverpool.k12.ny.us/liverpool_high.cfm

Mission Statement

“The Liverpool Central School District will be a leader in public education by providing the best opportunities for students to achieve academic and personal excellence.”

Facts and Figures	Value	Mean
Total Student Enrollment	2,418	975
Graduation Rate	89%	81%
Free/Reduced Lunch	1,790	29%
Per Pupil Spending	\$16,755	\$17,023
Number of Teachers	76	74
Counselor to Student Ratio	1:280	1:187
Activities Offered	44	30
Athletic Teams	14	20
School Website Ranking	90	77

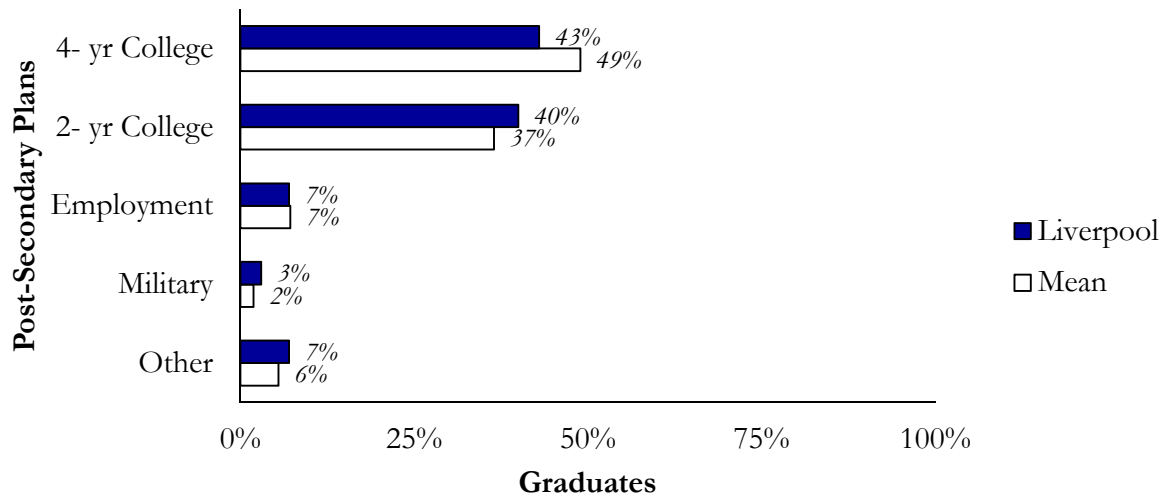
2009-10

Offerings	✓/✗
Microsoft Word	✓
Microsoft Power Point	✓
Microsoft Excel	✓
Keyboarding	✓
Web Design	✓
Job Shadowing	✓
Student Internships	✓
Community Service Graduation Requirement	✓
BOCES Participation	✓

2010-11

Post-Secondary Plans of Graduates, 2009-10

n=601





Manlius Pebble Hill School

Grade Levels 9-12 (Upper School)
<http://www.mph.net/>

Mission Statement *"Manners Makyth Man"*

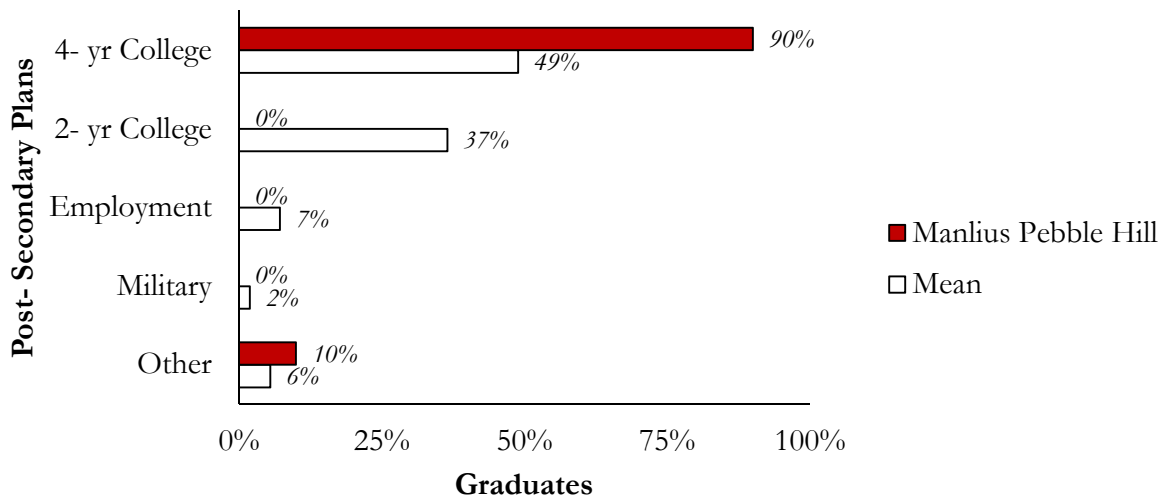
Facts and Figures	Value	Mean
Total Student Enrollment	174	975.3
Graduation Rate	N/A	81%
Free/Reduced Lunch	N/A	29%
Per Pupil Spending	N/A	\$17,023
Number of Teachers	50	74.1
Counselor to Student Ratio	1:87	1:187
Activities Offered	23	29.6
Athletic Teams	22	19.9
School Website Ranking	94	77

2009-10

Offerings	✓ / ✗
Microsoft Word	✓
Microsoft Power Point	✓
Microsoft Excel	✓
Keyboarding	✓
Web Design	✓
Job Shadowing	✓
Student Internships	✓
Community Service Graduation Requirement	✓
BOCES Participation	✗

2010-11

Post- Secondary Plans of Graduates, 2009- 10 n=70





Nottingham High School

Grade Levels 9-12

<http://weblink.scsd.us/~nottingham/home.html>

Mission Statement

“The Mission of Nottingham High School is to ensure a quality of education that challenges all students to strive for excellence and to demonstrate mastery of defined skills and knowledge.”

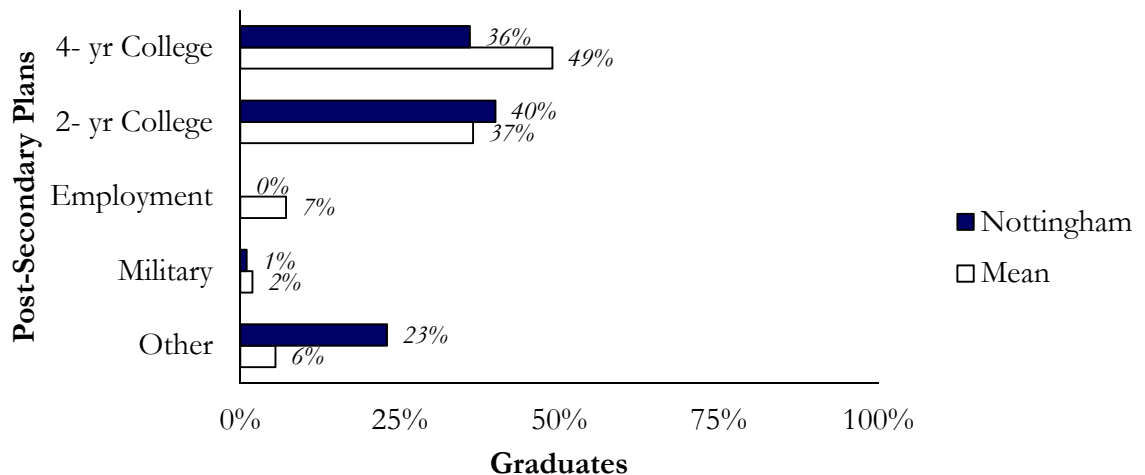
Facts and Figures	Value	Mean
Total Student Enrollment	1,314	975
Graduation Rate	57%	81%
Free/Reduced Lunch	67%	29%
Per Pupil Spending	\$16,907	\$17,023
Number of Teachers	98	74
Counselor to Student Ratio	1:190	1:187
Activities Offered	30	30
Athletic Teams	14	20
School Website Ranking	70	77

2009-10

Offerings	✓ / ✗
Microsoft Word	✓
Microsoft Power Point	✓
Microsoft Excel	✓
Keyboarding	✓
Web Design	✓
Job Shadowing	✓
Student Internships	✓
Community Service Graduation Requirement	✓
BOCES Participation	✗

2010-11

Post-Secondary Plans of Graduates, 2009-10 n=204





Mission Statement

“The Onondaga Central School Community challenges individual maximum potential, prides itself on success and prepares contributing citizens for life”

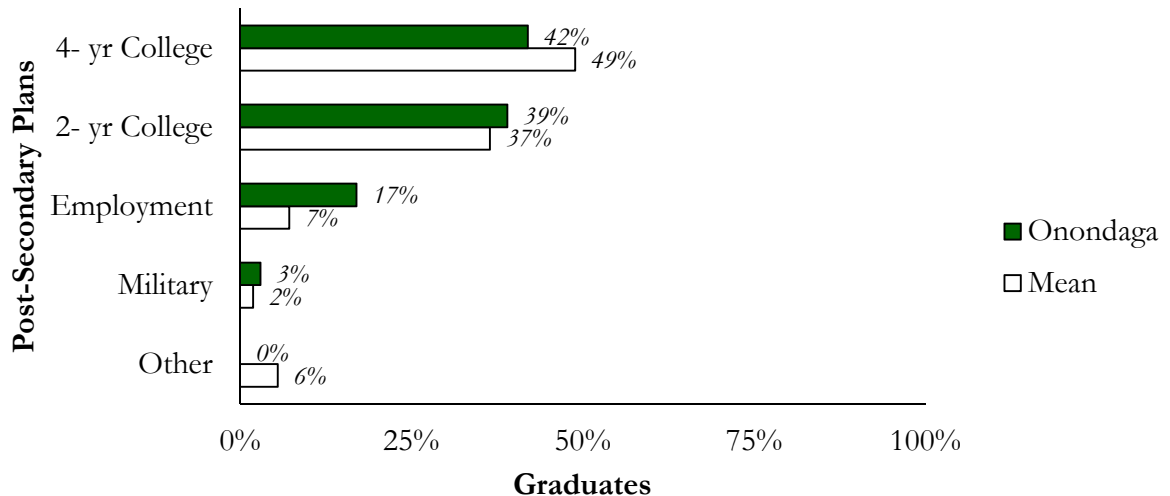
Facts and Figures	Value	Mean
Total Student Enrollment	308	975
Graduation Rate	83%	81%
Free/Reduced Lunch	18%	29%
Per Pupil Spending	\$18,882	\$17,023
Number of Teachers	40	74
Counselor to Student Ratio	1:60	1:187
Activities Offered	15	30
Athletic Teams	15	20
School Website Ranking	58	77

2009-10

Offerings	✓ / ✗
Microsoft Word	✗
Microsoft Power Point	✗
Microsoft Excel	✗
Keyboarding	✓
Web Design	✓
Job Shadowing	✗
Student Internships	✗
Community Service Graduation Requirement	✗
BOCES Participation	✓

2010-11

Post-Secondary Plans of Graduates, 2009-10
 n=75



Mission Statement

“The mission of the Skaneateles Central Schools is to provide positive and successful learning experiences for all students.”

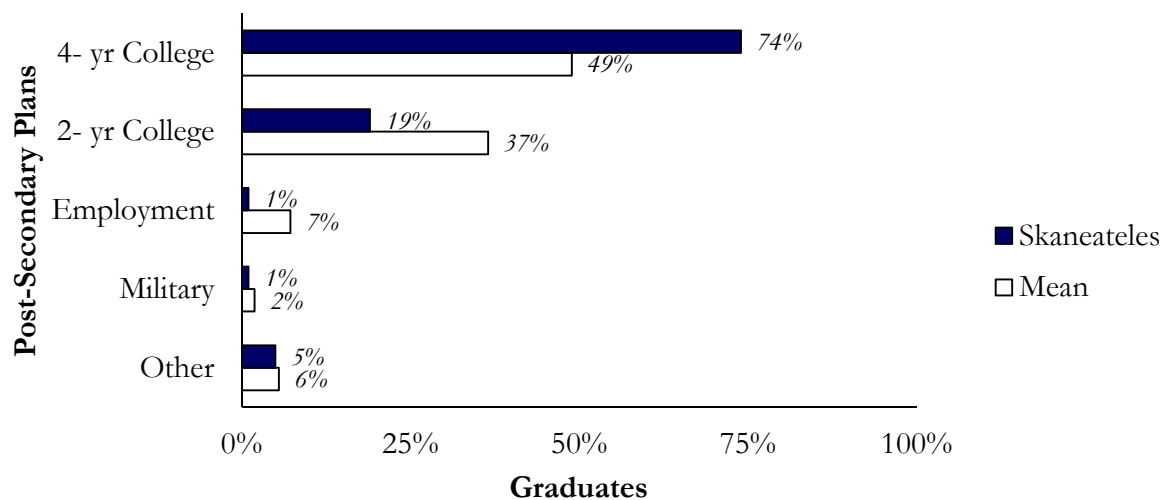
Facts and Figures	Value	Mean
Total Student Enrollment	588	975
Graduation Rate	96%	81%
Free/Reduced Lunch	5%	29%
Per Pupil Spending	\$17,062	\$17,023
Number of Teachers	49	74
Counselor to Student Ratio	1:196	1:187
Activities Offered	22	30
Athletic Teams	29	20
School Website Ranking	80	77

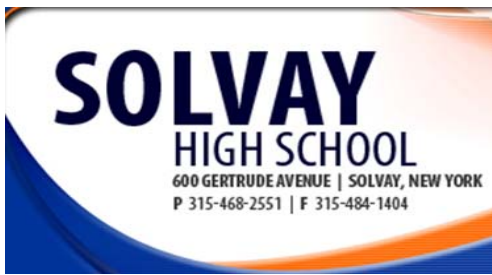
2009-10

Offerings	✓/✗
Microsoft Word	N/A
Microsoft Power Point	N/A
Microsoft Excel	N/A
Keyboarding	N/A
Web Design	N/A
Job Shadowing	N/A
Student Internships	N/A
Community Service Graduation Requirement	N/A
BOCES Participation	N/A

2010-11

Post-Secondary Plans of Graduates, 2009-10 n=618





Solvay High School

Grade Levels 9-12

<http://www.solvayschools.org/education/school/school.php?sectiondetailid=106>

Mission Statement

"We develop confident, continual learners who are caring community members."

Facts and Figures	Value	Mean
Total Student Enrollment	610	975
Graduation Rate	75%	81%
Free/Reduced Lunch	30%	29%
Per Pupil Spending	\$18,020	\$17,023
Number of Teachers	58	74
Counselor to Student Ratio	1: 203	1:187
Activities Offered	N/A	30
Athletic Teams	N/A	20
School Website Ranking	80	77

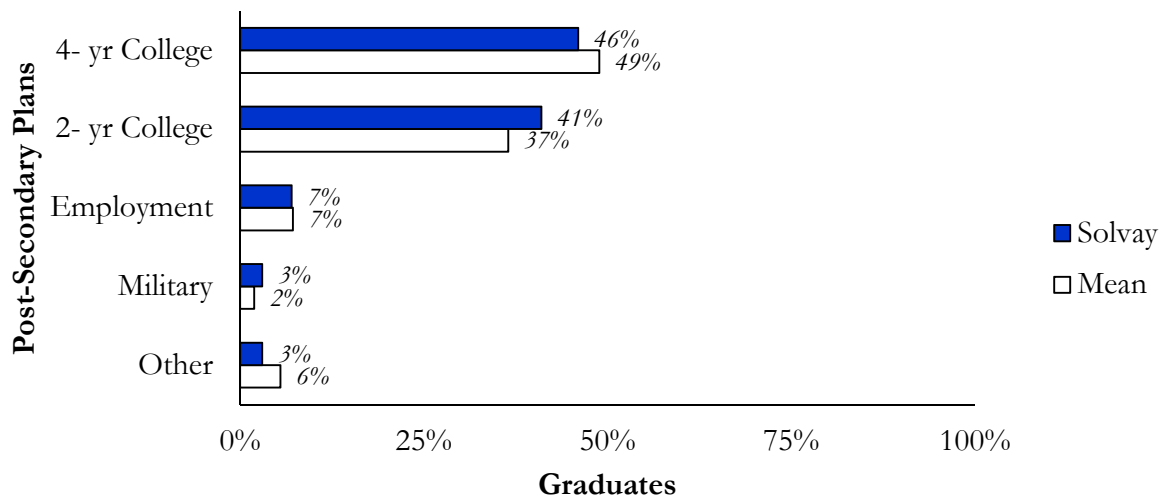
2009-10

Offerings	✓/✗
Microsoft Word	✓
Microsoft Power Point	✓
Microsoft Excel	✓
Keyboarding	✓
Web Design	✓
Job Shadowing	✓
Student Internships	✓
Community Service Graduation Requirement	✗
BOCES Participation	✓

2010-11

Post-Secondary Plans of Graduates, 2009-10

n=163





Tully Central Schools
Education Today For Tomorrow's Challenges

Tully High School

Grade Levels 7-12

<http://tullyschools.org/teacherpage.cfm?teacher=327>

Mission Statement

“The mission of the Tully Central Schools is to create an open, caring and supportive atmosphere where every student is nurtured in the development of a respect and thirst for lifelong learning and personal dedication to the pursuit of excellence...”

Facts and Figures	Value	Mean
Total Student Enrollment	370	975
Graduation Rate	87%	81%
Free/Reduced Lunch	18%	29%
Per Pupil Spending	\$15,895	\$17,023
Number of Teachers	46	74
Counselor to Student Ratio	2: 185	1:187
Activities Offered	23	30
Athletic Teams	N/A	20
School Website Ranking	52	77

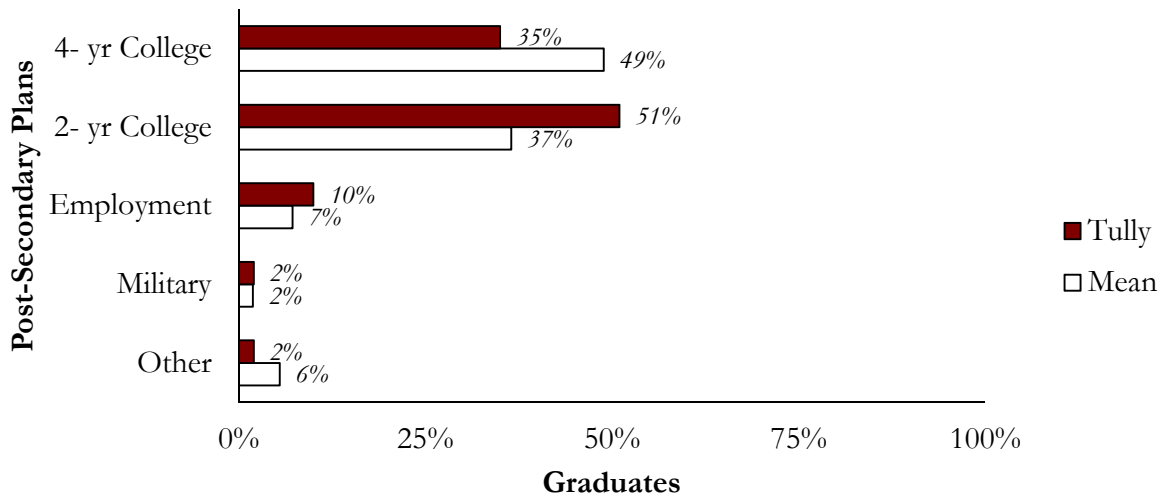
2009-10

Offerings	✓ / ✗
Microsoft Word	✗
Microsoft Power Point	✗
Microsoft Excel	✗
Keyboarding	✗
Web Design	✗
Job Shadowing	✓
Student Internships	✗
Community Service Graduation Requirement	✗
BOCES Participation	✓

2010-11

Post-Secondary Plans of Graduates, 2009-10

n=98





West Genesee High School

Grade Levels 9-12

<http://www.westgenesee.org/teacherpage.cfm?teacher=456>

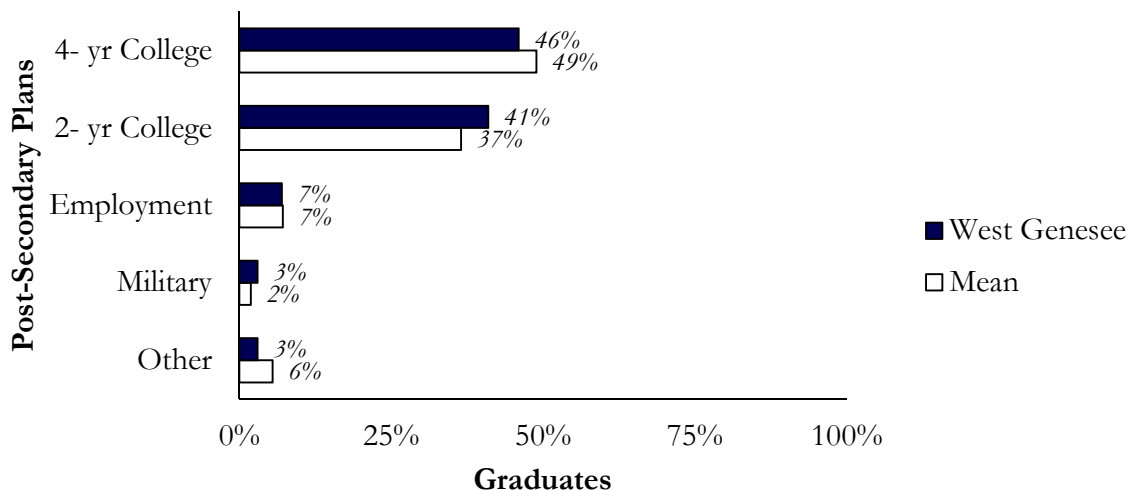
Mission Statement

“... To ensure that each student attains the knowledge, skills and attitudes necessary, not only for lifelong learning, but also for becoming cooperative, self-directed, productive, caring citizen.”

Facts and Figures	Value	Mean
Total Student Enrollment	1,680	975
Graduation Rate	88%	81%
Free/Reduced Lunch	13%	29%
Per Pupil Spending	\$13,988	\$17,023
Number of Teachers	115	74
Counselor to Student Ratio	1:207	1:187
Activities Offered	23	30
Athletic Teams	N/A	20
School Website Ranking 2009-10	98	77

Offerings	✓/✗
Microsoft Word	✗
Microsoft Power Point	✓
Microsoft Excel	✓
Keyboarding	✓
Web Design	✓
Job Shadowing	✗
Student Internships	✗
Community Service Graduation Requirement	✓
BOCES Participation 2010-11	✓

Post-Secondary Plans of Graduates, 2009-10
n=398



APPENDICES

APPENDIX I: Career and Civic Engagement Survey

APPENDIX II: Blank Online Survey

APPENDIX III: 38 Skills

APPENDIX IV: Open-Ended Responses

APPENDIX V: Codebook

APPENDIX VI: Data set



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While the media and state education department typically shine a spotlight on high school test scores, career skills are also important, especially when the statistics for college completion are considered. Nationally, only 40 percent complete their four-year degree within six years and at the community college level, just 20 percent finish a two-year degree in three years.¹

High schools are often at the center of school reform efforts. The emphasis on high school improvement has primarily been about increasing the number of students taking AP exams and increasing the rigor of traditional, content-based course. But perhaps equally important is skill acquisition gained by high school students. It is through a greater emphasis on 21st Century Skills² that our high schools can prepare students for the opportunities that follow high school: Yes, college, but also careers that may be available without a college degree. Also important is civic engagement, which can also enhance career skills while helping students develop into contributing members of society.

There are efforts across the country to include skills in high school programs. Organizations such as the Partnership for 21st Century Skills, the Secretary's Commission on Achieving Necessary Skills (SCANS)³ under the US Department of Labor, Mid-continent Research for Education and Learning (McREL),⁴ and Educational Policy Improvement Center (EPIC)⁵ have developed lists of skills for schools to include. One set of skills or standards has yet to emerge, but discussions suggest considerable agreement on skills that are critical to the future of all students.

Principals at all public and private high schools in Onondaga County have been contacted and the following information is being requested of each. It is my hope that most of the information can be easily provided. If you have any questions, please do not hesitate to contact me at my e-mail address or phone number listed on the letterhead. After the data are analyzed, a report will be produced and a copy e-mailed to you.

This information can be provided by your school in two ways. 1) A team of student researchers can make an appointment to meet with you and/or others at your school to obtain the information, or 2) The following instrument can be replicated on SurveyMonkey and a link sent to you or others to enter the information. Any requested Attachments can be faxed or mailed, if electronic copies are not available.

¹ <http://www.insidetheschool.com/articles/why-don%E2%80%99t-students-finish-college-and-what-can-we-do-to-help/>, Jan. 6, 2010

² <http://www.p21.org/>, Feb. 8, 2011

³ <http://wdr.doleta.gov/SCANS/>, Feb. 9, 2011

⁴ <http://www.mcrel.org/standards-benchmarks/>, Feb.8,2011

⁵ http://www.epiconline.org/about_epic, Feb. 8, 2011

If you have any photographs of students involved in community service activities, internships, and other events related to this study, we would appreciate having copies for use in the report.

*Career Skill Development and Exploration ~ Civic Engagement
at Onondaga County High Schools*

Career Skills and Exploration

1. Does the school offer computer literacy courses? Yes No

2. If yes, please indicate which courses are available to students (please check all that apply).
 Keyboarding Excel Web Design Word
 Power Point Other (please explain) _____

3. Please indicate which certification courses, if any, are available to students (check all that apply).
 Driver Education CPR First Aid Babysitting
 Other (please explain) _____

4. What is the percentage of seniors who have taken an applied statistics course?

5. Is academic credit available for any student activities, such as yearbook? Yes No

6. If yes, which activities? _____

7. Can students in your school attend BOCES? Yes No

8. If yes, how many students currently attend BOCES? _____

9. Can students participate in job shadowing? Yes No

10. Can students participate in internships? Yes No

11. Is there a job/internship board in the building or posted online for students?
 Yes No

12. If your school offers internships and/or job shadowing to students, what is the number of partnerships the school has with businesses?

13. Does the school host a Career Day with opportunities for students who are not college-bound? _____
Yes _____ No

14. Is there a ROTC program in the high school? _____ Yes _____ No

15. Are military recruiters allowed to speak with students on school grounds? _____ Yes _____ No

16. Are opportunities available for students to take the Armed Services Vocational Aptitude Battery Exam?
_____ Yes _____ No

17. Are students exposed to other recruitment opportunities (i.e., police, fire, etc.)?
_____ Yes _____ No

18. What is the number of FTE career and/or guidance counselors for grades 9-12?

19. Does the school track alumni? _____ Yes _____ No

20. Please add any additional programs available to your students that support career skill development and exploration. _____

21. Please attach the mission statement for the high school.

22. Please attach a list of school clubs/extra-curricular activities.

23. Please provide a list of elective classes.

Civic Engagement

24. Are students required to complete community service? _____ Yes _____ No

25. If yes, what is the total number of hours students must complete during their four years in high school?

26. Does the student government body have a policy making role beyond social events?

_____ Yes _____ No

27. If yes, please describe. _____

28. Does the board of education have a student representative serving on the board?

____ Yes ____ No

29. If yes, is the student a voting member of the board? ____ Yes ____ No

30. Is the board of elections invited to the school at least once a year to register eligible students to vote or are voting registration forms made available to students? ____ Yes ____ No

31. Please add any other activities available to students that would be considered civic engagement.

32. Please provide 2010-11 enrollment figures for grades 9-12. _____

Career Skill Development and Exploration and Civic Engagement

1.

1. Name of High School

2. Career Skills and Exploration

2. Does the school offer computer literacy courses?

Yes

No

3.

3. If yes, please indicate which courses are available to students (please check all that apply).

Keyboarding

Web Design

Power Point

Excel

Word

Other (please specify)

4. Career Skills and Exploration

4. Please indicate which certification courses, if any, are available to students (check all that apply).

Driver Education

First Aid

CPR

Babysitting

Other (please specify)

5. Career Skills and Exploration

5. What is the percentage of seniors who have taken an applied statistics course during their four years in high school?

6. Career Skills and Exploration

Career Skill Development and Exploration and Civic Engagement

6. Is academic credit available for any student activities, such as yearbook?

Yes

No

7.

7. If yes, which activities?

8. Career Skills and Exploration

8. Can students in your school attend BOCES CTE?

Yes

No

9. If yes, how many students currently attend BOCES CTE?

9. Career Skills and Exploration

10. Can students participate in job shadowing?

Yes

No

10. Career Skills and Exploration

11. Can students participate in internships?

Yes

No

11. Career Skills and Exploration

12. Is there a job/internship board in the building or posted online for students?

Yes

No

12. Career Skills and Exploration

13. If your school offers internships and/or job shadowing to students, what is the number of partnerships the school has with businesses/nonprofit organizations?

Career Skill Development and Exploration and Civic Engagement

13. Career Skills and Exploration

14. Does the school host a Career Day with opportunities for students who are not college-bound?

Yes

No

14. Career Skills and Exploration

15. Is there a ROTC program in the high school?

Yes

No

15. Career Skills and Exploration

16. Are military recruiters allowed to speak with students on school grounds?

Yes

No

16. Career Skills and Exploration

17. Are opportunities available for students to take the Armed Services Vocational Aptitude Battery Exam?

Yes

No

17. Career Skills and Exploration

18. Are students exposed to other recruitment opportunities (i.e., police, fire, etc.)?

Yes

No

18. Career Skills and Exploration

19. What is the number of FTE career and/or guidance counselors for grades 9-12?

19. Career Skills and Exploration

20. Does the school track alumni?

Yes

No

Career Skill Development and Exploration and Civic Engagement

21. If yes, how?

22. If yes, for how many years after a student graduates?

20. Career Skills and Exploration

23. Please add any additional activities available to your students that support career skill development and exploration.

21. Civic Engagement

24. Are students required to complete community service?

Yes

No

25. If yes, what is the total number of hours students must complete during their four years in high school?

22. Civic Engagement

26. Does the student government body have a policy making role beyond social events?

Yes

No

27. If yes, please describe.

23. Civic Engagement

28. Does the board of education have a student representative serving on the board?

Yes

No

Career Skill Development and Exploration and Civic Engagement

29. If yes, is the student a voting member of the board?

Yes

No

24. Civic Engagement

30. Is the board of elections invited to the school at least once a year to register eligible students to vote or are voting registration forms made available to students?

Yes

No

25. Civic Engagement

31. Please add any other activities available to students that you consider to be civic engagement.

26. Civic Engagement

32. Please provide 2010-11 enrollment figures for grades 9-12.

27.

Please provide the following information via e-mail to odwyer@syr.edu or fax at 315-443-5069.

- * High School mission statement
- * Student handbook
- * List of school clubs/extra-curricular activities
- * List of elective classes

28.

Thanking for taking the time to provide this information.

This list of skills first appeared in Bill Coplin's *10 Things Employers Want You to Learn in College* (Ten Speed Press, 2003) and now serves as the basis for the educational materials and publications of 3C Skills Cooperative. Bill Coplin can be contacted at wdcoplin@syr.edu. Educational materials for high school and college can be downloaded free of charge from <http://www.3cskills.org>

Everyday Skills for Career, College and Citizenship



Taking Responsibility

Motivate Yourself • Be Ethical • Manage Your Time • Manage Your Money



Developing Physical Skills

Stay Well • Look Good • Type 35 WPM Error Free • Take Usable Notes



Communicating Verbally

Converse One-on-One • Present to Groups • Use Visual Displays



Communicating in Writing

Write Well • Edit and Proof • Use Word-Processing Tools • Communicate Electronically



Working Directly with People

Build Good Relationships • Work in Teams • Teach Others



Influencing People

Manage Effectively • Sell Successfully • Politick Wisely • Lead Effectively



Gathering Information

Use Library Holdings • Use Commercial Databases • Search the Web • Conduct Interviews • Use Surveys • Keep and Use Records



Using Quantitative Tools

Use Numbers • Use Graphs and Tables • Use Spreadsheet Programs



Asking and Answering the Right Questions

Detect Nonsense • Pay Attention to Detail • Apply Knowledge • Evaluate Actions and Policies



Solving Problems

Identify Problems • Develop Solutions • Launch Solutions

APPENDIX IV: Open-Ended Responses

Does the school offer computer literacy courses? Other (please specify)

- Digital Communications, SUPA Information Technology (East Syracuse-Minoa)
- CAD (Tully)
- Video Game Design, Principles of Information System (Onondaga)
- Access (Liverpool)
- Marketing combined with web design (GW Fowler)
- A+ Certification, Network Systems (West Genesee)
- Our MS students take a class that covers these topics (Fabius-Pompey)
- Production Design and Drawing/Arch Drawing (Nottingham)
- Graphic Design, Java, Advanced Java (Manlius Pebble Hill)
- SUPA C++, Visual Basic, AP Java, Cyber Security (Cicero-North Syracuse)
- Marketing and Computer Information Systems (SUNY OCC) (Jordan-Elbridge)
- All taught in one computer tech course (LaFayette)
- CAD, CIM, Java, C++ (Bishop Grimes)

Please indicate which certification courses, if any, are available to students. If yes, please indicate which courses are available to students (please check all that apply). Other (please specify)

- Babysitting is for 6th graders (Tully)
- A+ and Net+ (Solvay)
- Life guarding (West Genesee)
- Through EOC: Medical Transcriptionist, Microsoft Office, etc...12 additional certifications (LaFayette Big Picture)
- Fire/EMS, Cisco, Cosmetology (Bishop Grimes)

Is academic credit available for any student activities, such as yearbook? If yes, which activities?

- Yearbook (East Syracuse-Minoa)
- Broadcasting is a class and offers credit. (Liverpool)
- Yearbook is a credit bearing class with a full enrollment.(GW Fowler)
- Yearbook (Henninger)
- Yearbook; Journalism; Creative Writing (Jamesville-DeWitt)
- Yearbook (Corcoran)
- Yearbook Leadership (Nottingham)
- Yearbook and journalism They publish the eMPHasis (yearbook), the Windmill (paper), and the Rolling Stone (paper). (Manlius Pebble Hill)

- Because our school is project based, all activities could be considered for credit depending upon the academic rigor and the actual product developed and the skills demonstrated. (LaFayette Big Picture)

If your school offers internships and/or job shadowing to students, what is the number of partnerships the school has with businesses/nonprofit organizations?

- Approximately 40 but we have over 100 potential options for future internships and shadowing opportunities (East Syracuse-Minoa)
- none, we find them for the students if they let us know they are interested. (Tully)
- 4 (Liverpool)
- 10 (Solvay)
- We have at least 3 partnerships with local organizations and several informal opportunities that other business and organizations make available periodically. (GW Fowler)
- N/A (West Genesee)
- We have no formal partnerships (Fabius-Pompey)
- Our partnerships are not formal but we have worked with a wide variety of organizations (Jamesville-DeWitt)
- One (Corcoran)
- 10 (Nottingham)
- There are 25 organizations. (Manlius Pebble Hill)
- We used to have about 40 of these per year but this year we have none due to budget cuts with our career center. We had two full time staff and now we have .6 (Cicero-North Syracuse)
- Unknown because all 10th grade students currently participate in a Job Shadow experience via Partners for Education in Business (PEB). They have hundreds of contacts in the community. (Jordan-Elbridge)
- 127 (LaFayette)
- Varies per school year....~ 1 to 5. (Bishop Grimes)

What is the number of FTE career and/or guidance counselors for grades 9-12?

- 6 (East Syracuse-Minoa)
- 2 (Tully)
- .33 for Grade 9, 1.00 for grades 10-12 (Onondaga)
- 10 Counselors (Liverpool)
- 1 (Bishop Ludden)
- 6 (Fowler)
- 6 (Henninger)
- 8 (West Genesee)
- 1 (Fabius-Pompey)
- 5 guidance counselors (Jamesville-DeWitt)
- Six (Corcoran)

- 7 (Nottingham)
- There are two. (Manlius Pebble Hill)
- we have a career center teacher and 8 counselors for grades 10 - 12, check with the junior high for grade 9 (Cicero-North Syracuse)
- Two School Counselors, one School Social Worker (Jordan-Elbridge)
- 0 (LaFayette Big Picture)
- 3 (LaFayette)

Does the school track alumni? If yes, how?

- We employ an Advancement Director (mailings, events, fundraisers, alumni weekend, alumni contact information book, scholarship, excel spreadsheets) (Bishop Ludden)
- Through OCM BOCES (Fabius-Pompey)
- We post a senior destination sheet every year. (Jamesville-DeWitt)
- Alumni Association (Corcoran)
- Formally, the school sends out surveys after the first year of college in order to see how alumni are adjusting to college in order to see which majors MPH alumni tend to favor. This helps our school to be able to see which areas we are strongest in, and improve in the ones that we are not. We are also in the process of trying to extend these surveys beyond just a year or two in college to track alumni through college to their first jobs. Informally, we often learn about the accomplishments of many of alumni through alumni gatherings and get-togethers throughout the year. (Manlius Pebble Hill)
- We just started doing this through a BOCES service so don't know too much about it yet. This is the first year (Cicero-North Syracuse)
- Yes and No: We have not had any graduates yet because we are in year 3 of our school, but we plan to. We have built very personal relationships with our students so we will utilize those relationships to stay connected. Phone, email, Facebook, visits, surveys (LaFayette Big Picture)
- Just beginning to create a listserv using our District newsletter (LaFayette)
- Using National Student Clearinghouse and Student Information System, Naviance website, and <http://www.alumniclass.com/charleswbaker> (CW Baker)

If yes, for how many years after a student graduates?

- unlimited # of years (Bishop Ludden)
- The plan is for six years past graduation - not sure that we have that data yet (Fabius-Pompey)
- Usually the first year after graduation (Jamesville-DeWitt)
- Five (Corcoran)
- The surveys currently last for 1-2 years. (Manlius Pebble Hill)
- I believe the plan is to go 4-5 years. The colleges are all going to be pushed to track students also. (Cicero-North Syracuse)
- Formally for 4 years after high school graduation, but hopefully we will track our students for life! (LaFayette Big Picture)

- Varied (LaFayette)
- We are starting to use the information from the National Student Clearinghouse (4-6 years) (CW Baker)

Please add any additional activities available to your students that support career skill development and exploration.

- Cosmetology, Early childhood education, culinary arts, carpentry, automobile technology (East Syracuse-Minoa)
- We have individual classes not programs, please refer to elective list. (Onondaga)
- Career Program Speakers monthly basis Career Inventory Program (Solvay)
- PLAN, EXPLORE & PSAT exams with Career Elements, Career Exploration Activity (used with Career Day), Business Courses (Bishop Ludden)
- Vocational training at the Johnson Center (Henninger)
- Month of March is Career Month, career center is available to students everyday (West Genesee)
- We have a Public Speaking Course; Courses in wood working and wood manufacturing; Project Lead the Way pre-engineering courses; Practical Law and Mock Trial (Jamesville-DeWitt)
- Naviance program (Nottingham)
- Senior Thesis Projects can easily lead to career exploration. Many students chose to participate in internships, shadowings, or research projects. Some students work with engineers to try to create ways for better sustainability of our environment, others work on research projects in the labs at SU during the summer, and others research projects that they are passionate about, such as economics, and then strive to make a difference in the community and write an article for a newspaper about their findings. Naviance is another tool that is available. We can check out careers, colleges, and all things related. (Manlius Pebble Hill)
- check with career center teacher (Cicero-North Syracuse)
- NAVIANCE, Career and Financial Management Class, Job Shadows for all 10th grade (Jordan-Elbridge)
- 2 days per week our students are participating in internships, shadow days, volunteering. It is the essential part of our school. We also use these opportunities for mentoring relationships as well. We use the WorkKeys Assessment for Career Readiness Competencies, Virtual College and Career Center, we support a Internship Coordinator, participation in EOC programs, Empire State Construction Apprenticeship Program (LaFayette Big Picture)
- Our Seniors do a Senior Project which often involves working with a non-profit in the community, often in an area that interests them (LaFayette)
- Grade-level Seminars, Career Resource Center (CRC), CTE, Cooperative Work Experience (CWE), Naviance (CW Baker)

Are students required to complete community service? If yes, what is the total number of hours students must complete during their four years in high school?

- 5 (East Syracuse-Minoa)
- Depends on course selection or extracurricular involvement. (Liverpool)
- 130 hours (Bishop Ludden)
- 20 (GW Fowler)
- 40 (Henninger)
- 10 (West Genesee)
- No set requirement, but all of our students complete two full days of community service as a minimum (15 hours) (Fabius-Pompey)
- 20 hours embedded in the Participation in Government course (Jamesville-DeWitt)
- 10 Hours (Corcoran)
- 20 (Nottingham)
- It is not required, however almost all students participate in community service, many of them far exceeding typical requirements, from Senior Thesis Projects, Z-Club (a community service club), and National Honor Society. (Manlius Pebble Hill)
- 10 hours as part of their participation in government course which is required to graduate, not a separate course. (Cicero-North Syracuse)
- 5 hours in association with their Participation in Government (PIG) class required to graduate (Jordan-Elbridge)
- We do not have a set number of hours, but the culture of our school is that we need to work to support and serve our community. We have provided over 650 hours of community service in a year and a half. :) (LaFayette Big Picture)
- 10 (CW Baker)

Does the student government body have a policy making role beyond social events? If yes, please describe.

- If the students want to pursue an issue, they petition the administration and then it is discussed with the students and staff to see if it is feasible (Tully)
- Student gov't help with policy-making decisions by representing their classmates and providing feedback. (Liverpool)
- Principal's Cabinet - provides forum for student input (Solvay)
- Student Government votes on potential social events. Once an event is agreed upon, they put together a cost estimate then brainstorm fundraising activities. A committee is formed to implement the planning stage and oversee the actual event. (Bishop Ludden)
- Currently assisting with the handbook development (GW Fowler)
- Not really a policy making role so much as a community service role (Fabius-Pompey)
- The student body has been very valuable as we have developed our electronic devices policies and regulations. (Jamesville-DeWitt)
- Student government runs upper school assemblies that take place about every other week. They also have been discussing and making changes in our advisory periods that happen every other week as well. They also have a pull in other aspects.(Manlius Pebble Hill)
- they bring issues and concerns to the executive principal for discussion (Cicero-North Syracuse)
- They send reps to the school shared decision-making body (LaFayette)

- Approve creation of new extra-curricular clubs, allocate funds to clubs and groups (CW Baker)

Please add any other activities available to students that you consider to be civic engagement.

- Students involved in DECA participate in various projects throughout the year (MDA Fundraising, kidney foundation, etc). SUPA PAF classes regularly (annually) propose policy change and or/ new proposals to district leaders (East Syracuse-Minoa)
- See attached file. (Onondaga)
- Key Club NHS (Solvay)
- Peer Leadership, Mock Trial (Bishop Ludden)
- N/A (Henninger)
- Our students are involved in a wide variety of clubs and activities. We encourage our students to be socially active and engaged with the community.(Jamesville-DeWitt)
- Peace Corps Partnership (Corcoran)
- National Honor Society Cultural Voices Teen Aids Task Force (Nottingham)
- We have a Key Club and national honor society, both groups that do a lot of volunteer activities. We have student government, principals cabinet and other sports groups that get involved in civic and volunteer activities. We make information available to students of any volunteer activities that come to us. We also have seen scholarships, awards and such due to this type of involvement. We do participate in the explorer survey by Hiawatha council which also gives the students opportunities and could be counted under job shadows. As well as providing them with information on programs like the volunteer ones at the hospitals. (Cicero-North Syracuse)
- SADD, Varsity Club, Adopt a Highway program, Leo's Club (affiliated with Lion's Club) (Jordan-Elbridge)
- Internship opportunities (LaFayette Big Picture)
- Almost all of our groups/clubs/teams engage somehow in the community-wide AppleFest (LaFayette)
- Youth Court, Model UN, Key Club, Debate Club, Amnesty International, Young Republicans (CW Baker)

APPENDIX V: Codebook

Codebook

Q#	Field	Definition	Code	Column
1	Name	Name of High School		A
2	Computer	Does the school offer computer literacy courses	1 = Yes 2 = No 77 = Non-responsive answer 99 = No response	B
3	Courses 1	If yes, please indicated which courses are available to students (please check all that apply). -Keyboarding	1 = Yes 2 = No 88 = Not applicable 99 = No response	C
3	Courses 2	If yes, please indicated which courses are available to students (please check all that apply). -Excel	1 = Yes 2 = No 88 = Not applicable 99 = No response	D
3	Courses 3	If yes, please indicated which courses are available to students (please check all that apply). -Web design	1 = Yes 2 = No 88 = Not applicable 99 = No response	E
3	Courses 4	If yes, please indicated which courses are available to students (please check all that apply). -Word	1 = Yes 2 = No 88 = Not applicable 99 = No response	F
3	Courses 5	If yes, please indicated which courses are available to students (please check all that apply). -Power Point	1 = Yes 2 = No 88 = Not applicable 99 = No response	G
3	Courses 6	If yes, please indicated which	1 = Yes 2 = No	H

		courses are available to students (please check all that apply). -Other	88 = Not applicable 99 = No response	
4	Certification 1	Please indicate which certification courses, if any, are available to students (check all that apply). – Driver Education	1 = Yes 2 = No 88 = Not applicable 99 = No response	I
4	Certification 2	Please indicate which certification courses, if any, are available to students (check all that apply). – CPR	1 = Yes 2 = No 88 = Not applicable 99 = No response	J
4	Certification 3	Please indicate which certification courses, if any, are available to students (check all that apply). – First Aid	1 = Yes 2 = No 88 = Not applicable 99 = No response	K
4	Certification 4	Please indicate which certification courses, if any, are available to students (check all that apply). – Babysitting	1 = Yes 2 = No 88 = Not applicable 99 = No response	L
4	Certification 5	Please indicate which certification courses, if any, are available to students (check all that apply). – Other	1 = Yes 2 = No 88 = Not applicable 99 = No response	M
5	Statistics	What is the percentage of seniors who have taken an applied statistics course during their four years in high school?	1 = 0 % 2 = 1 – 10% 3 = 11 – 20% 4 = 21 – 30% 5 = 31 – 40% 6 = 41 – 50% 7 = + 51% 77 = Non-responsive answer 99 = No response	N
6	Credit 1	Is academic credit	1 = Yes	O

		available for any student activities, such as yearbook?	2 = No 99 = No response	
7	Credit 2	If yes, which activities?- Yearbook	1 = Yes 2 = No 99 = No response	P
7	Credit 3	If yes, which activities?- Journalism	1 = Yes 2 = No 99 = No response	Q
7	Credit 4	If yes, which activities?- Creative Writing	1 = Yes 2 = No 99 = No response	R
7	Credit 5	If yes, which activities?- School Newspaper	1 = Yes 2 = No 99 = No response	S
7	Credit 6	If yes, which activities? - Other	1 = Yes 2 = No 99 = No response	T
8	Boces 1	Can students in your school attend BOCE CTE?	1 = Yes 2 = No 99 = No response	U
9	Boces 2	If yes, how many students currently attend BOCES CTE?	1 = None 2 = 10 or less 3 = 11- 25 4 = 26 – 50 5 = 51 – 75 6 = 76 – 100 7 = +101 77 = Non-responsive answer 88 = Not applicable 99 = No response	V
10	Shadowing	Can students participate in job shadowing?	1 = Yes 2 = No 99 = No response	W
11	Internships 1	Can students participate in	1 = Yes 2 = No	X

		internships?	99 = No response	
12	Internships 2	Is there a job/internship board in the building or posted online for students?	1 = Yes 2 = No 99 = No response	Y
13	Internships 3	If your school offers internships and/or job shadowing to students, what is the number of partnerships the school has with businesses/nonprofit organizations	1 = None 2 = 5 or less 3 = 6 – 10 4 = 11 – 25 5 = 26 and over 77 = Non-responsive answer 88 = Not applicable 99 = No response	Z
14	Career 1	Does the school host a career day with opportunities for students who are not college-bound?	1 = Yes 2 = No 99 = No response	AA
15	Rotc	Is there a ROTC program in the high school?	1 = Yes 2 = No 99 = No response	AB
16	Recruit 1	Are military recruiters allowed to speak with students on school grounds?	1 = Yes 2 = No 99 = No response	AC
17	Asvabe	Are opportunities available for students to take the Armed Services Vocational Aptitude Battery Exam?	1 = Yes 2 = No 99 = No response	AD
18	Recruit 2	Are students exposed to other recruitment opportunities (i.e., police, fire, etc.)?	1 = Yes 2 = No 99 = No response	AE
19	Counselor	What is the number of FTE and/or guidance counselors for grades 9 – 12?	Number is identical to code 99 = No response	AF

20	Alumni 1	Does the school track alumni?	1 = Yes 2 = No 99 = No response	AG
21	Alumni 2	If yes, how?		AH
22	Alumni 3	If yes, how many years after a student graduates?	1 = 1 year 99 = No response 2 = 2 years 3 = 3 years 4 = 4 years 5 = 5 years 6 = 6 years 7 = +7 years 8 = Varied 77 = Non-responsive answer 88 = Not applicable 99 = No response	AI
23	Career 2	Please add any additional activities available to you students that support career skill development and exploration.		AJ
24	Service 1	Are students required to complete community service?	1 = Yes 2 = No 77 = Non-responsive answer 99 = No response	AK
25	Service 2	If yes, what is the total number of hours students must complete during their four years in high school?	77 = Non-responsive answer 88 = Not applicable 99 = No response	AL
26	Government 1	Does the student government body	1 = Yes 2 = No	AM

		have a policy making role beyond social events?	99 = No response	
27	Government 2	If yes, please describe		AN
28	Representative 1	Does the board of education have a student representative serving on the board?	1 = Yes 2 = No 99 = No response	AO
29	Representative 2	If yes, is the student a voting member of the board?	1 = Yes 2 = No 99 = No response	AP
30	Election	Is the board of elections invited to the school at least once a year to register eligible students to vote or are voting registration forms made available to students?	1 = Yes 2 = No 99 = No response	AQ
31	Civic	Please add any other activities available to students that you consider to be civic engagement.		AR
32	Enrollment	Please provide enrollment figures for grades 9 – 12.	Number identical to code 99 = No response	AS

Data Set

Name	Courses 2	Courses 3	Courses 4	Courses 5	Courses 6	Certification 1	Certification 2	Certification 3	Certification 4	Certification 5
Bishop Grimes Junior-Senior High School	2	2	1	1	2	1	2	2	2	2
Bishop Ludden Jr. Sr. High School	1	2	1	1	2	1	2	2	2	2
Cicero- North Syracuse High School	2	2	1	2	1	1	1	1	2	2
Corcoran High School	2	2	1	2	2	1	1	2	2	2
CW Baker High School	1	1	1	1	1	2	1	1	2	1
East Syracuse-Minoa High School	1	1	1	1	1	1	2	2	2	2
Fabius- Pompey Middle and High School	1	2	1	2	1	99	99	99	99	99
GW Fowler High School	1	1	1	1	1	1	2	2	2	2
Henninger High School	2	1	1	1	2	2	1	1	2	2
Jamesville-DeWitt High School	88	88	88	88	88	2	88	88	88	88
Jordan-Elbridge High School	1	1	2	1	1	1	2	2	2	2
LaFayette Big Picture School	88	88	88	88	88	1	1	1	1	1
LaFayette Junior Senior High School	1	2	1	1	2	1	2	2	2	2
Liverpool High School	1	1	1	1	1	2	1	1	2	2
Manlius Pebble Hill School	1	2	1	1	1	1	1	1	1	2
Nottingham High School	1	1	1	1	1	1	1	2	2	2
Onondaga Senior High School	2	1	2	2	1	1	2	1	2	2
Solvay High School	1	1	1	1	2	2	2	2	2	1
Tully High School	2	2	2	2	1	1	1	2	1	2
West Genesee Senior High School	1	1	2	1	1	1	1	2	2	1

Name	Statistics	Credit 1	Credit 2	Credit 3	Credit 4	Credit 5	Credit 6	Boces 1	Boces 2	Shadowing	Internships 1	Internships 2
Bishop Grimes Junior-Senior High School	99	2	88	88	88	88	88	1	99	1	2	2
Bishop Ludden Jr. Sr. High School	1	2	88	88	88	88	88	1	1	2	2	2
Cicero- North Syracuse High School	2	2	88	88	88	88	88	1	7	1	1	1
Corcoran High School	3	1	1	2	2	2	2	2	88	1	1	2
CW Baker High School	1	2	88	88	88	88	88	1	6	1	1	1
East Syracuse-Minoa High School	1	1	1	2	2	2	2	1	2	1	1	1
Fabius- Pompey Middle and High School	3	2	88	88	88	88	88	1	3	1	1	2
GW Fowler High School	77	1	1	2	2	2	2	2	88	1	1	1
Henninger High School	77	1	1	2	2	2	2	2	88	1	1	2
Jamesville-DeWitt High School	2	1	1	1	1	2	2	1	3	1	2	1
Jordan-Elbridge High School	1	2	88	88	88	88	88	1	4	1	2	2
LaFayette Big Picture School	1	1	88	88	88	88	1	1	1	1	1	1
LaFayette Junior Senior High School	1	2	88	88	88	88	88	1	3	1	1	2
Liverpool High School	1	1	1	2	2	2	1	1	7	1	1	2
Manlius Pebble Hill School	5	1	1	1	1	1	1	2	88	99	1	1
Nottingham High School	2	1	1	2	2	2	1	2	88	1	1	1
Onondaga Senior High School	1	2	88	88	88	88	88	1	99	2	2	2
Solvay High School	1	2	88	88	88	88	88	1	3	1	1	2
Tully High School	3	2	88	88	88	88	88	1	4	1	2	1
West Genesee Senior High School	2	2	88	88	88	88	88	1	4	1	2	2

Name	Internships 3	Career 1	Rotc	Recruit 1	Asvabe	Recruit 2	Counselor	Alumni 1	Alumni 2	Alumni 3	Career 2	Service 1	Service 2
Bishop Grimes Junior-Senior High School	99	2	99	99	99	99	99	99	99	99	99	99	99
Bishop Ludden Jr. Sr. High School	88	1	2	1	2	1	1	1		99		1	130
Cicero- North Syracuse High School	3	1	2	1	1	1	8	2		5		1	10
Corcoran High School	2	1	2	1	1	1	6	1		5		1	10
CW Baker High School	2	2	2	1	1	1	10	1		5		1	10
East Syracuse-Minoa High School	5	1	2	1	2	1	6	2	88	88		1	5
Fabius- Pompey Middle and High School	88	1	2	1	2	2	1	1		6		1	15
GW Fowler High School	2	2	1	1	1	1	6	2	88	88		1	20
Henninger High School	2	1	1	2	2	1	6	2	88	88		1	40
Jamesville-DeWitt High School	77	2	2	1	2	2	5	1		1		1	20
Jordan-Elbridge High School	77	2	2	1	1	1	2	2	88	77		1	5
LaFayette Big Picture School	5	1	2	1	2	2	0	1		4		1	77
LaFayette Junior Senior High School	5	1	2	1	1	1	3	1		77		2	88
Liverpool High School	2	1	2	1	2	2	10	1	99	99	99	1	77
Manlius Pebble Hill School	4	2	2	2	1	2	2	1		1.5		2	88
Nottingham High School	3	1	1	1	1	1	7	2	88	99		1	20
Onondaga Senior High School	99	2	2	1	1	1	77	2	88	88		2	88
Solvay High School	3	1	2	1	2	1	3	2	88	88		2	88
Tully High School	1	1	2	1	1	2	2	1	88	88	99	2	88
West Genesee Senior High School	88	2	2	1	2	1	8	2	88	88		1	10

Name	Government 1	Government 2	Representative 1	Representative 2	Election	Civic	Enrollment
Bishop Grimes Junior-Senior High School	99	99	99	99	99	99	99
Bishop Ludden Jr. Sr. High School	1		2	88	2		235
Cicero- North Syracuse High School	1		2	88	2		3055
Corcoran High School	2		2	88	1		1315
CW Baker High School	1		1	2	2		1867
East Syracuse-Minoa High School	2		2	88	1		1147
Fabius- Pompey Middle and High School	1		2	88	2		285
GW Fowler High School	1		2	88	1		1151
Henninger High School	2		2	88	1		1650
Jamesville-DeWitt High School	1		2	88	1		908
Jordan-Elbridge High School	2		1	2	1		475
LaFayette Big Picture School	2		2	88	2		41
LaFayette Junior Senior High School	1		2	88	1		276
Liverpool High School	1		1	2	1	99	2424
Manlius Pebble Hill School	1		1	2	1		261
Nottingham High School	2		2	88	1		1350
Onondaga Senior High School	2		2	88	1		308
Solvay High School	1		2	88	1		610
Tully High School	1		1	2	1	99	370
West Genesee Senior High School	2		2	88	1		1680

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