

## DOCUMENT RESUME

ED 451 321

UD 034 102

TITLE High Schools Performance Indicators Profile, 1999-2000: Manhattan Superintendentcy.

INSTITUTION New York City Board of Education, Brooklyn. Div. of Assessment and Accountability.

PUB DATE 2001-02-16

NOTE 31p.

AVAILABLE FROM New York City Board of Education, Division of Assessment and Accountability, 110 Livingston Street, Room 728, Brooklyn, NY 11201. For full text: <http://www.nycenet.edu>.

PUB TYPE Numerical/Quantitative Data (110)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Accountability; Discipline; Dropout Rate; Educational Finance; English; English (Second Language); Graduation; \*High Schools; Language Arts; Leadership; Mathematics Achievement; Parent Participation; Parent School Relationship; Reading Achievement; School Administration; Special Education; Student Characteristics; Suspension; Tables (Data); Teacher Certification; Teacher Recruitment; Urban Schools

IDENTIFIERS \*New York City Board of Education; \*School Performance Indicators

## ABSTRACT

This report presents data on high school performance indicators for the 1999-00 school year in Manhattan, New York. Data are provided on: background; students (numbers and ethnicity); state accountability indicators in English and language arts (full cohort and seniors in the cohort); state accountability indicators in mathematics (full cohort); performance indicators for cohort graduation and dropout rates (4-year and 7-year outcomes); performance indicators for types of diplomas (4-year and 7-year outcomes); special education services (referral rates, decertifications from special education, rate of English language learner, or ELL, and non-ELL referrals, related services, counseling, and speech); ELLs (student performance and ELL student years in program); school discipline/climate (student incidents and suspensions); administration (attendance, cases issued, and police department incidents); fiscal management (timeliness of payments to vendors and textbook allocation); recruitment (percentage of certified teachers and change in percentage of certified teachers); community parent relationships (schools with leadership teams, schools with 50-percent parent membership on teams, and schools holding parent elections for teams); and regents cohort explanation (students assigned to the cohort and assessments that count toward meeting the English and mathematics examination requirements). (SM)

# High Schools Performance Indicators Profile 1999-2000

## Manhattan Superintendentcy

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UD 034 102

## Background Information

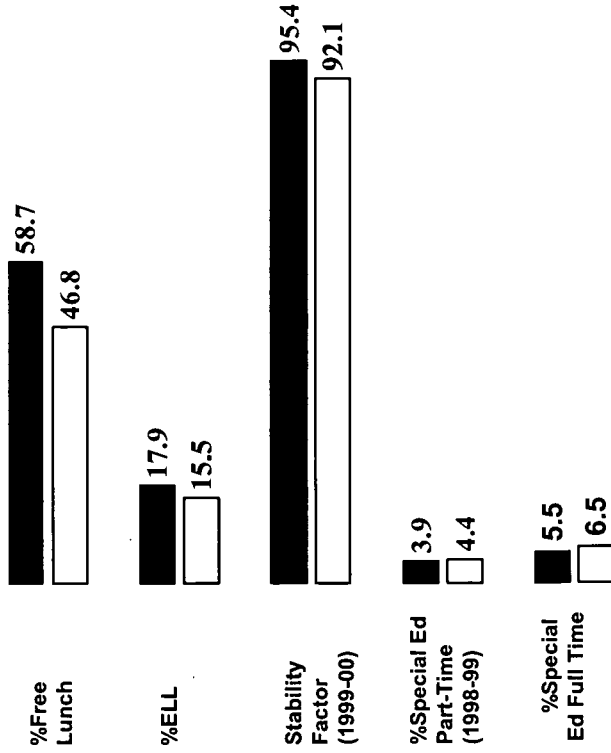
**Location:** Manhattan  
**Superintendent:** W. L. Sawyer  
**Time in Position:** 1 year 5 months  
(As of Feb 1, 2001)  
**Capacity utilization, (1999-2000)**



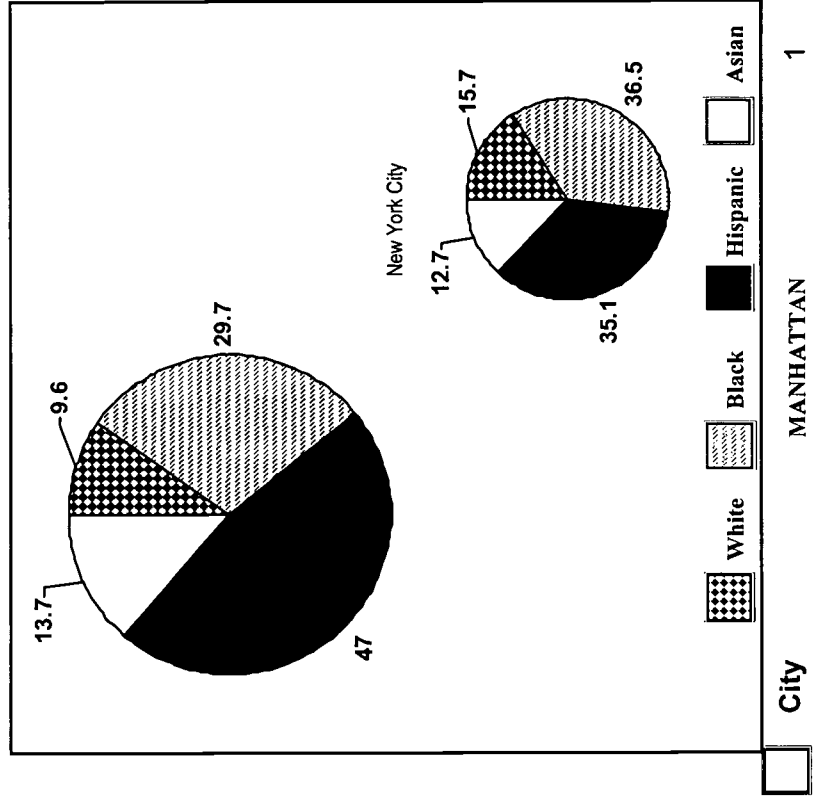
**Schools in 1999 - 2000**  
**Number of Schools:** 44  
**SURR:** 6  
**Title 1:** 19  
**School Wide Programs:** 10

## Student Profile, 1999 - 2000

**Number of Students:** 46,702



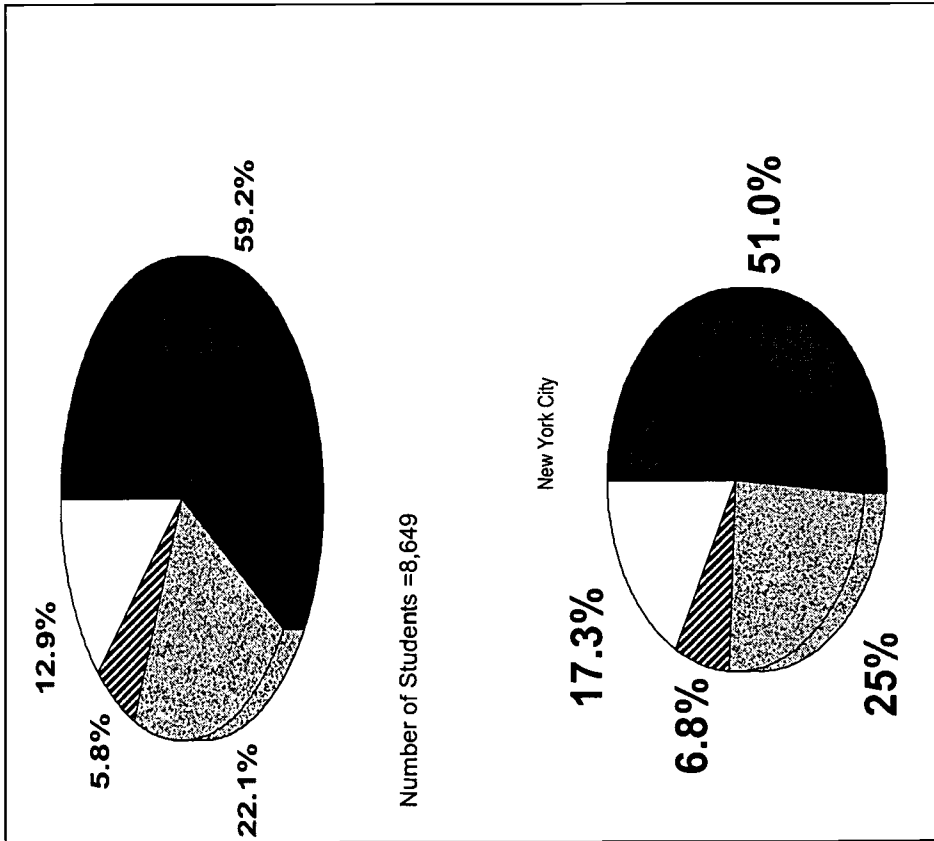
Ethnicity of Student Population Percent



**State Accountability Indicators  
English Language Arts  
Class Of 2000 Cohort\***

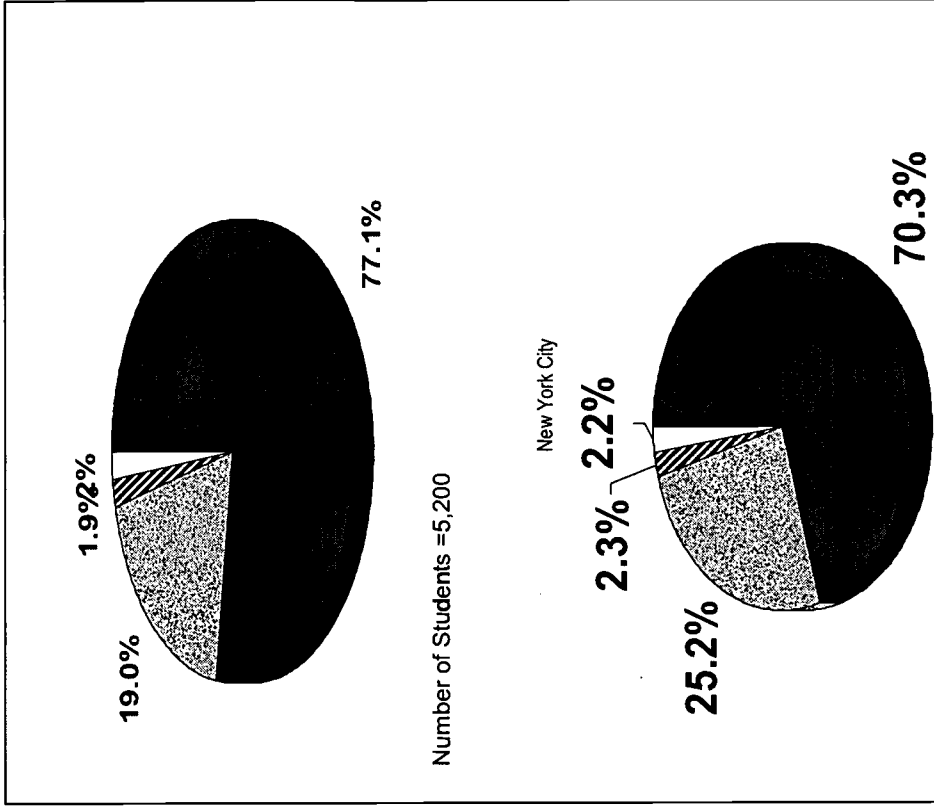
**FULL COHORT**

All Students: Gen. Ed., Spec. Ed., And English Language Learners



**Manhattan**

**SENIORS IN THE COHORT**



Passed English Regents, (score = 55-64)  
 Portfolio or safety net assessment

Tested and did not pass  
 Not tested

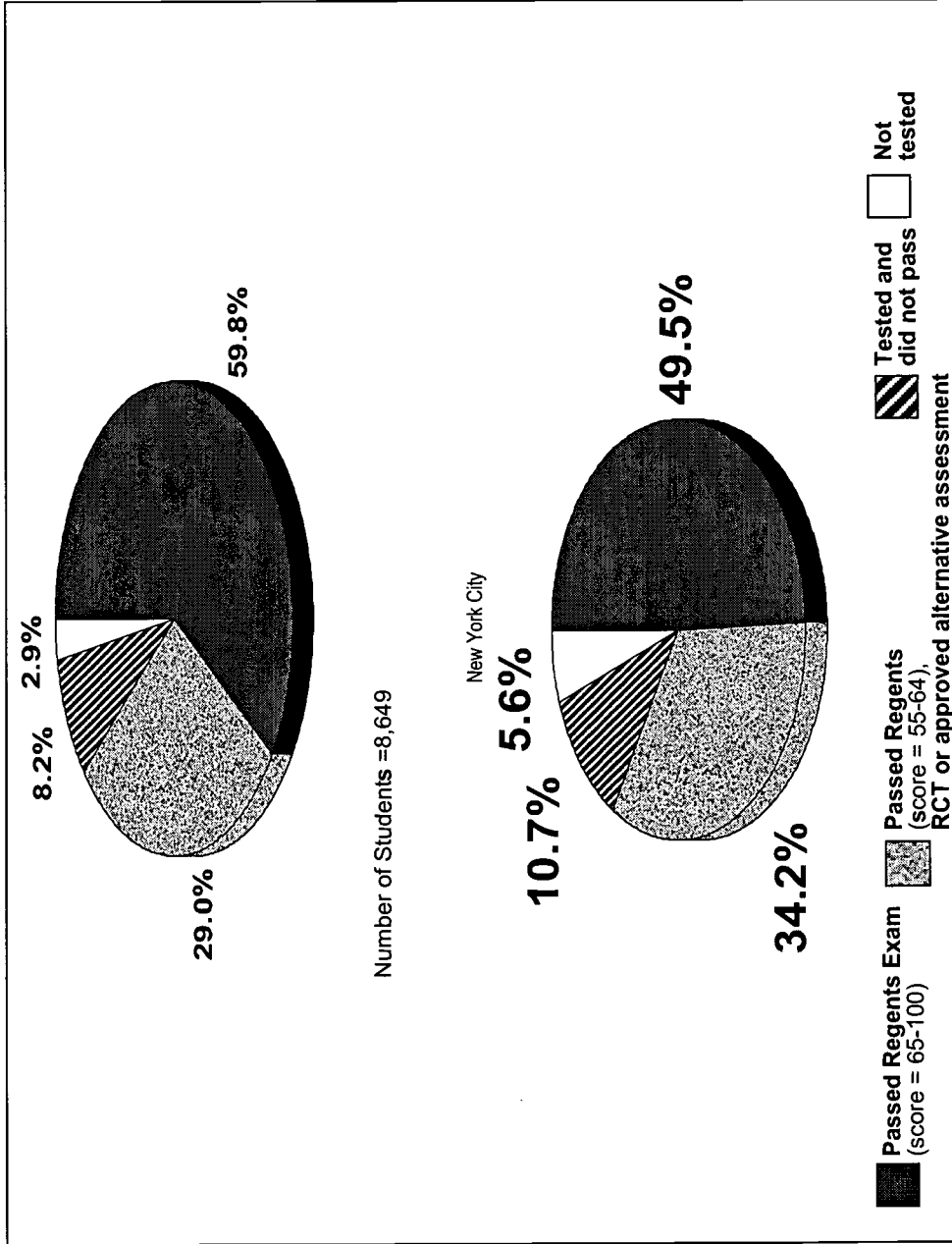
2

\* See page 14 for description of cohort and assessments

# State Accountability Indicators Mathematics Class of 2000 Cohort\* Manhattan

## FULL COHORT

All Students: Gen. Ed., Spec. Ed., And English Language Learners



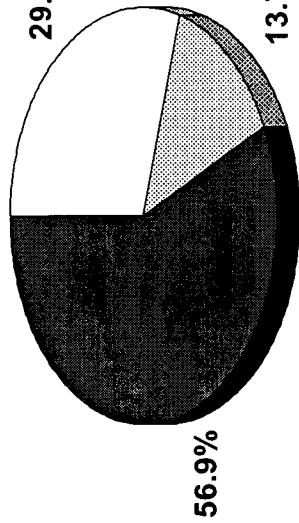
3

\* See page 14 for description of cohort and assessments

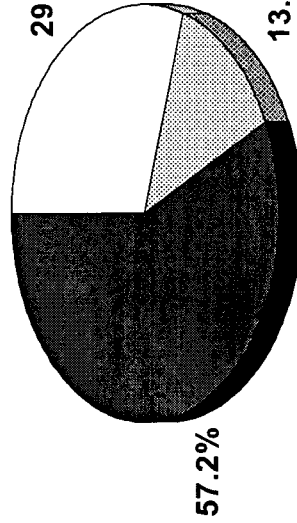
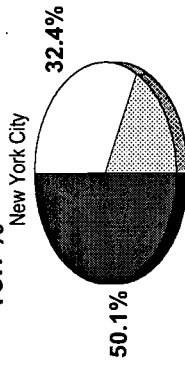
# Performance Indicators Cohort Graduation and Dropout Rates Manhattan

## FOUR-YEAR OUTCOMES

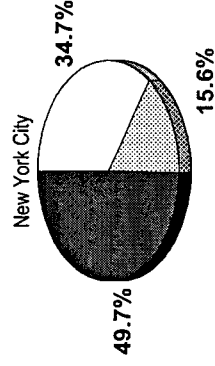
General Education



**Class of 1999**  
Number of Students =9,719

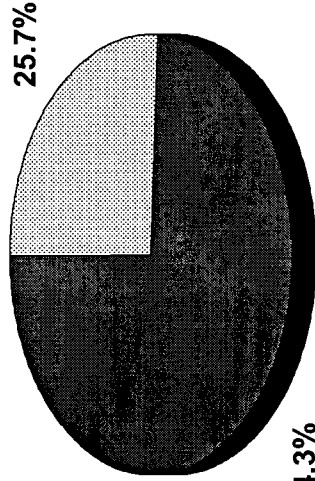


**Class of 1998**  
Number of Students =8,673

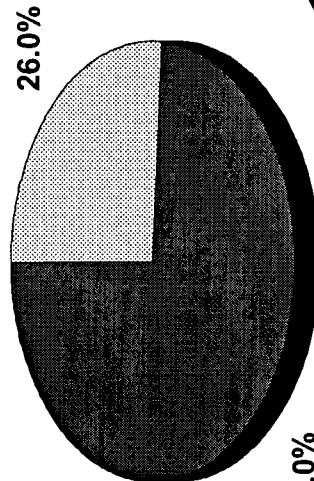
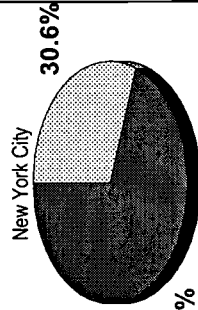


## SEVEN-YEAR OUTCOMES

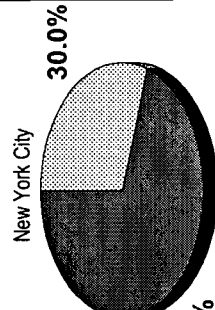
General Education



**Class of 1996**  
Number of Students =9,338



**Class of 1995**  
Number of Students =9,133



□ Still-Enrolled

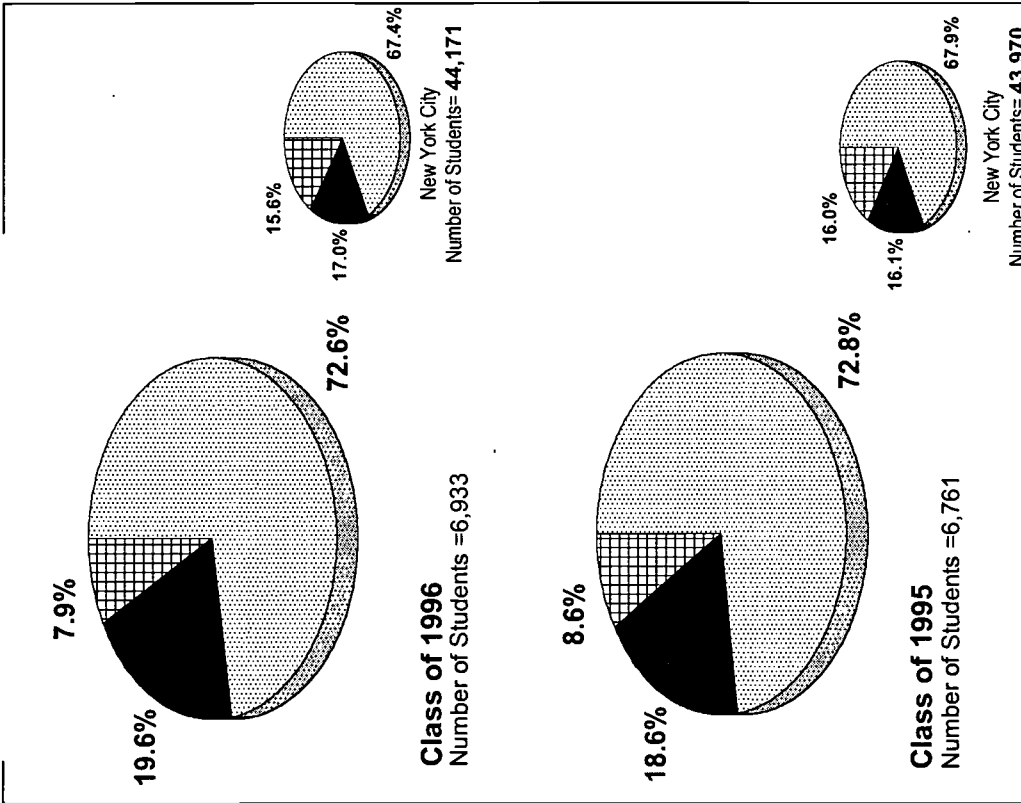
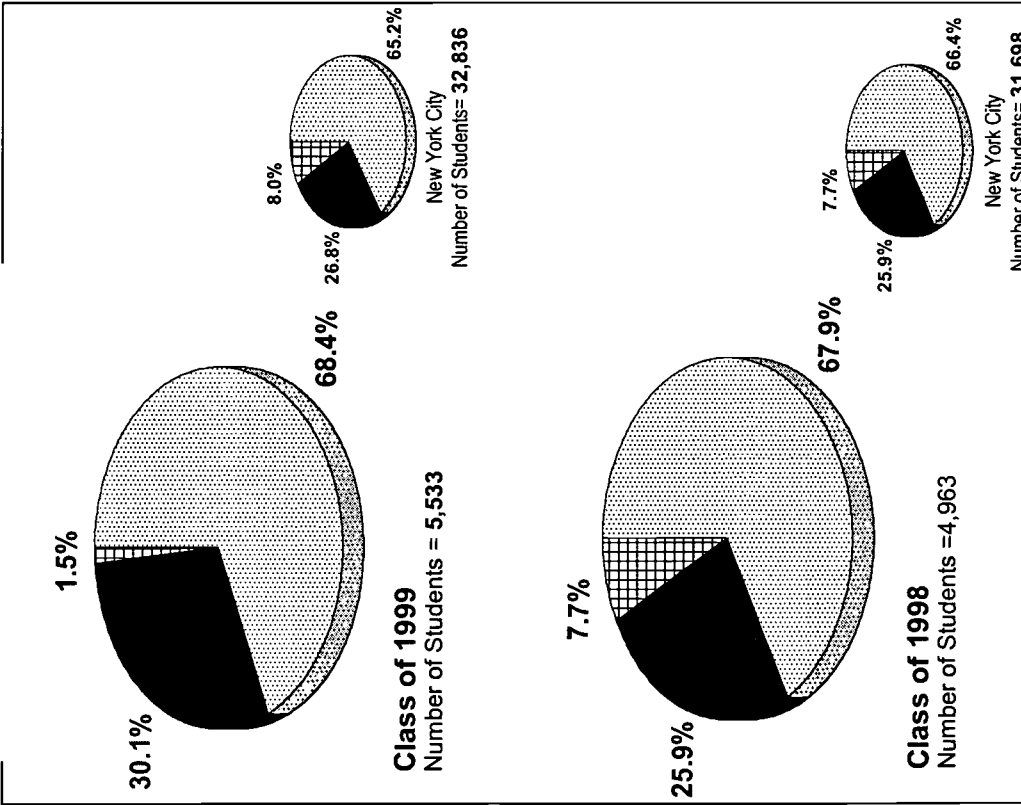
▨ Dropped Out

■ Graduated

# Performance Indicators Types of Diplomas Manhattan

## FOUR-YEAR OUTCOMES

## SEVEN-YEAR OUTCOMES



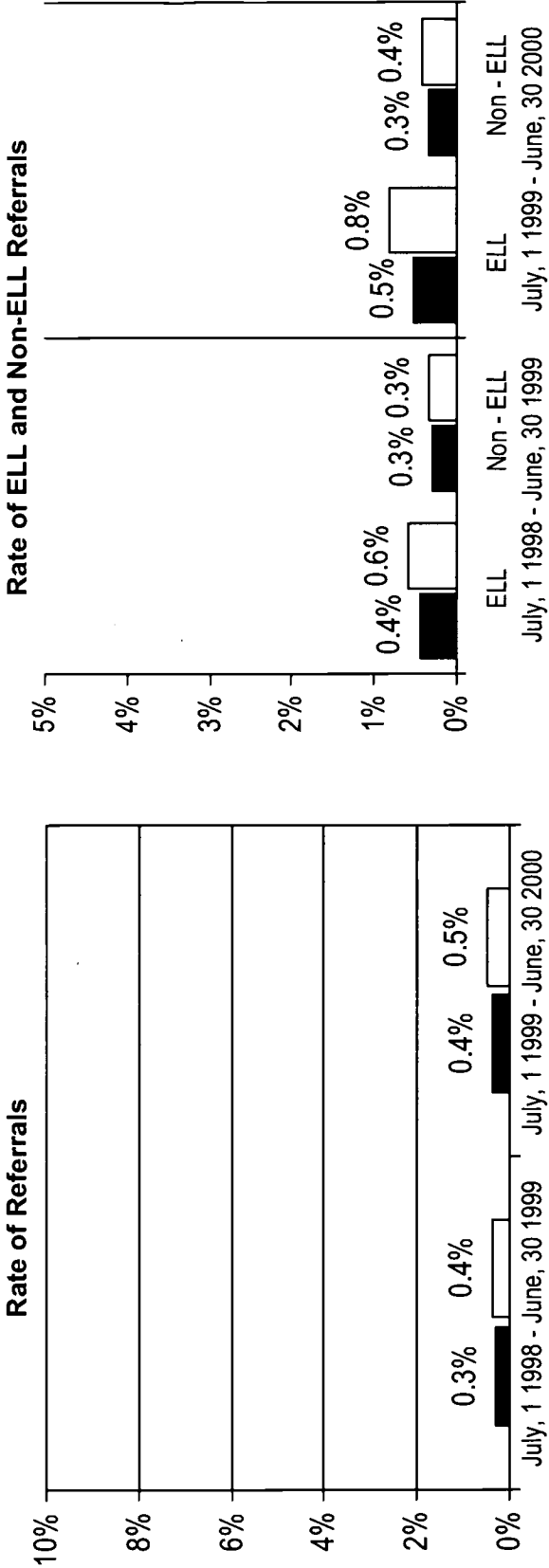
Local Diploma  
(includes Special Education Diploma)

Regents Diploma  
(includes Honors)

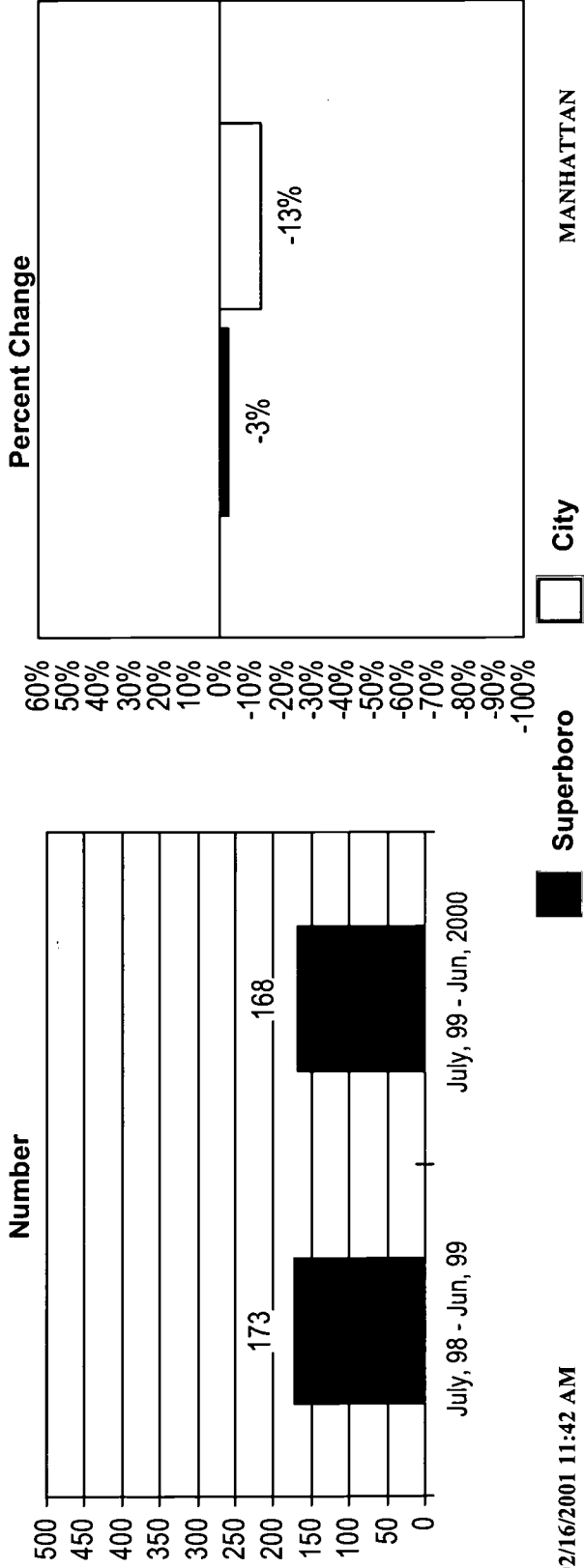
GED

5 02/16/2001

### Special Education Services



### Decertifications from Special Education

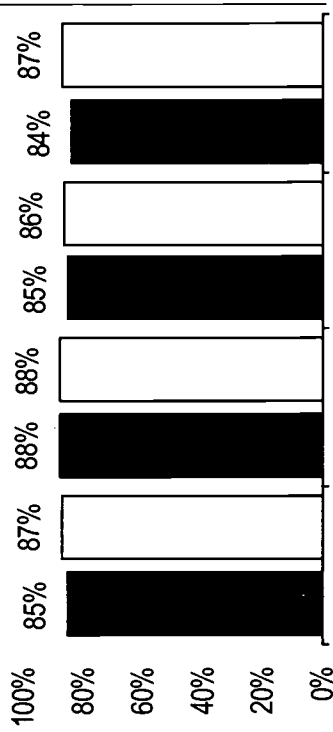




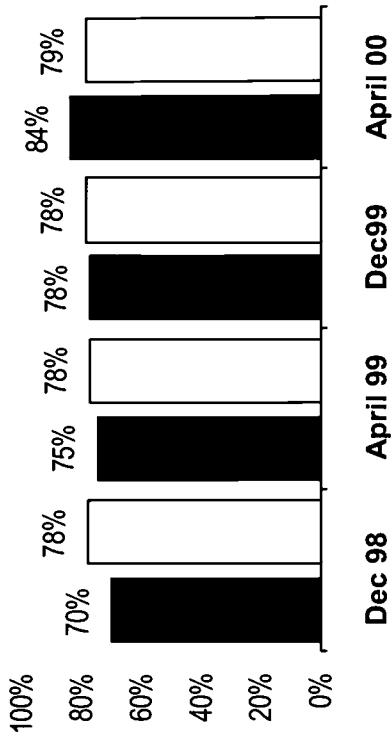
# Special Education Services (Continued)

## Related Services

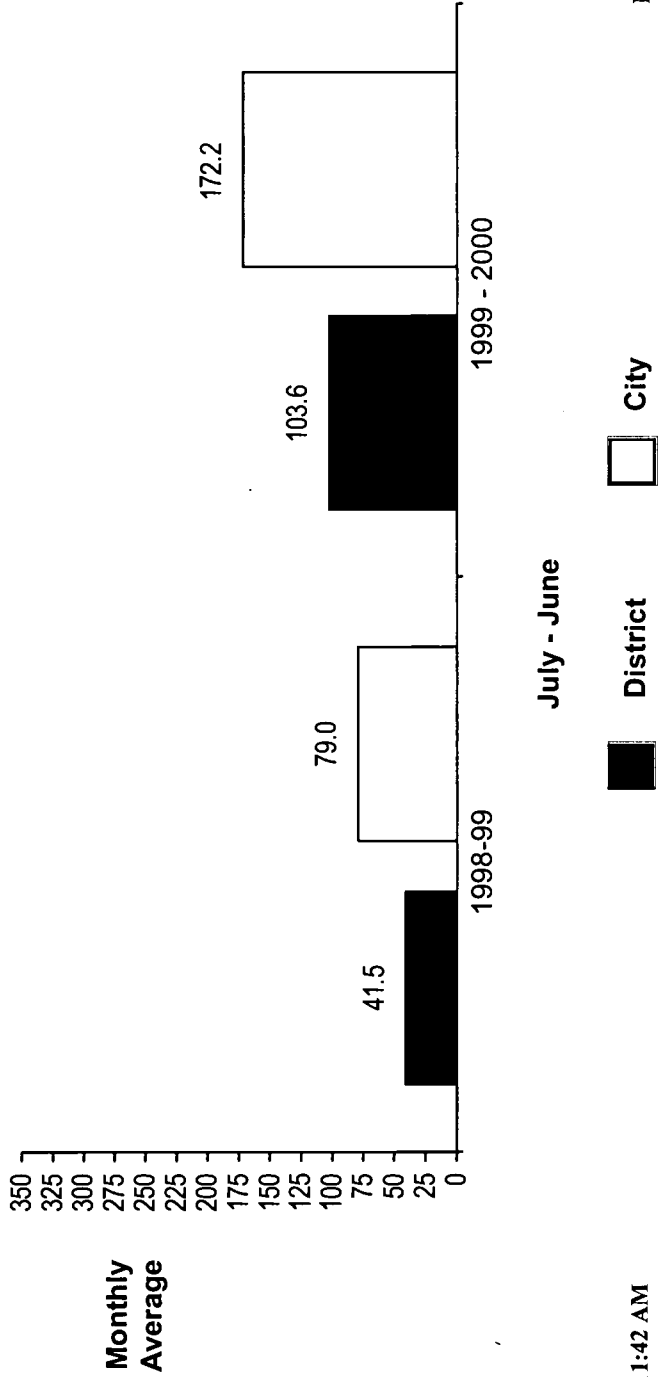
### Counseling



### Speech



Average Monthly Number of Cases Awaiting Assessment for More than 30 Days



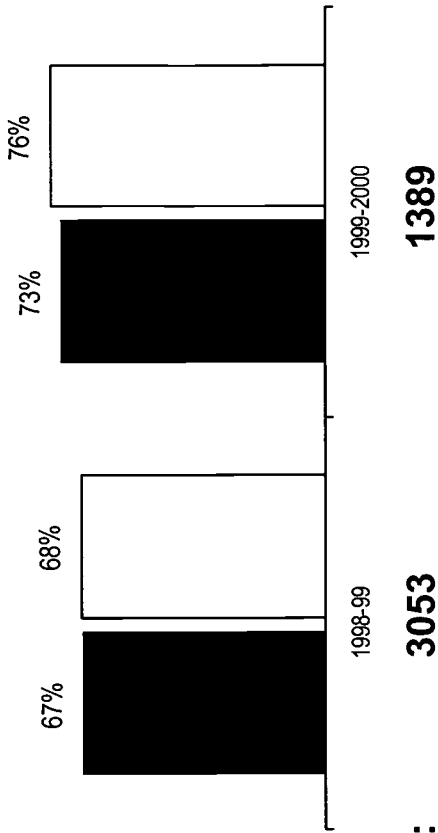
July - June

District
  City

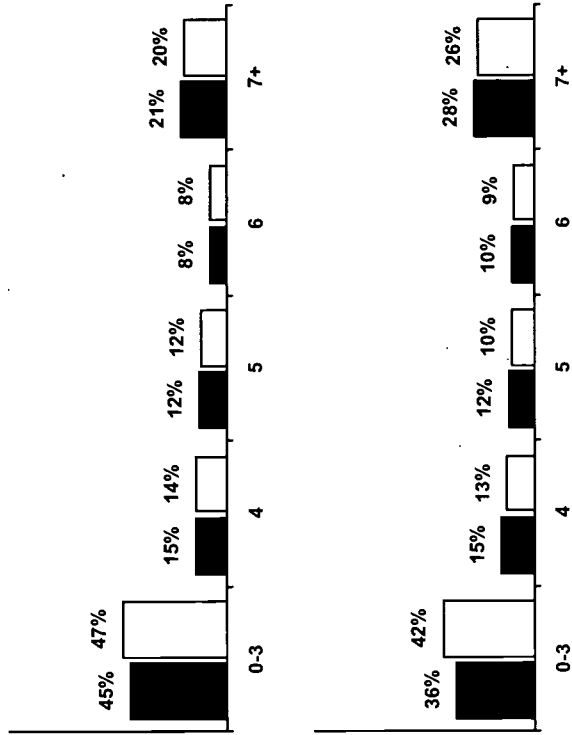
## English Language Learners

### Student Performance\*

Percent (of students tested)  
Showing Mandated Gains - LAB



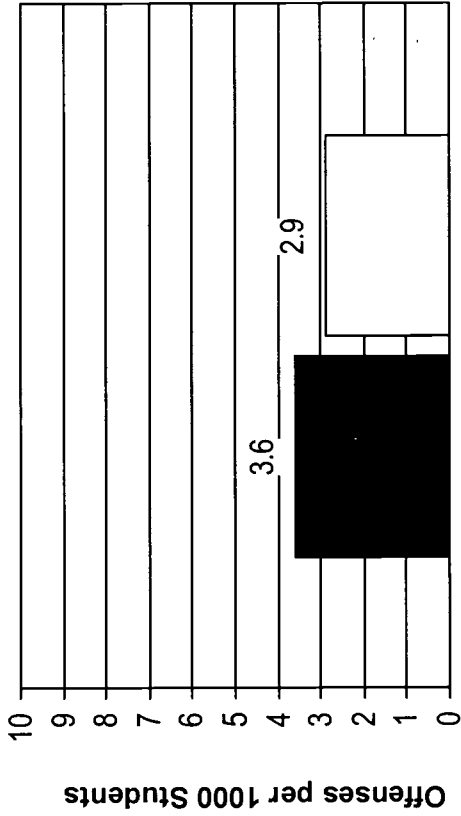
### Population/Operations\* ELL Student Years of Service Percent of all ELL students



# School Discipline/Climmate

Board of Ed. Student Incidents

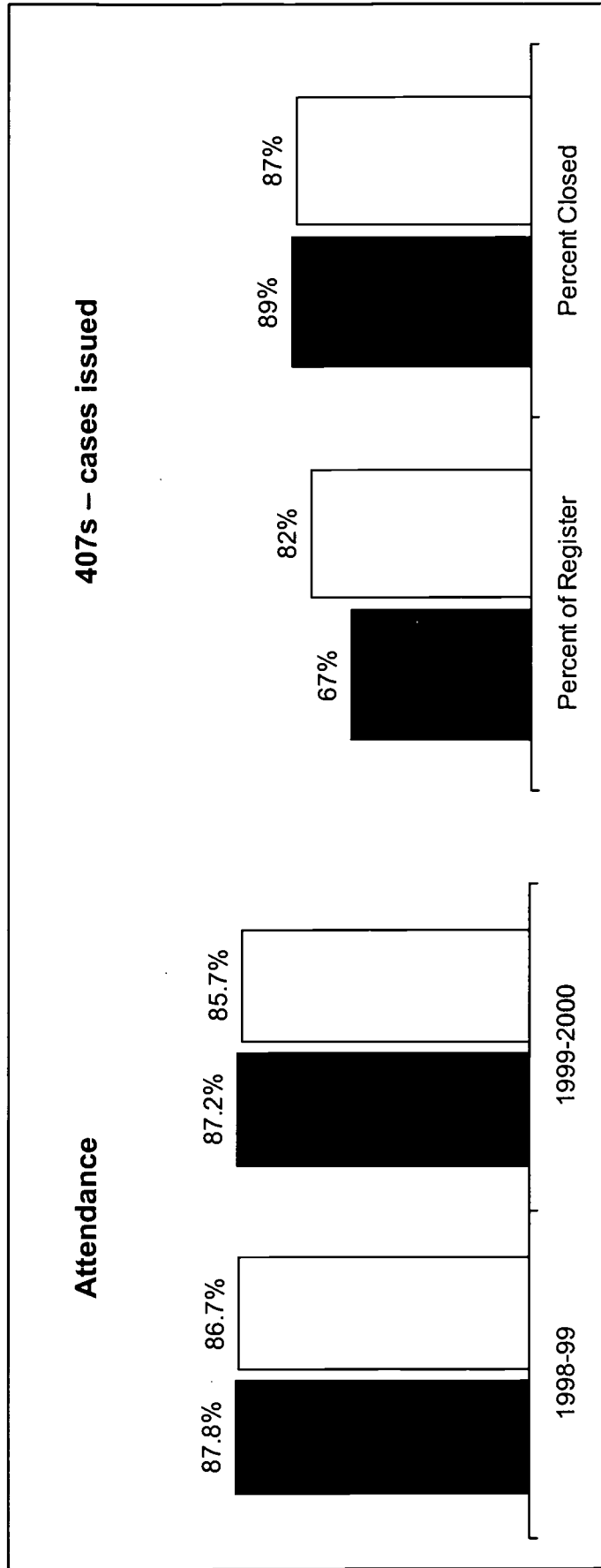
Dec. 21, 1999 - May 31, 2000



# Student Suspensions

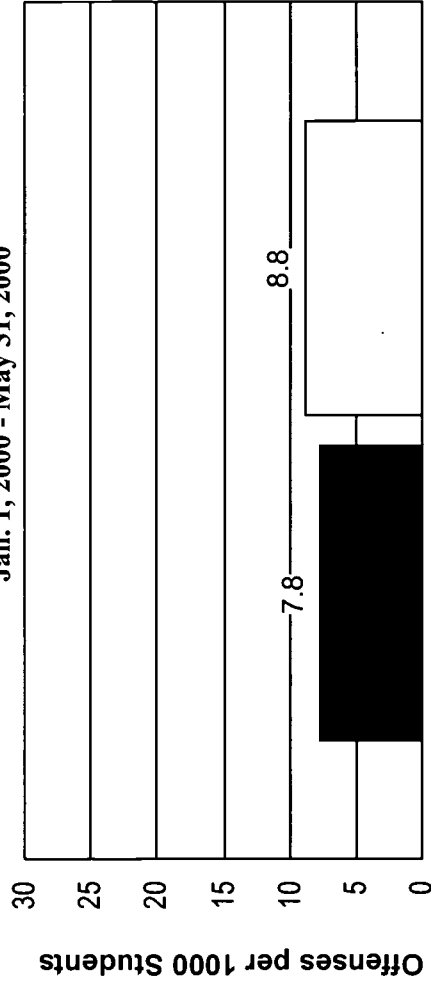


Administration



Police Department Incidents

Jan. 1, 2000 - May 31, 2000

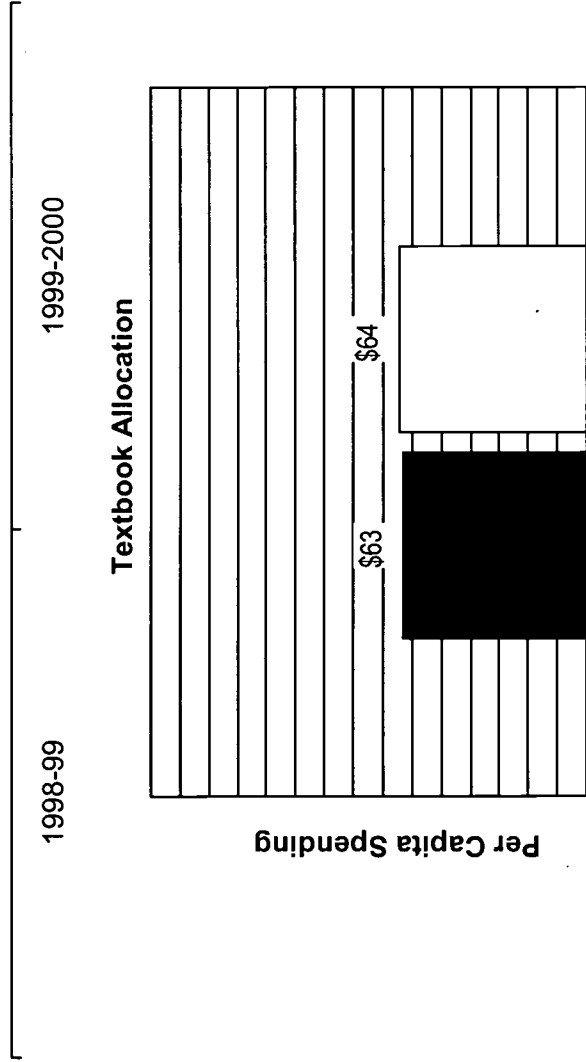


# Fiscal Management

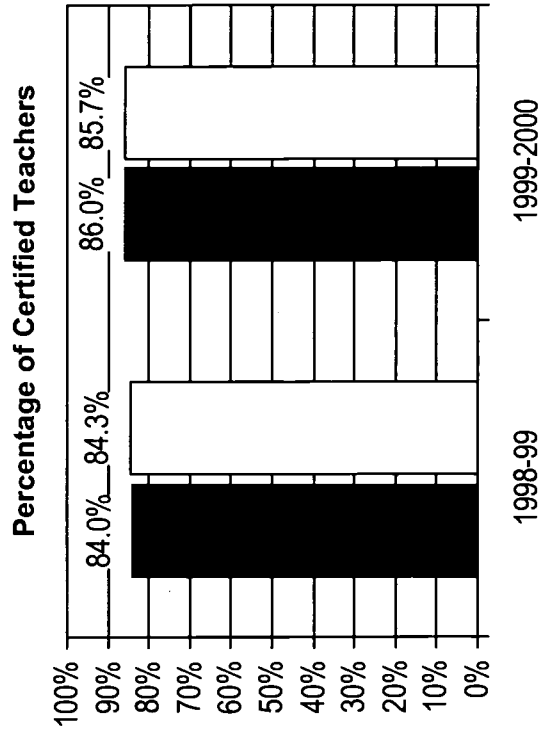
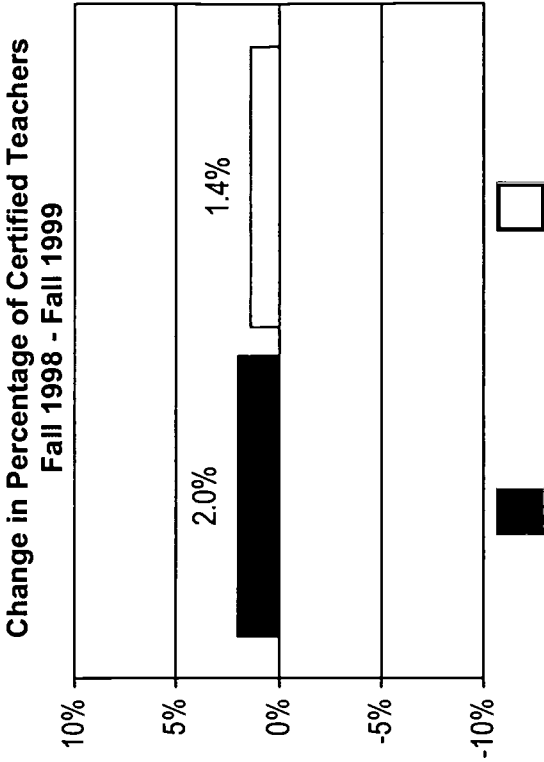
## Timeliness of Payments to Vendors

Average Days From Invoice to Post Date

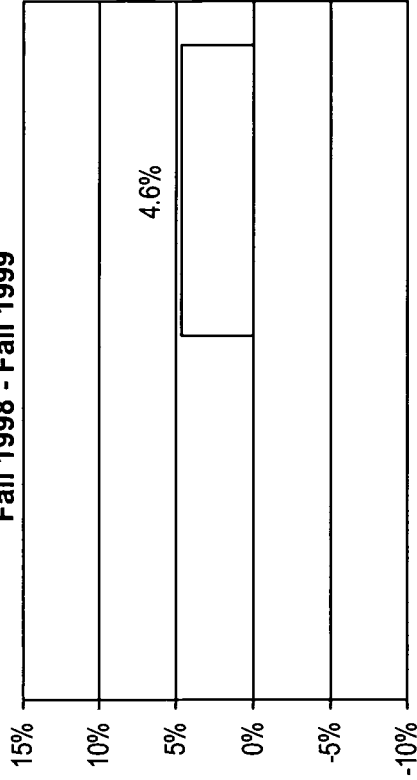
Not Applicable



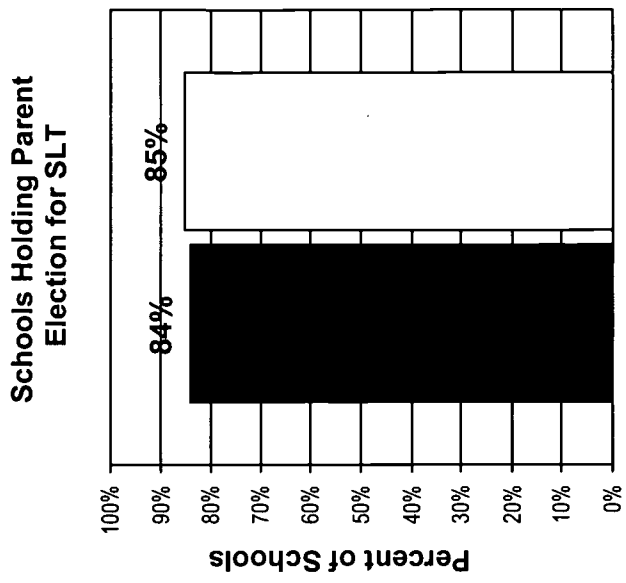
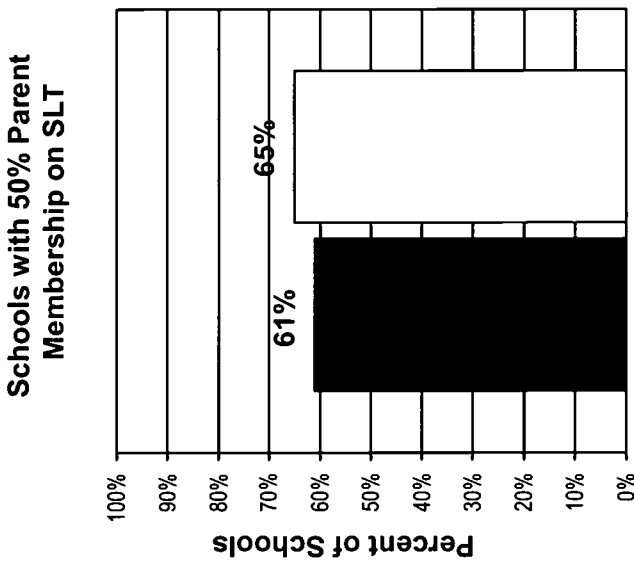
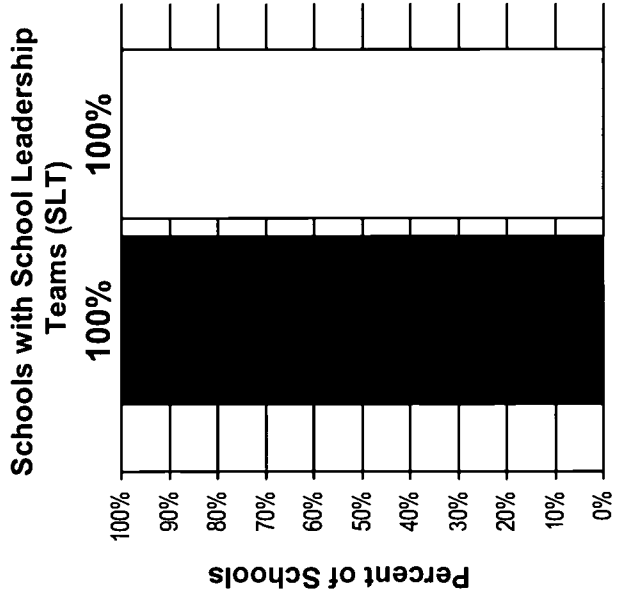
# RECRUITMENT



**Change in Percentage of Certified Teachers in SURR Schools  
Fall 1998 - Fall 1999**



# Community Parent Relationships



## Regents Cohort Explanation

### STUDENTS ASSIGNED TO THE COHORT

All students (general education, English language learners, and special education) in a New York City high school:

- Who entered grade 9 *anywhere* in fall 1996 or spring 1997; AND
- Who were enrolled in a school in this superintendency on June 18, 1999 regardless of their grade level at that time.

### Exclusions from the 2000 Cohort

- Special education students who were either in ungraded classes or were pursuing an IEP diploma.
- All students who transferred to another high school anywhere (including New York City Public Schools), a criminal justice facility, or an approved alternative high school equivalency preparation program, after June 18, 1999.
- Students who left the U.S. after June 18, 1999 and deceased students.

**NOTE: Students who dropped out after June 18, 1999 remain in the cohort.**

### ASSESSMENTS THAT COUNT TOWARD MEETING THE ENGLISH EXAMINATION REQUIREMENT

- Scores of 55 or higher on the Regents Comprehensive Examination in English;  
OR
- Satisfactory scores on an SED-approved alternative assessment;  
OR
- For special education students, passing scores on *both* the reading and writing RCTs, even if students have failed the English Regents;  
OR
- For special education students who are English language learners, passing scores on *both* the LAB English reading sub-test and Native-language-arts writing test.

### ASSESSMENTS THAT COUNT TOWARD MEETING THE MATHEMATICS EXAMINATION REQUIREMENT

- Scores of 55 or higher on the Regents Comprehensive Examination in Mathematics;  
OR
- Scores of 55 or higher on the Regents Competency Test in Mathematics;  
OR
- Satisfactory scores on an SED-approved alternative assessment.





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