Department of Education

Progress Report
2007-08

HIGH SCHOOL

This Progress Report is for:

SCHOOL	**Samuel J. Tilden High School (18K415)**
PRINCIPAL	**Diane Varano**
ENROLLMENT	**1256**
SCHOOL TYPE	**HIGH SCHOOL**
PEER INDEX	**0.00**

Category	Calculated Score		Category Grade
School Environment	out of 15	0 15	
Student Performance	out of 25	0 25	
Student Progress	out of 60	0 60	
Additional Credit	(16 max)		
Overall Score	out of 100	0 100	

High School Table – Overall Grades

Grade	Score range	City summary
A	64.2-106.5	39% of schools
B	43.5-64.1	44% of schools
C	34.3-43.4	12% of schools
D	29.7-34.2	3% of schools
F	26-29.6	2% of schools

In This Report:

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

School Environment
uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

Student Performance
evaluates a high school's success in graduating students.

Student Progress
evaluates annual student advancement toward graduation through credit accumulation and passed Regents. In the weighted Regents pass rate measures, schools receive more points if they are able to help high need students pass the exams.

Closing the Achievement Gap
gives schools additional credit for moving high-need students toward graduation.

The back page provides specific information about how the school performed in each of these areas.

Quality Review Score
This school did not receive a Quality Review in 2007-08.

State Accountability Status
Based on its 2006-07 performance, this school is:
Requiring Academic Progress - Year 6
This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

Additional Information

Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students earning 11 or more credits in their first, second, or third years of high school. These measures of progress are highly predictive of high school graduation.

Schools can also earn additional credit based on their percentage of students in the lowest third Citywide earning a 75 or higher for the first time on an ELA or Math Regents or graduating with a Regents Diploma.

Schools earn additional credit if the percentage of students, in any of these categories, is in the top 40% of all schools Citywide. This component can only improve a school's Progress Report grade. It cannot lower a school's grade.

Credit	Exemplary Proficiency Gains	Additional Credit Category
		Credit Accumulation
+2	77.2%	English Language Learners
	31.0%	Special Education Students
	35.3%	Hispanic Students in the Lowest Third Citywide
	37.1%	Black Students in the Lowest Third Citywide
	-	Other Students in the Lowest Third Citywide
		Lowest Third Citywide Regents
+2	19.3%	ELA
	0.6%	Math
	6.5%	Regents Diploma

(-) indicates less than 15 students in this category

Peer Schools

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population. Each school has up to 40 peer schools.

For High Schools, peer schools are determined based on three factors: 1) the average ELA and Math proficiency levels of the school's students before they entered High School, 2) the percentage of special education students, and 3) the percentage of students who enter high school 2 or more years overage. A lower peer index indicates a higher need population.

This school does not have a peer group because it is phasing out.

DBN	School Name	DBN	School Name

The Progress Report is a key component of Mayor Michael R. Bloomberg's and Chancellor Joel I. Klein's Children First reforms. The Progress Report is designed to assist administrators, principals and teachers in accelerating the learning of all students. The Progress Report also enables students, parents and the public to hold the NYC Department of Education and its schools accountable for student achievement and improvement and for ensuring a high quality education for every student in NYC's public schools. If you have any questions or comments about the Progress Report, please visit http://schools.nyc.gov/Accountability/SchoolReports/ProgressReports/ or send us an email at pr_support@schools.nyc.gov.

Results by Category

SCHOOL **Samuel J. Tilden High School**
PRINCIPAL **Diane Varano**

HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each categroy has moved along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score in the City.

If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the low end of the range, the bar will not be shaded. If a school performs in the middle of the range, half the bar will be shaded

		0% Min	25%	50%	75%	100% Max
Attendance 95%	**75.0%**	80.0%				100.0%

In this example, the school's attendance is 95%. This is 75% of the way from the lowest attendance at any school (80%) to the highest attendance (100%).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2005-08.

School Environment

Comprises 15% of the Overall Score

This Year's Score:	Your School's Score	Your School Relative to Peer Horizon: (0% Peer Min – 25% – 50% – 75% – 100% Peer Max)	Your School Relative to City Horizon: (0% City Min – 25% – 50% – 75% – 100% City Max)	Number of students
Survey Scores (10 points)				
Academic Expectations	6.5		**30.8%** (5.7 – 8.3)	
Communication	5.7		**34.6%** (4.8 – 7.4)	
Engagement	5.8		**37.9%** (4.7 – 7.6)	
Safety and Respect	6.1		**29.0%** (5.2 – 8.3)	
Attendance (5 points)	59.8%		**-51.6%** (72.6% – 97.4%)	

Student Performance

Comprises 25% of the Overall Score

This Year's Score:	Your School's Score	Your School Relative to Peer Horizon: (0% Peer Min – 25% – 50% – 75% – 100% Peer Max)	Your School Relative to City Horizon: (0% City Min – 25% – 50% – 75% – 100% City Max)	Number of students
Four Year				
Graduation Rate	41.7%		**18.2%** (28.7% – 100.0%)	513
Weighted Diploma Rate	79.1%		**28.0%** (21.5% – 226.9%)	513
Six Year				
Graduation Rate	51.8%		**24.8%** (35.9% – 100.0%)	585
Weighted Diploma Rate	84.5%		**29.4%** (28.6% – 218.9%)	585

Student Progress

Comprises 60% of the Overall Score

This Year's Score:	Your School's Score	Your School Relative to Peer Horizon: (0% Peer Min – 25% – 50% – 75% – 100% Peer Max)	Your School Relative to City Horizon: (0% City Min – 25% – 50% – 75% – 100% City Max)	Number of students
Credit Accumulation				
Percentage of Students Earning 10+ Credits in 1st Year			(34.8% – 100.0%)	0
Percentage of Students in School's Lowest Third Earning 10+ Credits in 1st Year			(10.4% – 100.0%)	0
Percentage of Students Earning 10+ Credits in 2nd Year	60.3%		**39.0%** (34.9% – 100.0%)	205
Percentage of Students in School's Lowest Third Earning 10+ Credits in 2nd Year	53.3%		**48.8%** (11.4% – 97.2%)	45
Percentage of Students Earning 10+ Credits in 3rd Year	47.6%		**18.4%** (35.8% – 100.0%)	370
Percentage of Students in School's Lowest Third Earning 10+ Credits in 3rd Year	29.6%		**21.3%** (11.5% – 96.4%)	81
Average Completion Rate for Remaining Regents	18.9%		**26.9%** (3.2% – 61.5%)	1111
Weighted Regents Pass Rates				
English	1.68		**116.2%** (0.39 – 1.50)	215
Mathematics	0.82		**37.0%** (0.35 – 1.62)	210
Science	1.04		**50.7%** (0.28 – 1.78)	173
United States History	0.67		**28.8%** (0.37 – 1.41)	212
Global History	1.71		**121.5%** (0.13 – 1.43)	209