

This Progress Report is for:

| | |
|-------------|---------------------------------------------------------|
| SCHOOL | Leon M. Goldstein High School for the Sciences (22K535) |
| PRINCIPAL | JOSEPH ZAZA |
| ENROLLMENT | 1049 |
| SCHOOL TYPE | HIGH SCHOOL |
| PEER INDEX | 3.54 |

Progress Report Grade

B

What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Monetary bonuses may be given to principals and teachers at high-scoring schools. Schools that get Ds and Fs, or 3 Cs in a row are considered for more intensive support or intervention.

How did this school perform?

- This school's overall score for 2009-10 is 64.5
- This school did better than 47% of all high schools citywide.

| Category | Calculated Score | Category Grade |
|----------------------------|------------------|----------------|
| School Environment | 7.5 out of 15 | C |
| Student Performance | 14.5 out of 25 | B |
| Student Progress | 42.5 out of 60 | A |
| Additional Credit | 0.0 (15 max) | |
| Overall Score | 64.5 out of 100 | B |

How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 58.0 - 69.9 receive a letter grade of B
- 29.3% of high schools earned a B in 2009-10

High School Table – Overall Grades

| Grade | Score range | City summary |
|-------|----------------|-----------------------|
| A | 70.0 or higher | 40.2% of high schools |
| B | 58.0 - 69.9 | 29.3% of high schools |
| C | 47.0 - 57.9 | 20.8% of high schools |
| D | 40.0 - 46.9 | 6.9% of high schools |
| F | 39.9 or lower | 2.7% of high 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 helping high-need students graduate college-ready.

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

Quality Review Score

This school's most recent Quality Review score is: Well Developed (2007-08)

To see this school's Quality Review report, please visit <http://schools.nyc.gov/SchoolPortals/22/K535/AboutUs/Statistics/default.htm>

State Accountability Status

Based on its performance, this school is: In Good Standing (2009-10)

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 achieve exemplary outcomes. In high school, our ultimate goal is for all students to graduate ready for college. Accordingly, schools can earn additional credit based on the weighted diploma rate of high needs students, which gives higher weight to students with more college-ready diplomas such as Regents and Advanced Regents.

Schools can also earn additional credit based on the percentage of students, in the lowest third citywide who score a 75 or higher on the English Regents or on a Math Regents. Students with these scores are more likely to be able to attend a four-year University without the need for remedial classes.

This component can only improve a school's Progress Report grade. It cannot lower a school's grade.

| Credit | Exemplary Outcomes | Additional Credit Category |
|--------|--------------------|-----------------------------------------|
| | | Weighted 4-Year Diploma Rate |
| - | | English Language Learners |
| - | | SETSS / CTT / Self-Contained Students |
| - | | Students in the Lowest Third Citywide |
| | | Lowest Third Citywide |
| - | | Scored 75 or higher on the ELA Regents |
| - | | Scored 75 or higher on the Math Regents |

(-) indicates less than the minimum number of 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 four 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, 3) the percentage of self-contained special education students, and 4) the percentage of students who enter high school 2 or more years overage. A lower peer index indicates a higher need population.

The peer schools for Leon M. Goldstein High School for the Sciences are:

| DBN | School Name | DBN | School Name |
|--------|-----------------------------------------------------|--------|------------------------------------------------------------|
| 02M475 | Stuyvesant High School | 84M335 | Leadership Village Academy Charter School |
| 25Q525 | Townsend Harris High School | 02M411 | Baruch College Campus High School |
| 10X445 | Bronx High School of Science | 30Q501 | Frank Sinatra School of the Arts High School |
| 31R605 | Staten Island Technical High School | 28Q284 | York Early College Academy |
| 28Q687 | Queens High School for the Sciences at York Colleg | 02M418 | Millennium High School |
| 01M696 | Bard High School Early College | 02M376 | NYC iSchool |
| 13K430 | Brooklyn Technical High School | 17K590 | Medgar Evers College Preparatory School |
| 10X696 | High School of American Studies at Lehman Colleg | 13K670 | Benjamin Banneker Academy |
| 05M692 | High School for Mathematics, Science and Enginee | 22K555 | Brooklyn College Academy |
| 27Q323 | Scholars' Academy | 03M541 | Manhattan / Hunter Science High School |
| 24Q299 | Bard High School Early College II | 02M408 | Professional Performing Arts High School |
| 03M485 | Fiorello H. LaGuardia High School of Music & Art ar | 84X704 | Kipp Academy Charter School |
| 14K449 | Brooklyn Latin School, The | 17K543 | Science, Technology and Research Early College High Sch |
| 84K355 | Williamsburg Collegiate Charter School | 02M412 | N.Y.C. Lab School for Collaborative Studies |
| 02M416 | Eleanor Roosevelt High School | 30Q286 | Young Women's Leadership School, Astoria |
| 30Q580 | Baccalaureate School for Global Education | 27Q650 | High School for Construction Trades, Engineering and Archi |
| 84M336 | Kipp Infinity Charter School | 84M709 | Harlem Village Academy Charter School |
| 01M539 | New Explorations into Science, Technology and Ma | 02M519 | Talent Unlimited High School |
| 28Q680 | Queens Gateway to Health Sciences Secondary Sc | | |
| 03M479 | Beacon High School | | |

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/Tools/Report/Default.htm> or send us an email at pr_support@schools.nyc.gov.

Results by Category

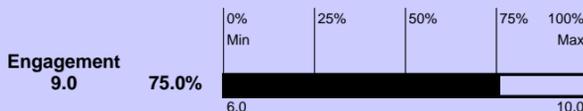
SCHOOL **Leon M. Goldstein High School for the Sciences (22K535)**
 PRINCIPAL **JOSEPH ZAZA**

HIGH SCHOOL

HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each category 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.



In this example, the school's engagement score is 9.0. This is 75% of the way from the lowest engagement at any school (6.0) to the highest engagement (10.0).

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 2006-07, 2007-08 and 2008-09.

School Environment

Comprises 15% of the Overall Score

This Year's Score:
7.5 out of 15

C

Survey Scores (10 points)

Academic Expectations

Your School's Score

7.2

Your School Relative to Peer Horizon:

20.8%



Your School Relative to City Horizon:

50.0%

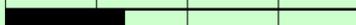


Number of students

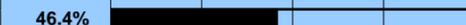
Communication

6.2

33.3%



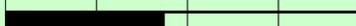
46.4%



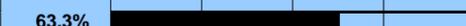
Engagement

6.8

44.8%



63.3%



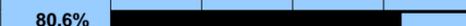
Safety and Respect

7.9

50.0%



80.6%



Attendance (5 points)

95.2%

56.3%



88.7%



Student Performance

Comprises 25% of the Overall Score

This Year's Score:
14.5 out of 25

B

Four Year

Graduation Rate

96.9%

76.9%



95.3%

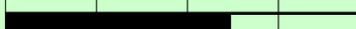


254

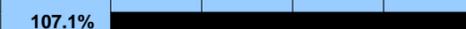
Weighted Diploma Rate

249.6%

63.0%



107.1%



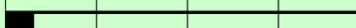
254

Six Year

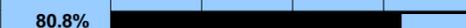
Graduation Rate

88.6%

8.8%



80.8%

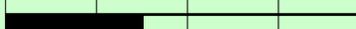


264

Weighted Diploma Rate

199.4%

38.6%



85.1%



264

Student Progress

Comprises 60% of the Overall Score

This Year's Score:
42.5 out of 60

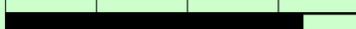
A

Credit Accumulation

Percentage of Students Earning 10+ Credits in 1st Year

98.4%

83.0%



97.2%

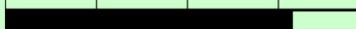


249

Percentage of Students in School's Lowest Third Earning 10+ Credits in 1st Year

96.3%

79.7%



95.5%



82

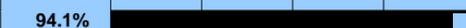
Percentage of Students Earning 10+ Credits in 2nd Year

96.5%

75.5%



94.1%



275

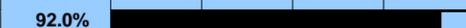
Percentage of Students in School's Lowest Third Earning 10+ Credits in 2nd Year

91.8%

69.5%



92.0%

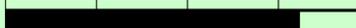


85

Percentage of Students Earning 10+ Credits in 3rd Year

96.6%

81.8%



94.3%

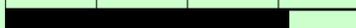


262

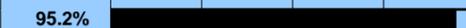
Percentage of Students in School's Lowest Third Earning 10+ Credits in 3rd Year

93.8%

79.0%



95.2%

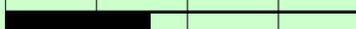


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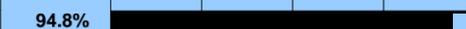
Average Completion Rate for Remaining Regents

61.8%

40.2%



94.8%



786

Weighted Regents Pass Rates

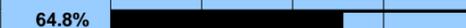
English

1.07

57.9%



64.8%

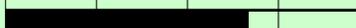


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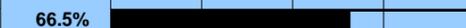
Mathematics

1.40

67.6%



66.5%

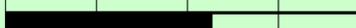


533

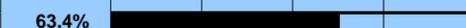
Science

1.32

57.1%



63.4%



670

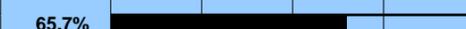
United States History

1.09

55.0%



65.7%



249

Global History

1.12

56.3%



67.4%



276