Department of Education

Progress Report 2009-10

HIGH SCHOOL

This Progress Report is for:

SCHOOL	**High School for Law Enforcement and Public Safety (28Q690)**
PRINCIPAL	**Diahann E. Malcolm**
ENROLLMENT	**565**
SCHOOL TYPE	**HIGH SCHOOL**
PEER INDEX	**2.59**

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 60
- This school did better than 36% of all high schools citywide.

Category	Calculated Score	Category Grade
School Environment	**8.3** out of 15	C
Student Performance	**15.2** out of 25	B
Student Progress	**32.0** out of 60	C
Additional Credit	**4.5** (15 max)	
Overall Score	**60.0** 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:
Proficient (2008-09)

To see this school's Quality Review report, please visit
http://schools.nyc.gov/SchoolPortals/28/Q690/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
+3	280.0%	SETSS / CTT / Self-Contained Students
+1.5	140.0%	Students in the Lowest Third Citywide
		Lowest Third Citywide
	7.1%	Scored 75 or higher on the ELA Regents
	0.0%	Scored 75 or higher on the Math Regents

(-) indicates less than 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 High School for Law Enforcement and Public Safety are:

DBN	School Name	DBN	School Name
84X347	International Leadership Charter School	13K674	CITY POLYTECHNIC HIGH SCHOOL OF ENGINEERING, A
27Q309	Academy of Medical Technology: A College Board S	24Q600	Queens Vocational and Technical High School
05M670	Thurgood Marshall Academy for Learning and Socia	11X249	Bronx Health Sciences High School
31R080	The Michael J. Petrides School	09X252	Mott Hall Bronx High School
08X282	Women's Academy of Excellence	10X225	Theatre Arts Production Company School
21K540	John Dewey High School	20K485	High School of Telecommunication Arts and Technology
24Q560	Robert F. Wagner, Jr. Secondary School for Arts an	02M374	Gramercy Arts High School
84K694	Believe Southside Charter High School	24Q520	Middle College High School at LaGuardia Community Colleg
84K693	Believe Northside Charter High School	28Q505	Hillcrest High School
02M399	THE HIGH SCHOOL FOR LANGUAGE AND DIPLC	13K265	Dr. Susan S. McKinney Secondary School of the Arts
24Q293	Civic Leadership Academy	21K344	Rachel Carson High School for Coastal Studies
14K561	Williamsburg Preparatory School	07X548	Urban Assembly School for Careers in Sports
24Q530	International High School at LaGuardia Community	10X141	Riverdale / Kingsbridge Academy (Middle School / High Sch
11X542	Pelham Preparatory Academy	29Q283	Preparatory Academy for Writers: A College Board School
27Q308	Robert H. Goddard High School of Communication A	17K600	Clara Barton High School
29Q492	Mathematics, Science Research and Technology M	29Q259	Pathways College Preparatory School: A College Board Sch
84K473	Williamsburg Charter High School	84X395	NYC CHARTER HIGH SCHOOL FOR ARCHITECTURE, EN
29Q272	George Washington Carver High School for the Scie	14K478	The High School for Enterprise, Business and Technology
20K490	Fort Hamilton High School	05M304	Mott Hall High School
08X269	Bronx Studio School for Writers and Artists	84M353	New Heights Academy Charter 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 **High School for Law Enforcement and Public Safety (28Q690)**
PRINCIPAL **Diahann E. Malcolm**

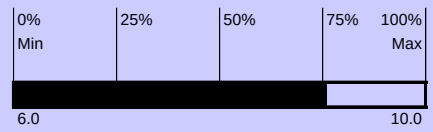
HIGH SCHOOL

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

Engagement 9.0 **75.0%**



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: **8.3 out of 15**

C

	Your School's Score	Your School Relative to Peer Horizon:	Peer Min	Peer Max	Your School Relative to City Horizon:	City Min	City Max	Number of students
Survey Scores (10 points)								
Academic Expectations	7.4	**55.0%**	6.3	8.3	**57.7%**	5.9	8.5	
Communication	6.4	**50.0%**	5.2	7.6	**53.6%**	4.9	7.7	
Engagement	6.8	**62.5%**	5.3	7.7	**63.3%**	4.9	7.9	
Safety and Respect	6.9	**40.7%**	5.8	8.5	**48.4%**	5.4	8.5	
Attendance (5 points)	88.9%	**59.1%**	81.1%	94.3%	**63.3%**	73.2%	98.0%	

Student Performance

Comprises 25% of the Overall Score

This Year's Score: **15.2 out of 25**

B

	Your School's Score	Your School Relative to Peer Horizon:	Peer Min	Peer Max	Your School Relative to City Horizon:	City Min	City Max	Number of students
Four Year								
Graduation Rate	83.2%	**69.4%**	48.0%	98.7%	**74.6%**	33.8%	100.0%	125
Weighted Diploma Rate	162.0%	**61.1%**	82.6%	212.6%	**63.4%**	34.6%	235.4%	125
Six Year								
Graduation Rate	79.1%	**53.4%**	56.3%	99.0%	**64.8%**	40.7%	100.0%	134
Weighted Diploma Rate	145.9%	**52.7%**	79.7%	205.3%	**56.7%**	38.9%	227.5%	134

Student Progress

Comprises 60% of the Overall Score

This Year's Score: **32.0 out of 60**

C

	Your School's Score	Your School Relative to Peer Horizon:	Peer Min	Peer Max	Your School Relative to City Horizon:	City Min	City Max	Number of students
Credit Accumulation								
Percentage of Students Earning 10+ Credits in 1st Year	86.0%	**71.4%**	51.1%	100.0%	**75.3%**	43.3%	100.0%	144
Percentage of Students in School's Lowest Third Earning 10+ Credits in 1st Year	79.5%	**72.9%**	24.3%	100.0%	**75.0%**	17.9%	100.0%	44
Percentage of Students Earning 10+ Credits in 2nd Year	78.7%	**53.7%**	55.7%	98.5%	**64.1%**	40.7%	100.0%	153
Percentage of Students in School's Lowest Third Earning 10+ Credits in 2nd Year	75.0%	**67.2%**	27.2%	98.3%	**71.5%**	16.4%	98.4%	44
Percentage of Students Earning 10+ Credits in 3rd Year	81.3%	**63.7%**	54.1%	96.8%	**68.2%**	41.5%	99.9%	135
Percentage of Students in School's Lowest Third Earning 10+ Credits in 3rd Year	68.4%	**59.3%**	27.4%	96.5%	**64.1%**	16.0%	97.7%	38
Average Completion Rate for Remaining Regents	38.2%	**45.7%**	22.4%	57.0%	**55.5%**	4.9%	64.9%	416
Weighted Regents Pass Rates								
English	1.04	**56.3%**	0.64	1.35	**61.4%**	0.50	1.38	126
Mathematics	1.24	**55.0%**	0.53	1.82	**56.9%**	0.29	1.96	281
Science	0.96	**29.9%**	0.56	1.90	**38.6%**	0.40	1.85	258
United States History	0.75	**23.2%**	0.53	1.48	**33.3%**	0.40	1.45	133
Global History	0.70	**23.0%**	0.44	1.57	**37.0%**	0.19	1.57	217