

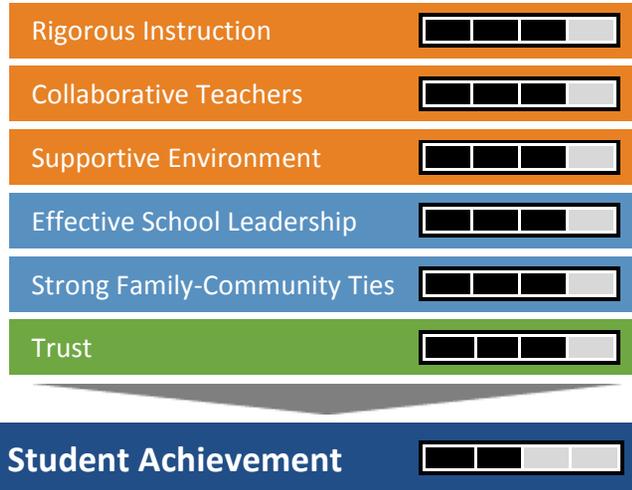
2014-15 School Quality Snapshot / HS

www.leadershipnyc.org

Leadership And Public Service High School (02M425)

Framework for Great Schools

Research shows that schools strong in the six areas are far more likely to improve student learning.



KEY:



General Information

Principal: Philip Santos
 Grades served: 09,10,11,12,SE
 Enrollment: 699
 Average SAT: 1178/2400
 Shared Space: No
 Admissions methods: Ed. Opt.



[90 Trinity Place](#)

Manhattan, NY 10006

212-346-0007

Student Demographics

Asian: 4% | Black: 28% | Hispanic: 62% | White: 4%
 English Language Learners: 7%
 Student with Special Needs: 20%

Staff Experience

Years of principal experience at this school: 4
 % of teachers with 3 or more years of experience: 73%

Attendance

Student Attendance: 79% | Students Chronically Absent: 58%
 Teacher Attendance: 97%

School Overview

At Leadership and Public Service High School, we believe that education is a portal to developing tomorrow's leaders. It is the school's mission to have families, students, administration, and staff collaborate to identify issues, define goals, and reach academic success. Our curriculum includes athletic, civic, and social programs, and connects learning to life beyond the classroom. We offer a strong Leadership (advisory) course that allows our students to form close relationships with our faculty members. Our students learn through innovative teaching practices, which help them develop a deeper understanding of themselves, others, and our world.

Activities, Sports, and Arts

70% of students feel that this school offers a wide enough variety of programs, classes, and activities to keep them interested in school

Extracurricular Activities

Clubs: Art, Percussion, Anime, Video Game, French, Dance, Soccer; SUMMA, Theater, National Honor Society, Participation in lower Manhattan activities, SAT Preparation Student Government, Yearbook, Sponsor for Educational Opportunity (SEO)

PSAL Sports

Boys: Basketball

Girls: Basketball, Cross Country, Indoor Track, Softball

Co-Ed: N/A

Arts Classes

Visual Art, Acting, Musical Theater, Mixed Media, Theater Survey / Introduction to Theater



¹ College or career preparatory courses and exams (number of students successfully completing out of 162 seniors):

- College Credit Course (21)
- A.P. Spanish Language (14)
- Other A.P. Exams (10)
- Algebra II Regents (10)
- A.P. English Literature (9)
- A.P. English Language (8)
- A.P. US History (7)
- A.P. World History (5)
- Chemistry Regents (3)
- Technical Assessment (1)

Student Achievement

This section presents information on the progress towards graduation, graduation rates, college and career readiness, and postsecondary options pursued by students at this school.

Progress Toward Graduation

Credits

74%

earned enough credits in 9th grade to be on track for graduation

City: 84%
Borough: 84%
Comparison Group*: 75%

70%

earned enough credits in 10th grade to be on track for graduation

City: 79%
Borough: 81%
Comparison Group*: 69%

Regents

How well does this school help students improve from their incoming proficiency levels and pass Regents exams?



Graduation

4-Year

64%

graduated within four years

City: 70%
Borough: 71%
Comparison Group*: 65%

6-Year

76%

graduated within six years

City: 76%
Borough: 77%
Comparison Group*: 74%

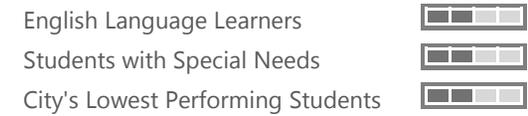
The citywide graduation rates are projected numbers, subject to correction by the New York State Education Department.

At this school, how did students from different starting points in 8th grade perform in high school?

Starting Point (8th grade level)	High School Outcomes			
	Graduated in 4 yrs		College ready	
	School	City	School	City
Level 3 or 4	86%	95%	86%	86%
Level 2	83%	81%	24%	32%
Level 1	48%	47%	2%	4%

Closing the Achievement Gap

How well did this school help different groups of students graduate in four years?



College and Career Readiness

28%

successfully completed approved college or career preparatory courses and assessments¹

City: 46%
Borough: 46%
Comparison Group*: 27%

15%

graduated college ready (met CUNY's standards for avoiding remedial classes)

City: 35%
Borough: 39%
Comparison Group*: 17%

46%

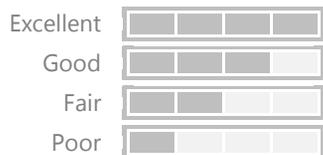
graduated from high school and enrolled in college or other postsecondary program within 6 months

City: 53%
Borough: 56%
Comparison Group*: 44%

Postsecondary options that students from this school pursued:

- 13% CUNY (City University of New York) - 4 yr
- 10% CUNY (City University of New York) - 2 yr
- 12% New York State Public
- 8% New York State Private
- 2% Out of State
- 0% Other

KEY:



***Comparison Group** is made up of students from other schools across the city who were the most similar to the students at this school, based on their incoming test scores, disability status, economic need, and over-age status. Comparing the school's result to the "comparison group" result provides insight on how well the school is helping its students in light of their starting points and the challenges that they face.



¹ Quality Review

Ratings from an experienced educator who visited and evaluated the school on April 2-3, 2014

² Survey Response Rates

Teachers: 98%
Parents: 28%
Students: 42%

KEY:



Rigorous Instruction



Curriculum and instruction are designed to engage students, foster critical thinking skills, and are aligned to the Common Core.

Quality Review ¹

How interesting and challenging is the curriculum?



How effective is the teaching and learning?



How well does the school assess what students are learning?



Survey ²

86%

responded positively to questions about Rigorous Instruction

City: 85%
Borough: 86%

Selected Questions

88% of students say that they learn a lot from feedback on their work (City: 84%)

92% of students know what their teacher wants them to learn in class (City: 90%)

71% of teachers say that students build on each other's ideas during class discussions (City: 78%)

Collaborative Teachers



Teachers participate in opportunities to develop, grow, and contribute to the continuous improvement of the school community.

Quality Review

How well do teachers work with each other?



Survey

81%

responded positively to questions about Collaborative Teachers

City: 86%
Borough: 87%

Selected Questions

80% of teachers say that they work together to design instructional programs (City: 91%)

68% of teachers say that they have opportunities to work productively with colleagues in their school (City: 85%)

85% of teachers say that they feel responsible that all students learn (City: 89%)

Supportive Environment



The school establishes a culture where students feel safe, challenged to grow, and supported to meet high expectations.

Quality Review

How clearly are high expectations communicated to students and staff?



Survey

83%

responded positively to questions about Supportive Environment

City: 83%
Borough: 84%

Selected Questions

82% of students feel safe in the hallways, bathrooms, locker room, and cafeteria (City: 84%)

74% of students say that teachers notice when they are upset or having emotional difficulty (City: 71%)

84% of students say that this school supports students in navigating the post-secondary process (City: 82%)

Less Restrictive Environment

Movement of students with special needs to less restrictive environments





Effective School Leadership



School leadership inspires the school community with a clear instructional vision and effectively distributes leadership to realize this vision.

Survey ²

84%

responded positively to questions about Effective School Leadership

City: 82%
Borough: 82%

Selected Questions

- 95% of teachers say that the principal communicates a clear vision for this school (City: 86%)
- 80% of teachers say that curriculum and instruction are well coordinated across different grade levels (City: 82%)
- 95% of parents feel that the principal works to create a sense of community in the school (City: 89%)

Strong Family-Community Ties



The school forms effective partnerships with families and outside organizations to improve the school.

Survey

75%

responded positively to questions about Strong Family-Community Ties

City: 75%
Borough: 76%

Selected Questions

- 95% of parents say that school staff regularly communicate with them about how the staff can help their children learn (City: 88%)
- 96% of parents feel that teachers try to understand families' problems and concerns (City: 90%)
- 80% of teachers say that teachers at this school work closely with families to meet students' needs (City: 91%)

Trust



Relationships between administrators, educators, students, and families are based on trust and respect.

Survey

89%

responded positively to questions about Trust

City: 89%
Borough: 89%

Selected Questions

- 76% of teachers say that they trust the principal (City: 82%)
- 67% of teachers say that they trust each other (City: 87%)
- 96% of parents say that school staff work hard to build trusting relationships with them (City: 91%)
- 91% of students say that teachers treat them with respect (City: 86%)

Additional Information

This report is intended to provide a useful summary of school information, but it does not cover everything.

To learn more, parents are encouraged to review additional resources, such as the School Directory, the School Quality Guide, the Quality Review, and the NYC School Survey, and to speak with members of the school community.

² Survey Response Rates

Teachers: 98%
Parents: 28%
Students: 42%

KEY:



For more information on this document: <http://schools.nyc.gov/NR/rdonlyres/7A334DFB-D6DD-4740-A849-E2B01B628BA6/0/SnapshotFamilyGuideHS2015.pdf#>

School Quality Guide: http://schools.nyc.gov/OA/SchoolReports/2014-15/School_Quality_Guide_2015_HS_M425.pdf
 Quality Review: http://schools.nyc.gov/OA/SchoolReports/2013-14/Quality_Review_2014_M425.pdf
 NYC School Survey: http://schools.nyc.gov/OA/SchoolReports//2014-15/Survey_2015_M425.pdf
 NYC School Directory: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/school/?sid=7588>