

## **Commissioner's Network Operations and Instructional Audit**

High School in the Community

New Haven, CT

Submitted by:

David E. Abbey, Dina Crawl, Mary Clark

Audit Dates: July 8, 9, 10, 11

## Introduction

High School in the Community is an inter-district magnet school in New Haven. The school, founded in 1970, serves students in grades 9-12 from both New Haven and surrounding towns.

The theme for this New Haven magnet school emphasizes Service, Activism & Social Justice. High School in the Community's mission is that students graduate and become leaders within the community.

Student enrollment at High School in the Community had remained fairly steady for the years prior to 2009-10, peaked in that year, and reached a 7-year low in 2011-12 with only 243 students. Black students continue to be the largest ethnic/racial group represented at HSC. The proportion of Hispanic/Latino students has steadily increased over a 7-year period, while the proportion of white students has steadily decreased since 2005-06 (See Appendix: Table 1).

The change in enrollment from year to year has not been uniformly distributed across the grade levels. In 2004-05 and 2005-06, the grade levels were fairly evenly enrolled; since 2006, the number of 9<sup>th</sup> grade students has exceeded the number of students in any other grade. From 2007-08 to 2011-12, the number of 12<sup>th</sup> grade students enrolled at HSC is significantly less than the number of 9<sup>th</sup> grade students enrolled 4 years prior, suggesting that HSC is not retaining students over the duration of their high school career (See Appendix: Table 1).

The number and percent of students identified as having a disability has increased steadily over the five years between 2007-08 and 2011-12. The current identification rate for students with disabilities is significantly higher than the most recently reported state rate for identification of students with disabilities in 2010-11 (11.6%) (See Appendix: Table 2).

The number and percent of students eligible for free/reduced price lunch has increased steadily over the past 7 years. In 2010-11, over three-quarters of the student population at HSC qualified for the subsidized lunch program (See Appendix: Table 3).

According to figures provided by the school, the percentage of English Language Learners at HSC dropped in 2011-12 for the first time in 10 years. Close to 5% of students at HSC are identified as ELL (See Appendix: Table 4).

The data surrounding graduation rates supports the trend that ninth grade students do not consistently stay the full four years and graduate (See Appendix: Table 5).

Annually, the percentage of students who drop out from HSC was 5.5% in 2009-10, down from the highest dropout rate for HSC in 2008-09 of 7.7%. The graduation rates reported by the State Department of Education conflict with the reported enrollment figures (where some years of graduation data are indicated to be higher than the enrollment figures) (See Appendix: Table 6).

## Achievement:

Student performance on CAPT has varied from year to year since 2007. 2012 data indicate declining performance since 2007 in reading and science, fairly stagnant performance since 2007

in math, and increasing performance in writing. The CAPT data are summarized below and presented in tabular form (See Appendix: Table 7):

- The percentage of students scoring at proficient or greater on CAPT Math fell below 50% in 2012, similar to 2007, although up significantly from 2011 (31.7%).
- The percentage of students scoring at proficient or greater on CAPT Reading peaked in 2009 (62.3%); 56.5% of students scored at proficient or greater on CAPT Reading in 2012.
- The percentage of students scoring at proficient or greater on CAPT Science has declined steadily since 2009. In 2012, 43.1% of students scored at proficient or greater on CAPT science; only 5.9% of students scored at the goal or advanced levels.
- The percentage of students scoring at proficient or greater on CAPT Writing has increased significantly since 2007, from 60.7% to 74% in 2012. The percent of students scoring proficient or greater peaked in 2010 at 77.8%, although 30% of students performed at the goal level on CAPT writing in 2012, the most since 2008.

## **Executive Summary of Findings**

The auditors of this school examined seven core areas: Family and Community Connection to the School; School Environment Including Nonacademic Factors Such as Students' Social, Emotional, Arts, Cultural, Recreational and Health Needs; Effective Leadership; Teachers and Staff; Use of Time – Additional Time for Student Learning and Teacher Collaboration; Curriculum and Instructional Programs; Use of Data to Inform Decision-Making. The findings in each core area are summarized throughout the document.

### **Family and Community Connection to School**

The school lacks a systematic plan for ensuring effective or consistent communication between school and home. Families overall convey satisfaction with communication from the school; however, the observed school-family interactions do not demonstrate a diversity of communication methods or an effort to establish effective practices in the area of communication. The school's current modes of communication are traditional and do not presently explore the use of technology, multi-lingual translations, or community-based partnerships.

### **School Environment Including Nonacademic Factors Such As Students' Social, Emotional, Arts, Cultural, Recreational, and Health Needs**

A number of environmental factors do not reinforce students' attendance or social/academic success at school as evidenced by the school's high dropout rate, chronic absenteeism, and low graduation rate. The school currently lacks a whole-school, comprehensive approach to social, emotional, and behavioral management. Students and teachers express that they feel safe and welcome at school; however, the environmental factors observed provide no evidence of a culture of high expectations or that the school provides individualized programming to meet students' individual needs. School personnel in the areas of social, emotional, behavioral, and physical health are inadequate. The school's infrastructure is poorly maintained, including

insufficient spaces for students and community use, scarce technological resources or upgrades, and inadequate maintenance of basic school facilities.

### **Effective Leadership**

The current school leadership structure does not support teacher or student accountability as evidenced by school-based data. The leadership team is supported by teachers and students and the internal leadership structure was described as effective by school constituents. The structure of the leadership team, however, does not provide the school with sufficient academic or behavioral leadership. No evidence of effective professional learning opportunities for teachers was observed, and school-wide initiatives did not have sufficient leadership to be implemented with fidelity or sustained over time.

### **Teachers and Staff**

The structure and content of professional development activities are inconsistently offered and are not aligned with the observed or measured needs of teachers or students. Teachers at the school report feeling as though they are part of a supportive school community; however, there is no evidence that the school has built a consistent learning community among teaching staff or that professional development has resulted in improvements to students learning outcomes. There is insufficient cooperative planning time for teams of teachers or co-teachers; although teachers willingly participate in peer observations. More than half of the teachers at the school are rated in the lower half of the district's teacher evaluation scale, but there is no evidence that these evaluations have been deliberately aligned with professional learning opportunities.

### **Use of Time – Additional Time for Student Learning and Teacher Collaboration**

The current schedule does not allow sufficient time for student learning or collaborative teacher planning, and there is no evidence that the school's approach to allocating time is deliberate. Despite the diversity of needs and the high level of skill deficiencies among students at the school, the approach to scheduling did not provide sufficient time on task to ensure students' academic success, and did not provide sufficient opportunities for teachers to identify and address individual student needs. There was no evidence of extended learning time being made available to struggling students or to offer enrichment opportunities to accelerated students. The school did not demonstrate use of 21st century learning methods, such as the utilization of technological approaches to enhance or extend learning time.

### **Curriculum and Instructional Programs**

A path to college and career readiness was lacking at the school and the observed course offerings are not comparable to other high achieving high schools. The impact of insufficient and improperly aligned course offerings is evidenced by the high percentage of students receiving failing marks in their classes. The school's course and curriculum documents were difficult to access and were not formatted in a manner that allowed for easy comprehension. Although the school is beginning to integrate the Common Core State Standards into their curriculum, the standard curriculum at the school did not appear to correlate with the students' skill levels and a lack of flexibility regarding course design was observed. Presently, there are inadequate personnel resources to provide teachers with the ongoing support or tools that they need to

properly adjust the standard curriculum or to differentiate instruction to meet the needs of their students.

**Use of Data to Inform Decision-Making**

The general finding is that data is not currently used in a consistent or effective manner for making decisions about instructional practice. Although school-leadership pays close attention to the school's results on state-wide assessments, there was no evidence of a comprehensive approach to using the data to improve instruction. Collaboration between colleagues in a deliberate or organized fashion in order to examine student data was not observed. There was no evidence that teachers met regularly to discuss the results of student assessments or to plan improvements or modifications to classroom practice.

## **Research Methodology**

The collection of data was approached in a number of different ways. A total of 22 face-to-face interviews were conducted with district leaders, school leadership, union representatives, school governance council members, parents, teachers, and students. In addition, information was collected from a variety of school and district documents including: the New Haven Public Schools District Improvement Plan (2008-2011); High School in the Community's 2010-2011 Strategic School Profile; and HSC documents including Student Success Plan outlines, Building Leadership Priorities Report, student grades, school climate survey results, student attendance reports, Connecticut Academic Performance Test (CAPT) data, discipline reports, and data charts on varying topics from class size to technology resources. The audit visit was conducted during the summer recess when school was not in session.

The interviews conducted were arranged by the school district and building leadership. Interviews were completed by three auditors in order to provide consistency to the findings and reliability to the analysis. Similarly, all provided documents were reviewed by the full audit team. Data was analyzed from both interviews and documents to determine common themes and trends.

## Findings

### Family and Community Connection to the School

An important factor in cultivating success for all students is family and community involvement. Schools that build meaningful relationships with all stakeholders and engage families to support the education of their children work to ensure the effective implementation of educational programs and services.

The District School Learning Environment Survey (2010-2011) and parent interviews indicated that HSC was committed to actively engaging parents and guardians into all aspects of their students' educational experiences. This group of stakeholders felt that they were given opportunities to learn the best ways to support their children's education. Overall, parents and guardians were generally satisfied with communication from school.

Evidence from the audit indicates that a more comprehensive and targeted approach is necessary to meet the emerging and complex needs of the families HSC serves. Innovative outreach approaches can be developed and implemented.

#### Findings:

- Little systemic use of technology to communicate with parents.
- Print communication is provided in English-only.
- Little or no evidence that the district supports the school's efforts in communication in the area of technology.
- HSC's web site lacks substantial information, ease of use, and comparable design elements of competing New Haven magnet schools.
  - The student handbook and course selection handbook were not available on HSC's web site.
- Lack of a comprehensive and targeted strategy to build and maintain relationships with families with intense and complex needs.
- No evidence of connections with community agencies that support families.
- Parents rated their satisfaction with school communication 7 out of 10 on the 2010-2011 New Haven Public Schools School Learning Survey.
- HSC coordinates a weekly "Backpack Program" which provides meals to students in need over the weekend.

## **School Environment Including Nonacademic Factors Such as Students' Social, Emotional, Arts, Cultural, Recreational, and Health Needs**

Successful schools maintain a positive and sustainable school climate. Schools must create a positive environment where all constituencies are welcomed, supported, challenged and nurtured socially, emotionally, intellectually and physically.

Students and teachers feel safe and welcomed at HSC and report this as a point of pride. Students and teachers also report that most students feel that there is at least one adult each child could go to in a time of distress or need. Students enjoy the informal and supportive environment and report strong relationships with individual teachers. Although discipline does not appear to be a primary concern, there is not a well-defined and coherent approach to student behavior. This is particularly evident with regard to the chronic absentee problem.

Evidence from the audit indicates there is not a systematic approach for challenging students based on their individual needs and talents. Additionally, the school facility is inadequate for the programming and does not support a culture of strong student achievement.

### **Findings:**

- 2009-2010 annual dropout rate for grades 9-12 was 5.5% as compared to 2.8% state average.
- 2010 graduation rate of 63.0% compared to 81.8% state average.
- 39.9% chronic absenteeism rate (more than 10% of missed days).
- Only 20% of students from each grade were expected to successfully defend a skills portfolio showing mastery of 21<sup>st</sup> century skills according to the Final Progress Report on Building Leadership Priorities 2011-2012 Goal 5.
- Science classroom lacks sink and labs.
- Parents noted there was no large area for meetings and assemblies.
- There are no lockers for students to maintain and organize their personal and academic items.
- School facility is unattractive and unwelcoming for a competitive magnet environment.
- HSC is a school of choice. Students apply to come; many apply to other schools as well. Students who come either chose HSC or did not get into another school of their choice. All students are always able to attend one of the two comprehensive high schools in New Haven or the high school in their home town, depending on where they are from.
- There is no infrastructure to support use of additional technology.
- Poorly maintained facility hampers resources available to students (leaky window resulted in ruined computers).
- School nurse assigned to HSC two days per week, but one of those days is a half day for students.
- Lack of wraparound services for student health needs.
- Truancy officer shared between HSC and other New Haven schools.
  - Teachers report that they do not observe a strong presence from truancy officer.
  - There is no evidence of any school-wide home visitation program for students with chronic absenteeism.



- One social worker assigned to the school.

## Effective Leadership

School leadership in the 21st century is a dynamic enterprise that requires leaders to be consistently focused on student achievement. At HSC, clear and consistent leadership needs to be evidenced in the following areas: raising student achievement, having high expectations for teachers, redesigning the courses to meet the needs of students, finding innovative ways to use time in the service of student learning, ongoing monitoring of student success, and developing an effective school-based professional learning program for teachers beginning with an emphasis on differentiating instruction.

Evidence from the audit indicates that the current system of governance is not impacting student achievement in a positive manner as evidenced by New Haven's School Tiering System which moved HSC from a tier two school to a tier three school.

### Findings:

- Leadership team is strongly supported by the teachers.
- Facilitator is strongly supported by the District Director of Instruction assigned to HSC.
- There was no evidence of effective school-based professional learning opportunities for teachers.
- Administrative roles and responsibilities need to be defined so that administrators provide the focus and support needed to improve student achievement and effective professional learning for teachers.
- Given the challenges associated with a turnaround school, the district needs to provide more consistent and effective mentoring and professional learning for the educational leadership team at HSC.
- There is a need for an administrator whose responsibility is solely student achievement.
- Evidence that greater academic leadership is needed in the school.
- Leadership required that all teachers interview in order to work at HSC moving forward. Through that process they had to demonstrate high levels of commitment and proficiency in curriculum design.
- The Final Progress Report on Building Leadership Priorities 2011-2012 included several major initiatives connected to student achievement that were "abandoned" throughout the year.

## Teachers and Staff

Teachers and support staff must be highly effective and employ best and promising practices to actualize the vision of the school and ensure student success. HSC teachers feel that they work in a collaborative environment with a supportive leadership team. They pride themselves on the relationships they have with students who come from varied backgrounds and a broad range of skills and needs. HSC teachers believe strongly in the governance model of the school. Teachers had to recommit to HSC by reapplying for their positions, designing and presenting a unit of instruction, and completing an interview with representation from key stakeholder groups. Out of the thirty teachers employed in the 2011-2012 school year, twenty will be returning.

Evidence from the audit indicates that the school needs to improve and refine their strategies in order to meet the needs of their students and advance them to a higher level of achievement.

### Findings:

- The 2010-2011 Strategic School Profile indicates that there are 30.6 full time equivalent teachers at HSC.
- STAR reading comprehension data indicates that the teachers need professional development on the implementation and integration of literacy strategies.
- Professional development activities are provided on an ad hoc basis outside of the school.
- No evidence of a clear and consistent focus regarding professional learning.
- No evidence that professional learning resulted in student achievement gains.
- Teacher meeting time should not impact student learning time as it currently occurs weekly on Friday afternoons.
- 2011-2012 Teacher Evaluation Distribution: 10% exemplary, 21% strong, 52% effective, 5% developing.
- No relationship evident between the teacher evaluation process and professional learning and growth.
- Generally, but not universally, students felt that their teachers worked hard to support them.
- No common planning time assigned for teachers with co-teaching assignments.
- Teachers willingly participate in peer observations.

## **Use of Time – Additional Time for Student Learning and Teacher Collaboration**

Time on task is a critical variable for student success. HSC's current daily schedule is an eighty-eight minute, rotating block schedule. In addition, there is a Sustained Silent Reading (SSR) 20 minute block four days per week, and an advisory ("Guidance") and activity block ("X Activity") every Wednesday. Classes do not meet daily and students leave an hour and forty five minutes early each Friday. The current schedule needs to be re-evaluated because it does not allow sufficient time for student learning and collaborative teacher planning.

Evidence from the audit indicates technical support is not provided on a consistent basis for the use of technology within and beyond the school day.

### **Findings:**

- No evidence at HSC to indicate that daily Sustained Silent Reading (SSR) improves student reading comprehension as indicated by the STAR reading comprehension data.
- Instructional day for students should be expanded and should include a full day on Fridays.
- No evidence of extended learning time for either struggling students or students in need of enrichment.
- The current length of the school day and school year is insufficient to meet the learning needs of the students.
- No evidence of online learning for students.
- No evidence of time for teachers to identify student learning needs and share, review, and provide feedback on instructional practices that address these needs.
- Time does not appear to be structured and focused on strengthening instruction based on student data.
- There are no before school options. After school options include Homework Club, Game Club, Math League, International Studies, and Interact Club. After school opportunities vary to some extent depending on the interests and/or needs of the kids, and the availability and interests of faculty.
- HSC fielded a team in the small school New Haven basketball league. Students can go out for sports at Cross or Hillhouse, or at their home high school, depending on where they are from.
- After school opportunities vary to some extent depending on the interests and/or needs of the kids, and the availability and interests of faculty.
- All New Haven students go to New Haven Summer School, which was housed at HSC for many years until this year, but is not run by HSC.

## Curriculum and Instructional Programs

The basic curriculum and assessments at HSC are provided by the New Haven Public Schools and are overseen by the district director. Teachers at HSC have had the flexibility to modify the curriculum in creative ways. The data resulting from the quarterly assessments is available through *Schoolnet* and *High School Tracker*. Evidence from the audit indicates that the standard curriculum is not congruent with the skills of many of HSC's students. Presently there are not adequate personnel resources to provide teachers with the ongoing support needed to adjust the standards-based curriculum and to differentiate instruction.

### Findings:

- The course selection book did not include credit requirements, information on honors and AP course requirements, course pathways, or consistent formatting for clarity.
  - It was also not available online through HSC's website.
- A lack of flexibility for course design as it relates to time was noted.
- 2011-2012 third quarter grades for math and English show very high percentages of students are failing.
  - For example, close to 50% of the students in grade 9 earned an "F" in their math courses in the third quarter.
- Teachers do not have a basic set of instructional tools, strategies or academic vocabulary that can be used consistently throughout the content areas to support student success.
- HSC's magnet school theme was not consistently evident in the course selection catalog.
- No instructional materials or curricula in use in the school were provided for review.
- The portfolio showing "mastery of 21<sup>st</sup> century skills" lacks a clear definition of 21<sup>st</sup> century skills.
- A Physics class is not offered at HSC.
- The students have access to textbooks and the expected supplies for use at the school available for students. Many of them do not seem to have access to expected student school supplies (notebooks, paper, backpacks, pencils, pens, folders, etc.)

## Use of Data to Inform Decision-Making

In order to match instructional practices with the needs of student learners, particularly learners who have skills deficiencies, it is essential to have clear and consistent information regarding student performance. According to the Connecticut Common Core of Teaching teachers should “use multiple measures to analyze student performance and to inform subsequent planning and instruction”. Evidence from the audit indicates that there is no collaboration among colleagues in an organized and consistent manner to examine students learning. Data is not a part of HSC’s professional culture.

### Findings:

- No evidence of a school-wide data team or instructional data teams.
- No evidence of a comprehensive approach to using data to improve instruction.
- No indication that teachers in content areas collaborate to review the results of quarterly district assessments or that the results of these assessments are used to modify instructional practices.
- No indication that teachers in content areas meet regularly to review student work to reflect on the effectiveness of instructional practices as it relates to student achievement.
- According to the Final Progress Report on Building Leadership Priorities 2011-2012 it was difficult to determine why some goals connected to data and student achievement were “abandoned”. For example, Goal 1B *improving performance on CAPT-like assessments* was “abandoned.”
- There is evidence that school leadership pays close attention to the student performance outcomes on the CAPT assessment.

# Appendix

Table 1:

HSC Student Enrollment by Race											
School Year	American Indian/Alaska Native		Asian		Black/African American		Hispanic/Latino		White		TOTAL
	#	%	#	%	#	%	#	%	#	%	
2005-06	2	1%	1	.5%	145	45%	82	25%	93	29%	323
2006-07	1	0%	1	.5%	158	49%	71	22%	89	28%	320
2007-08	1	0%	1	.5%	161	49%	79	24%	86	26%	328
2008-09	0	0%	3	1%	149	48%	84	27%	76	24%	312
2009-10	0	0%	2	1%	168	50%	100	31%	67	20%	337
2010-11	1	0%	3	1%	132	43%	104	34%	67	22%	307
2011-12	0	0%	1	1%	103	43%	88	36%	49	20%	243

HSC Student Enrollment by Grade								
GRADE	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
9	88		119	113		114	97	74
10	78	79		82	75		80	53
11	89	74	79		92	77		69
12	73	86	53	68		76	55	
TOTAL	328	323	320	328	312	337	307	243

Table 2:

Students with Disabilities		
School Year	#	%
2007-08	36	11%
2008-09	40	13%
2009-10	50	15%
2010-11	51	17%
2011-12	46	19%

**Table 3:**

<b>School Year</b>	<b>Total Enrollment</b>	<b>Number Eligible for Free/ Reduced Price Lunch</b>	<b>Percent Eligible for Free/ Reduced Lunch</b>
<b>2004-05</b>	328	171	52.1
<b>2005-06</b>	323	160	49.5
<b>2006-07</b>	320	200	62.5
<b>2007-08</b>	328	172	52.4
<b>2008-09</b>	312	191	61.2
<b>2009-10</b>	327	241	73.7
<b>2010-11</b>	307	238	77.5

**Table 4:**

<b>School Year</b>	<b>English Language Learners (Percentage)</b>
2002-03	0.9
2003-04	1.9
2004-05	3.4
2005-06	2.8
2006-07	5.3
2007-08	5.8
2008-09	6.4
2009-10	6.7
2010-11	6.8
2011-12	4.9

**Table 5:**

<b>Student Group</b>	<b>4-year Graduation Rate (2010 Graduating Class)</b>
All students	63.0
F/R Lunch	61.0
Black	59.7
Hispanic	68.2
ELL	75.0
Students with Disabilities	71.4



**Table 6:**

School Year	Annual Drop Out Rate (Percentages)			
	Overall Dropout Rate	Black, not of Hispanic Origin	Hispanic/Latino	White, not of Hispanic Origin
2003-04	3.4	2.3	3.8	4.5
2004-05	3	0.7	2.7	6.4
2005-06	5.3	3.4	6.1	7.5
2006-07	1.9	1.9	2.8	1.1
2007-08	2.7	1.8	3.8	3.5
2008-09	7.7	9.5	7.1	5.3
2009-10	5.5	6.3	6.0	3.0

**Table 7:**

HIGH SCHOOL IN THE COMMUNITY								
CAPT 2007-2011								
Year	Mathematics							
	Number Tested	Percent by Level					% At/Above Proficiency	% At/Above Goal
		<i>Below Basic</i>	<i>Basic</i>	<i>Proficient</i>	<i>Goal</i>	<i>Advanced</i>		
2007	57	26.3	24.6	42.1	7	0	49.1	7
2008	67	10.4	40.3	37.3	10.4	1.5	49.3	11.9
2009	69	26.1	20.3	31.9	13	8.7	53.6	21.7
2010	63	22.2	28.6	39.7	9.5	0	49.2	9.5
2011	63	30.2	38.1	25.4	4.8	1.6	31.7	6.3
2012	45	22.2	31.1	33.3	8.9	4.4	46.7	13.3

Year	Reading							
	Number Tested	Percent by Level					% At/Above Proficiency	% At/Above Goal
		<i>Below Basic</i>	<i>Basic</i>	<i>Proficient</i>	<i>Goal</i>	<i>Advanced</i>		
2007	58	13.8	37.9	25.9	13.8	8.6	48.3	22.4
2008	66	15.2	22.7	47	13.6	1.5	62.1	15.2
2009	69	15.9	21.7	49.3	7.2	5.8	62.3	13
2010	61	14.8	49.2	32.8	1.6	1.6	36.1	3.3
2011	69	10.1	39.1	47.8	2.9	0	50.7	2.9
2012	46	15.2	28.3	47.8	8.7	0	56.5	8.7

Year	<b>Science</b>							
	Number Tested	<i>Percent by Level</i>					% At/Above Proficiency	% At/Above Goal
		<i>Below Basic</i>	<i>Basic</i>	<i>Proficient</i>	<i>Goal</i>	<i>Advanced</i>		
2007	57	15.8	29.8	38.6	10.5	5.3	54.4	15.8
2008	66	16.7	31.8	40.9	10.6	0	51.5	10.6
2009	70	28.6	31.4	25.7	7.1	7.1	40	14.3
2010	62	17.7	22.6	51.6	6.5	1.6	59.7	8.1
2011	74	23	29.7	39.2	5.4	2.7	47.3	8.1
2012	51	31.4	25.5	37.3	2	3.9	43.1	5.9

Year	<b>Writing</b>							
	Number Tested	<i>Percent by Level</i>					% At/Above Proficiency	% At/Above Goal
		<i>Below Basic</i>	<i>Basic</i>	<i>Proficient</i>	<i>Goal</i>	<i>Advanced</i>		
2007	56	8.9	30.4	42.9	14.3	3.6	60.7	17.9
2008	67	1.5	20.9	44.8	28.4	4.5	77.6	32.8
2009	67	4.5	22.4	50.7	16.4	6	73.1	22.4
2010	63	9.5	12.7	60.3	15.9	1.6	77.8	17.5
2011	73	6.8	26	47.9	15.1	4.1	67.1	19.2
2012	50	6	20	44	26	4	74	30

Appendix B

Operations and Instructional Audit Supplemental Materials

## New Haven: High School in the Community

Section 19 of Public Act No. 12-116 requires that the operations and instructional audit be informed by various indicators set forth in statute. Information for these indicators was acquired during a two day interview at High School in the Community. High School in the Community sent the following information to supplement the interview findings. Information in the “appendix” column below describes the data that exists for each respective indicator prescribed by statute.

Sub-indicators	Appendix
(a) Before and after school programs	Audit Findings   Use of Time
(b) any school-based health centers, family resource centers or other community services offered at the school, including, but not limited to, social services, mental health services and parenting support programs	Section 2   Family and Community <ul style="list-style-type: none"> <li>Approach to Student Success Plans: Camp Cedarcrest (for Grade 9 only), X block clubs, reading buddies, back pack program, student reflections.</li> </ul> Section 5   Teachers and Staff <ul style="list-style-type: none"> <li>Number of counselors, social workers, psychologists</li> </ul> Audit Findings School Environment
(c) whether scientific research-based interventions are being fully implemented at the school	Section 2   The Family and School Community <ul style="list-style-type: none"> <li>Final Progress Report on Building Leadership Priorities</li> </ul>
(d) resources for scientific research-based interventions during the school year and summer school programs	Audit Findings   Use of Data to Inform Decision-Making  Audit Findings   School Environment
(e) resources for gifted and talented students	Section 1   General School Information <ul style="list-style-type: none"> <li>New Haven School District Enrollment Summary: 1 Gifted Student enrolled at High School in the Community; Strategic School Profile</li> </ul>

(f) the length of the school day and the school year	Section 1   General School Information <ul style="list-style-type: none"> <li>Length of School Day: 7:55-2:15 Monday-Thursday; 7:55-12:30 Friday</li> <li>Length of School Year: 182</li> <li>Number of Instructional Hours: 978</li> </ul>
(g) summer school programs	Audit Findings   Use of Time
(h) the alternative high school, if any, available to students at the school	Audit Findings   School Environment
(i) the number of teachers employed at the school and the number of teachers who have left the school in each of the previous three school years	Section 5   Teachers and Support Staff <ul style="list-style-type: none"> <li>New Haven School District – High School in the Community; Staff – Total Full Time Equivalent County by Assignment Categories: 24.90 General Education Teachers; 2.10 Special Education Teachers; 1.30 Instructional Specialists</li> </ul>
(j) student mobility, including the number of students who have been enrolled in and left the school	Audit Appendix   Table 1
(k) the number of students whose primary language is not English	Section 3   The School Environment <ul style="list-style-type: none"> <li>New Haven School District – High School in the Community, Program Enrollment – English Language Learners: Percentage of students who are English Language Learners – 6.8%; Students with Non-English Home Language – 25.7%</li> </ul>
(l) the number of students receiving special education services	Section 1   General School Information <ul style="list-style-type: none"> <li>New Haven School District Enrollment Summary (July 11, 2012): Number of students receiving special education services – 46; number of students receiving special education and ELL services – 3</li> </ul>
(m)	Audit Findings   Use of Data to Inform Decision-making

the number of truants	<ul style="list-style-type: none"> <li>Chronic absenteeism</li> </ul>
<p>(n)</p> <p>the number of students who are eligible for free or reduced price lunches</p>	<p>Section 3   The School Environment</p> <ul style="list-style-type: none"> <li>New Haven School District – High School in the Community, Program Enrollment – Free/Reduced Lunch: Number of students who are eligible for free/reduced lunch – 238; percentage eligible for free/reduced lunch – 77.5%</li> </ul>
<p>(o)</p> <p>the number of students who are eligible for HUSKY Plan, Part A</p>	See Free and Reduced price lunch eligibility information.
<p>(p)</p> <p>the curricula used at the school</p>	<p>Section 2   The Family and Community Connection</p> <ul style="list-style-type: none"> <li>High School in the Community: Proposed Curriculum and Instruction Program</li> </ul> <p>Audit Findings   Curriculum and Instructional Information</p>
<p>(q)</p> <p>the reading curricula and programs for kindergarten to grade three, inclusive, if any, at the school</p>	N/A
<p>(r)</p> <p>arts and music programs offered at the school</p>	<p>Section 1   General School Information</p> <ul style="list-style-type: none"> <li>High School in the Community Course Catalog 2011-2012: Documentary Film, 20th Century Film, Beginning Piano &amp; Music Theory, Chorus, Band, Art &amp; Music History, Music in America, Advanced Placement Art, Art History I/French Art, Art History II/French Art II, Digital Art, Introduction to Art, Stop Animation</li> </ul>
<p>(s)</p> <p>physical education programs offered and periods for recess or physical activity</p>	<p>Section 1   General School Information</p> <ul style="list-style-type: none"> <li>Strategic School Profile p. 4</li> <li>HSC curriculum</li> </ul>
<p>(t)</p> <p>the number of school psychologists at the school and the ratio of school psychologists to</p>	<p>Section 5   Teachers and Support Staff</p> <ul style="list-style-type: none"> <li>New Haven School District – High School in the Community, Total Full-Time Equivalent Count by Assignment Categories: 2.60</li> </ul>

students at the school	Counselors, Social Workers and Psychologists; 2.60 Counselors, Social Workers and Psychologists : 265 Students
(u)  the number of social workers at the school and the ratio of social workers to students at the school	Section 5   Teachers and Support Staff <ul style="list-style-type: none"> <li>New Haven School District – High School in the Community, Total Full-Time Equivalent Count by Assignment Categories: 2.60 Counselors, Social Workers and Psychologists; 2.60 Counselors, Social Workers and Psychologists : 265 Students</li> </ul>
(v)  the teacher and administrator performance evaluation program, including the frequency of performance evaluations, how such evaluations are conducted and by whom, the standards for performance ratings and follow-up and remediation plans and the aggregate results of teacher performance evaluation ratings conducted pursuant to section 10-151b of the general statutes, as amended by this act, and any other available measures of teacher effectiveness	Section 1   General School Information <ul style="list-style-type: none"> <li>Teacher Evaluation and Development – Conference Form: Student Learning Growth; Teacher Professional Development Focus; Teacher Development Plan; Instructional Practice – Classroom; Instructional Practice – Planning and Preparation; Instructional Practice – Reflection and Use of Data; Professional Values; Summary Sheet</li> <li>Principal and AP Evaluation and Development – Conference Form: Student Learning Growth and School System Performance; Leader Professional Development Focus; Leadership Development Plan; Leadership Competencies; Professional Values; Summary Rating Sheet</li> </ul>
(w)  professional development activities and programs	Section 1   General School Information <ul style="list-style-type: none"> <li>Teacher Evaluation and Development – Conference Form: Section 2B – Teacher Development Plan Principal and AP Evaluation and Development – Conference Form: Section 2B – Leadership Development Plan; Section 3   The School Environment</li> <li>School Learning Environment Survey p. 8/9 Collaboration and Support</li> </ul>
(x)  teacher and student access to technology	Section 3   The School Environment <ul style="list-style-type: none"> <li>New Haven School District – High School in the Community; Library, Media &amp;</li> </ul>

inside and outside of the classroom	Technology – Students Per Computer: 4.6 students per computer in 2010-2011; increased from 3.3 in 2009-2010, 3.1 in 2008-2009 and 2.4 in 2007-2008
(y)  student access to and enrollment in mastery test preparation programs	<p>Section 2   The Family and Community Connection</p> <ul style="list-style-type: none"> <li>High School in the Community Approach to Student Success Plans 9-12 (June 2012): College Board Website; My College Quickstart; PSAT; NH Promise; PowerSchool &amp; Naviance</li> </ul> <p>Section 1   General School Information</p> <ul style="list-style-type: none"> <li>High School in the Community Course Catalog 2011-2012: CAPT Lab, designed to prepare students for the rigors and expected performance on the mathematics portion of the CAPT</li> <li>High School in the Community Course Catalog 2011-2012: SAT Math, designed to prepare students for the mathematics portion of the SAT</li> </ul>
(z)  the availability of textbooks, learning materials and other supplies	Audit Findings   Curriculum and Instructional Materials
(aa)  student demographics, including race, gender and ethnicity	<p>Section 1   General School Information</p> <ul style="list-style-type: none"> <li>All Student Breakdown:</li> <li>Total – 267; Male – 47%; Female – 54%; W – 16%; B – 43%; H – 40%; A – 1%; I – 0%;</li> </ul>
(bb)  chronic absenteeism	<p>Section 3   The School Environment</p> <ul style="list-style-type: none"> <li>% Chronic Absenteeism (2010-2011) Commissioner's Network Schools Request: Chronically Absent Count – 103; Chronically Absent – 38.9%</li> </ul>
(cc)  preexisting school improvement plans, for the purpose of (i) determining why such school improvement plans have not improved student academic performance, and (ii) identifying governance, legal, operational,	<p>Section 1   General School Information</p> <ul style="list-style-type: none"> <li>New Haven Public School District Improvement Plan (2008-2011)</li> <li>New Haven Public Schools Quality Review Report (Cambridge Education, 2007)</li> </ul>



<p>staffing or resource constraints that contributed to the lack of student academic performance at such school and should be addressed, modified or removed for such school to improve student academic performance.</p>	<p>Section 2   The Family and Community Connection</p> <ul style="list-style-type: none"> <li>• High School in the Community Final Progress Report on Building Leadership Priorities 2011-2012</li> </ul> <p>Section 2   The Family and Community Connection</p> <ul style="list-style-type: none"> <li>• High School in the Community Approach to Student Success Plans 9-12 (June 2012)</li> </ul>
---	--