

**College and Career Office
2020-2021 Report to the Board of Trustees**

[College and Career Office](#)

[Outcomes](#)

[Percent by Type of College](#)

[College Acceptances](#)

[Scholarships](#)

[Special Programs](#)

[College Now Program - City University of New York](#)

[Advanced Placement \(AP\) and Honors Courses](#)

[Parent Meetings](#)

[College Bound Classes](#)

[Senior Seminar](#)

[Senior Send-Off and Welcome Eighth Graders](#)

[Professional Development](#)

[Memberships](#)

[Literacy Skills/College Bound and Senior Seminar](#)

[Math and Literacy Skills Classes - New Developments](#)

[The Leadership Program](#)

[2020-2021 Process](#)

[Program Highlights](#)

[Programming](#)

[2020-2021 Enrollment](#)

[In-house Programs by Outside Organizations at TRCS](#)

[Programs and Positions at TRCS](#)

[Enrollment Statistics](#)

Prepared by Ana Falla Riff
Director of the College and Career Office

The College and Career Office (CCO) has undergone significant changes since June of this year. Maura Malarcher, school founder and Literacy/Math Skills and Senior Seminar teacher, retired. Her contributions to the school and to our office are too many to detail. In the 17+ years she was a member of our team, she helped build a strong college-going culture. Her evolving curricula reflected a deep understanding of our students and their needs. Maura immersed herself in the study of the adolescent brain, how it develops and how individuals learn. She brought that knowledge to the classroom and taught students to understand themselves as learners. In the last few years, she studied the work of Dr. Jo Boaler, a mathematician at Stanford University, whose goal is to promote equity in classrooms by challenging traditional methods of teaching mathematics. Like Dr. Boaler, Maura wanted to help students approach mathematics without fear. Maura's enthusiasm for learning and her ability to transform theory into practice were unique. Our Leadership Coordinator, Inti Ossio, left her position in

June as well. An alumna of our school, Inti understood our students' experience intimately. She helped our students develop their leadership skills and agency by providing them guidance and multi-layered support. She infused her work with her passion for social justice and for supporting youth to feel empowered in their choices and find solutions to questions that are meaningful to their lives and their communities. Inti masterfully helped our students transition to online leadership activities when quarantine was imposed in our city. Maura and Inti are sorely missed.

Maura's and Inti's departure is an opportunity for growth. In conversations between our Principal and Executive Director, Stacey Gauthier, and the College Bound Coordinator, it was decided that we would shift our practice. We will add an executive skills component to our curricula in every grade. We will collaborate with the teaching staff so students can utilize the skills they are learning. Furthermore, many of the counseling responsibilities of the Coordinator would be shifted to the College Bound Counselor, which would replace the Literacy/Math Skills teacher position. The Coordinator will create an alumni network and will become more active in the professional organization to which the school belongs. The Coordinator will now be the Director of the College and Career Office. Stacey's support and guidance have been invaluable during this transition phase.

We were fortunate to fill the open positions during the summer. Gavriella Arias, our new Leadership Program Coordinator, holds a Masters from the Silberman School of Social Work at Hunter College. She comes to Renaissance with extensive experience working with young people and their families; in her past positions she has provided case management, workshops, and socio-emotional and academic support to young people and their parents. Gavriella is a TRCS alumna. Leanne Haddad, our new College Bound Counselor is a certified School Counselor who holds a Masters of Education in School Counseling from St. John's University. She has years of experience working with inner city, underrepresented, and first generation college students. Before joining the CCO, she worked as the College Coordinator at a transfer high school where students were overaged, undercredited, and encountered extreme hardships that hindered their academic success.

Supporting our students during the COVID-19 pandemic has been our office's primary concern since March of 2020. In addition to tending to their social and emotional needs, we continued to provide challenging work in the classroom, hands-on experience in academic and leadership programs, and extensive small group and individual counseling. We have used a variety of tools to communicate with students and their parents, including Zoom, Google classroom, telephone calls, text messages and emails. Most students have maintained regular communication with us. We have approached our work with compassion while maintaining high expectations of our students. Our school community has demonstrated resilience and our *esprit de corps* has sustained us.

Outcomes

Forty seven of the fifty one seniors applied to college. Of those who did not apply, one will continue to work in his union job as a Building Handyman/Porter after graduation. He is preparing to become a professional wrestler, his long-term goal. Two more plan to apply at the end of the fall semester of 2021.

List of Colleges Students Will Be Attending

CUNY	SUNY	PRIVATE
Special Programs Macaulay Honors Program at City College	U. at Albany Fashion Institute of Technology	Adelphi U. Connecticut College (Posse Scholar)

<p>Sophie Davis Biomedical Education Program at the CUNY School of Medicine</p> <p>Senior Colleges</p> <p>Brooklyn College</p> <p>City College</p> <p>Hunter College</p> <p>John Jay College of Criminal Justice</p> <p>Medgar Evers College</p> <p>Queens College</p> <p>Community Colleges</p> <p>Borough of Manhattan CC</p> <p>LaGuardia CC</p> <p>Queensborough CC</p> <p>Special Two-Year Programs at the NYC College of Technology</p> <p>Associate in Applied Science in Electrical Engineering Technology</p> <p>Associate in Applied Science in Radiologic Technology</p>		<p>St. John's University</p> <p>School of Visual Arts</p> <p>Wellesley (Full Scholarship)</p>
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Percent by Type of College

This chart only includes data for 46 of the students because the 47th will be joining the Navy. As in previous years, a number have chosen to attend community colleges even though they were accepted to senior colleges.

Class	CUNY Senior College	CUNY Junior College	SUNY	Private
2021	57%	30%	4%	11%
2020	44	23	12	21

2019	35.3	21.6	15.7	25.5
2018	38%	30%	12%	14%

College Acceptances

CITY UNIVERSITY OF NEW YORK	STATE UNIVERSITY OF NEW YORK	PUBLIC - OUT OF STATE	PRIVATE
Special Programs Macaulay Honors Program at City College Sophie Davis Biomedical Education Program at the CUNY School of Medicine Senior Colleges Baruch Brooklyn City Hunter John Jay Medgar Evers Lehman NYC College of Technology Queens Staten Island Community Colleges Borough of Manhattan CC Bronx CC Guttman CC Kingsborough CC	Albany Binghamton Brockport Farmingdale Fashion Institute of Technology Geneseo New Paltz Oswego Plattsburgh U. at Buffalo Stony Brook U.	U. of Connecticut Stamford U. of Massachusetts Boston U. of Pittsburgh	Adelphi U. Connecticut College (Posse) Fordham U. Hofstra Long Island U. Loyola U. New York Institute of Technology Mercy Molloy Parsons School of Design/The New School Pratt Institute School of the Art Institute of Chicago School of Visual Arts St. John's U. U. of Bridgeport Wellesley

LaGuardia CC			
Queensborough CC			

Scholarships

Posse Foundation

After a very competitive process, one of our students was chosen as a Posse Scholar for Connecticut College.

Questbridge Match Program

One of our students was a finalist in this highly competitive program. Students receive full rides to top tier schools. Although the student did not match (receive the scholarship), they were accepted to Wellesley College through the regular decision process.

College Level Courses 2020-2021

TRCS students attend pre-college and college-level courses through the City University of New York's College Now Program. By taking college courses, students demonstrate the willingness to meet high-level academic challenges. College courses help them prepare for the challenges of college and also raise their admissions profiles.

Summer 2021

Baruch College

- Personal Finance

Spring 2021

Queens College

- Drama
- Psychology
- Sociology
- STEM Research Academy
 - Writing and Tools for STEM Research

John Jay College of Criminal Justice

- Psychology

Fall of 2020

Queens College

- College Writing

- Fitness Through Diet, Exercise, and Weight Control
- Introduction to Language
- Multiple Literacies in Education for Social Justice
- Precalculus
- General Psychology
- General Introduction to Sociology

John Jay College of Criminal Justice

- Introduction to Criminal Justice
- Introduction to the American Criminal Justice System

Lehman College

- English 101

Medgar Evers College

- Intermediate Algebra and Trigonometry

Summer of 2020

John Jay College of Criminal Justice

- Introduction to Psychology

Private Colleges

Summer of 2021

Manhattan College Women In Technology - Introduction to Coding

Syracuse University - International Relations

Summer of 2020

Pace University - High School Summer Bridge Program

Special Programs

Summer 2021

Baruch College - Science and Technology Entry Program - Research Scholars: Social Psychology: The Study of Close Relationships

Baruch College - Science and Technology Entry Program - Science Exploration: Climate Change Impacts

Rensselaer Polytechnic PREFACE Program

Science Research Mentoring Program at the Museum of Natural History

Summer Research Internship with Biochemistry Professor at Queens College

Women in Ocean Science. *Lead Ambassador*. First high school student to be admitted

Summer 2020

Baruch College - Science and Technology Entry Program - Mathematics of Engineering

College Now Program - City University of New York

Advanced Placement (AP) and Honors Courses

TRCS has increased the number of AP and Honors courses offered at our school. These courses prepare students for the rigors of college-level work and give them a chance to earn college credit. The College Adviser provided information and resources to students and teachers regarding the online administration of the AP exam. This administration of this year's AP exams was highly controversial and criticized on equity grounds: many low-income students did not have access to decent digital resources and had to take the exam in crowded and noisy spaces. Concerns about the abbreviated contents and shortened length of the exam were also raised.

The following AP and Honors courses were offered during the 2020-2021 school year:

- AP World History
- AP U.S. History
- AP Biology
- AP Environmental Science
- AP Computer Science Principles
- AP English Literature
- AP Spanish Language and Culture
- AP Spanish Literature and Culture
- Honors Calculus
- Honors Economics
- Honors Government

Parent Meetings

Parental engagement is one of the cornerstones of the College and Career Office. We believe that parents are stakeholders and have the right to information and the responsibility to be involved in their children's education. Specifically, parents need information regarding post-secondary options, financial aid, and how they can support their children's success in high school, college, and career.

This year's parent meetings took place on Zoom on separate evenings for Spanish-speaking and English-speaking parents, to encourage full participation. Both evenings were well attended. Many parents expressed concerns about the impact of the Coronavirus pandemic on the application process and on standardized testing.

College and Career Office (CCO) staff also met individually with students and their parents/guardians to answer questions and address concerns. When the staff determined that there was a need for parent intervention, a

meeting was called. During the meeting the CCO staff's concerns were shared with the parents, a strategy was developed to address the concerns, and a plan of communication was established between the CCO and the parents.

The College Adviser also met with parents and students via Zoom to discuss students' academic performance and their progress toward meeting graduation requirements. She also met with parents to discuss individual student's college and financial aid options. Financial aid awards were explained and offers from different colleges were compared. The goal was to support families as they make decisions about the best college option for their children.

This year the representative from the Higher Education Services Corporation did not meet with our families to assist them with the financial application process. The College Adviser has met with individual families to support them through the process.

September 2020

- Senior Parent Meetings - Senior year timelines, and college admissions criteria, college research and application were discussed. Over 41 students and parents were in attendance.

October 2020

- Junior Parent Meeting - Junior year timelines, and college admissions criteria, high school graduation requirements were discussed. We also addressed letters of recommendation, the Family Education Rights and Privacy Act (FERPA) and our school's FERPA Rights to Access Letters of Recommendation. Over 50 students and parents were in attendance
- Financial Aid Workshop - Senior Parents. A representative from the Higher Education Services Corporation (HESC) led the presentation. Ana Falla Riff translated the presentation into Spanish and led the workshop in Spanish. Over 31 students and parents were in attendance.

June 2020

- Rising Senior Parent Meeting - Senior year timeline, college admissions requirements, creating a realistic college list and the impact of COVID-19 on standardized testing and college admissions. Over 25 students and their parents were in attendance.

College Bound Classes

College Prep Section - 11th Grade

To help students begin to craft and finalize a postsecondary plan, eleventh graders used the U.S. Department of Labor's O*Net Interest Profiler and researched career options on The Department sponsored My Next Move website. Students explored careers that might be suitable for them depending on the level of education or preparation they are interested in pursuing.

Students learned about college admissions requirements and how to compare their admissions profile to the requirements of individual colleges. They were introduced to the factors they might want to consider as they make decisions (location, size, diversity of student body, etc.). Students began to research colleges. Since we transitioned to remote learning, information regarding virtual college tours and college fairs, virtual meetings with college representatives, and other resources were shared with the students. The juniors discussed their

concerns about the possibility of not being able to visit colleges in person before they applied to college.

Senior Seminar

College Prep Section

In the fall semester students examined the colleges on their lists and reflected on the factors that were of most importance to them as they decided where to apply to college. During the months of September and October, the focus was on financial aid literacy. Topics covered included financial aid myths, types and sources of financial aid, and the components of the cost of attending college.

Students completed their CUNY and SUNY applications and worked on their personal statements in class. They met with members of the CCO team during lunch and after school to finalize their personal statements and application supplements (additional essays or short-answer questions).

The spring semester was dedicated to easing students' transition to college. During February and March the financial aid application was the focus of class. Students learned to read and compare financial aid award letters. Information and resources regarding commitment deadlines, registration, and financial aid were presented.

During class and outside of class the Counselor regularly met with struggling students to support their academic progress. Individual parent meetings were scheduled as needed.

Senior Send-Off and Welcome Eighth Graders

Rites of passages strengthen community bonds. Senior Fridays in the spring semester were a wonderful opportunity for students to see each other, play, decorate their caps, create their *IDecided* banner listing their colleges, and parade through the building in their caps and gowns. Everyone present that day was in the hallway and many blew bubbles or held congratulatory signs as the seniors walked by! Katie Schmelzer, Middle School Teaching and Learning Coordinator, filmed middle school students saluting the 12th graders with their signs. Middle and high schoolers created the signs during advisory Fridays. Daniela Labella, the Elementary School Coordinator also filmed elementary school students. Both videos were shown at graduation. The College Bound Coordinator filmed the seniors welcoming the 8th graders to the high school and helped organize a lunch at the St. Mark's Churchyard, catered by a local Mexican restaurant.

Professional Development

To remain current on developments in the field during the COVID 19 quarantine, the College Bound Coordinator attended webinars, presentation and meetings offered by the following governmental agencies, colleges and organizations:

- New Visions' College Access and Action Network
- Making Caring Common Project - Harvard School Graduate School of Education
- The City University of New York
- The State University of New York
- Graduate NYC (College Readiness and Success)

Summer 2021

TRCS sponsored - Advanced Personal Statement Course for Counselors - Ethan Sawyer - The Essay Guy.

Memberships

- American School Counselors Association
 - College Access Consortium of NY
 - National Association for College Admissions Counseling
 - NYS School Counselors Association
 - NYS Association For College Admissions Counseling
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Literacy Skills/College Bound and Senior Seminar

Prepared by Maura Malarcher

Math and Literacy Skills Classes - New Developments

NINTH GRADE

During September and October, ninth graders learned about the structure and function of different parts of the brain, and how these are related to learning. In November and December, students learned about mindset and how having a growth mindset supports success. Students also applied what they learned about the brain by completing math activities from *youcubed.org*, which provides information about neuroplasticity and other brain research connected to learning. Starting in January, the focus of the class shifted to grammar and parts of speech. This topic has continued until the present. Ninth graders have just completed reviewing all eight parts of speech and will review what they have learned until the end of the school year.

TENTH GRADE

During fall semester, tenth graders began the class with a review of brain research with regard to learning, including the importance of having a growth mindset when solving problems. They then spent three months investigating linear functions, using activities published on *youcubed.org* as part of the Mathematical Mindset Algebra course. In January, tenth graders spent several weeks learning about money management and financial planning. They then explored careers using personality and interest assessment tools from True Colors and *My Next Move*. Students also explored careers based on their passion to address a local or global problem after listening to a TED talk from the founder of the organization *80,000 Hours*. They researched one career in depth using the *Occupational Outlook Handbook*. Finally, students worked on drafting resumes, which will continue to be updated until senior year.

ELEVENTH GRADE

During the fall semester, eleventh graders completed activities published by *youcubed.org* in the course Mathematical Mindset Algebra. These activities help students develop a deeper understanding of linear and quadratic functions, which are emphasized on college placement exams. During the spring semester, the Literacy Skills curriculum for the eleventh grade had two objectives: (1) college exploration and (2) preparation for college application essays. Students learned how to navigate college websites and use a school's freshman profile to identify Likely, Target, Reach, and Dream schools. They also were introduced to online tools for college research, including the College Niche and Students Review websites. Next, there were classes comparing and contrasting the CUNY, SUNY and Common Applications, as well the essay requirements required for different schools.

TWELFTH GRADE

The Career and College Office staff began working with rising seniors on their college applications during the summer before senior year began. From September through December, the primary focus in Senior Seminar classes was college applications. One class requirement was to complete a personal essay that could be used on an application. In addition, students either focused on supplementary essays if required by the schools they chose, or completed an independent project related to their career interest. Options for the independent projects included: completing a Coursera class about a topic of interest, interviewing a person in a career of interest, or documenting completion of a 30-day challenge to strengthen one executive skill.

Seniors spent spring semester learning about research paper writing. Due to the limitations of distance learning, students all focused on one research question: **How can we prevent infectious diseases like Covid-19 from happening again?** Students conducted preliminary research, reading assigned articles to understand the underlying causes of Covid-19, as well as Ebola, Zika, and malaria, and the connections between these diseases and deforestation. Students were guided through the construction of a research paper using a series of steps to support formal academic writing. The overall goals of this project were for students to have a strong grasp of how to create an outline and how to construct well-organized paragraphs with APA citations.

The Leadership Program

Prepared by Inti Ossio, Leadership Program Coordinator

2020-2021 Process

The Leadership Program Coordinator conducted extensive interviews with students to help place them in leadership programs aligned with their interests throughout the summer of 2020. By November, the Coordinator had met with all high school students and supported their placement in programs that correlated with their career goals or with topics they were interested in exploring. At the beginning of the spring semester the Coordinator met with students whose placements were only one semester and needed a new one. In the spring of 2021, the Coordinator met with individual high school students to review their placements and to help them transition to remote programs when these were available. When these programs required essays and/or interviews, the CCO staff helped students submit applications and prepare for interviews.

Throughout the year the Coordinator met with individual students to discuss concerns with academic struggles and supported them in developing grit and discipline. Students were encouraged to maintain planners, to create task lists and to practice the pomodoro technique (setting timers). This consistent support helped many students develop their executive function skills.

Program Highlights

- I. This year there were five **new** in-house leadership programs:
 - A. **Food Justice:** A youth seed stewardship program committed to regenerative earth-work and social justice in Jackson Heights. Inspired by the message, ***“They tried to bury us, they didn’t know we were seeds”***, this program cultivates a space for participants to collectively envision the just and liberated futures we want to grow. The program will follow a seasonal rhythm to highlight the lessons that our urban ecosystem has to offer. ***Fall*** is for gathering seed stories and

information, seed stewards will begin to connect with the ancestral seeds that they will focus on for their projects. Using the quiet and stillness of *winter*, this time will be used for rest and visioning our seed keeping garden. As daylight increases, we will emerge from the winter into *spring* ready to plant our seeds and continue to do community engagement with our mobile seed library.

- B. **Chorus:** This program will focus on building community and leadership through group music making! Throughout the program, students will learn to create music with a group, vocal techniques to sing individually and with a group, and apply music theory/analysis concepts learned through the course. No prior singing experience is necessary, but performance, hands-on participation, and an open mind is required. This course can be taken in addition to music class, but is not required. A final project/performance to illustrate one's learning will be expected.
- C. **Elite Web Design:** Through computer science, students will use HTML, CSS, and Javascript to publish their very own webpages. The program will cover writing web content in HTML, designing and linking to a CSS stylesheet, and utilizing Javascript to make websites responsive. The course focuses on utilizing coding and syntax skills for creative expression. Students will be expected to publish a multiple-page proofread website at the course culmination. An introduction to Android app development may also be covered.
- D. **Planned Parenthood, Be Proud, Be Bold:** An evidence-based curriculum that gives participants an opportunity to learn information about prevention, effective tools and guides for communication and how to access care.
- E. **Girls Inc.:** An opportunity for girls to find their authentic voices and use them to inspire others. Peer leaders learn to become advocates and support their peers by creating girl-only safe spaces. Peer leaders receive weekly training with girls from other schools. Students learn and gain leadership skills, public speaking, personal development, effective communication methods, conflict resolution, team-building, career readiness, mentorship, effective planning, and delivery techniques.

II. Three students in the Class of 2024 were accepted to SEO Scholars (Seizing Every Opportunity), an eight year academic program that provides educational preparation and mentoring for students in underserved communities beginning in the ninth grade and through college.

A. Five out of the five students that were accepted in the Class of 2023 are still with SEO.

III. Due to COVID-19, the Coordinator provided at-risk student one-on-one academic support as determined by the Response to Intervention Committee. At-risk students can be exempt from Leadership programming when they must focus on their academic work.

Programming

I. 9th Grade Students -

A. Ninth and tenth graders participate in leadership programs offered at the school. These programs were scheduled on Mondays or Tuesdays after school.

B. In-house Leadership program choices included:

1. Food Justice
 2. Careers in Art
 3. Chorus
 4. Sadie Nash Leadership Program
 5. Urban Word
 6. Elite Web Design
 7. TREA (Teens for Racial and Ethnic Awakening)
 8. Planned Parenthood's Be Proud, Be Bold
 9. Girls Inc. Leadership Academy
- C. Alternatively, students had the option to intern with TRCS staff in various roles that include assisting classroom teachers.
- D. During the 2020-2021 school year, ninth graders were scheduled as follows:
1. 100% participated in in-house partner programs
 2. 0% participated in programs outside of TRCS

II. 10th, 11th and 12th Grade Students -

- A. Students in these grades are encouraged to participate in leadership programs outside but are welcome to participate in programs at TRCS if they are aligned with their interests. Students are required to complete a minimum of 26 hours each semester.

2020-2021 Enrollment

The list below highlights programs and organizations outside of TRCS that our students attended (virtually and in person) during the academic year 2020-2021.

New Programs:

- Elite Web Design
- TRCS Chorus
- Yellowstone Laundromat
- Planned Parenthood, Be Proud, Be Bold
- Popper and Company
- Tech Flex Leaders
- Inspiring Minds
- SPIKE Social Media
- St. Marks Animal Clinic
- CAT Youth Theatre

Returning Programs:

- YAYA (Youth Activists, Youth Allies) - Empower and Facilitation Bootcamp
- National Institute for Reproductive Health - TORCH!
- Aster Levy Recreation Center
- HD Construction Apprenticeship
- Coursera: Cyberattacks course
- Law Institute at Columbia University

- SEO -Seizing Every Opportunity
- NYU Saturday Dentistry Program
- Regal Heights Rehabilitation Center
- Tech 360
- NYU Law Institute
- Queens Public Library
- NYU High School Law Institute
- Alka Ballet School
- Mount Sinai MED DOC's Margaret Tietz Nursing Program
- New York Presbyterian Hospital
- The Possibility Project

In-house Programs by Outside Organizations at TRCS

- TREA (Teens for Racial and Ethnic Awakening)
- STEM Enrichment Program
- Urban Seed Stewards
- Urban Word
- Sadie Nash Leadership Program
- Jazz Band
- Planned Parenthood, Be Proud, Be Bold
- Girls Inc. Teen Leadership Circles

What Students had to say about their in-house Leadership Programs:

I liked to journal, but I never thought I would enjoy a program like Urban Word as much as I did. I learned so much about craft and turning my thoughts into something beautiful.

I love singing so much and I'm so glad I could train my voice with Katie. I feel like I can push myself to try songs that I wouldn't have tried before.

What Students had to say about their outside Leadership Programs:

Med Doc's helped me realize I want to go into nursing. I was scared to try a new program, especially virtually, but I'm so glad I listened and I applied.

Programs and Positions at TRCS

Below is a list of TRCS programs our students participated in and positions that our students held with staff at TRCS. Next to the position is the name of the supervisor. The TRCS College Office is extremely thankful to all TRCS teachers and staff who volunteered their time to provide such meaningful experiences for our high school students:

Positions:

1. Spanish Dept. Assistance, *Marta Bolivar and Lisjane Gaviria*
2. Middle School Humanities Support, *Renay Moran*
3. Science Department support, *Riaad Etheridge, Yaacov Levy and Joann Ristau*
4. HS ELA, *Nicole Jollon and Shahreen Islam*
5. HS Algebra, *Natalie Kurzyna*

- 6. HS Geometry, *Erin Chae*
- 7. HS Calculus, *Adrian Co*
- 8. Math Tutoring, *Dhariana Mojica*
- 9. The Learning Center, *Lisa Burns*

Enrollment Statistics

Leadership Program Outcomes 2020-2021

	Class of 2021 [Seniors] 53 Students	Class of 2022 [Juniors] 60 Students	Class of 2023 [Sophomores] 59 Students	Class of 2024 [Freshmen] 61 Students
Positions at TRCS	2.6%	9.5%	0%	0%
Programs at TRCS	6%	11.6%	2%	0%
Outside Programs at TRCS	37%	46.6%	44%	99%
Outside Programs	53.4%	32.3%	20%	0%
*Not Enrolled	1%	0%	22%	1%

NOTE:

- In the **Class of 2021**, (15%) 8 students were exempt from participating in the Leadership Program at discretion of the High School Intervention Team
- In the **Class of 2022**, (11%) 7 student was exempt from participating in the Leadership Program at discretion of the High School Intervention Team