

**CITY OF NEW YORK  
THE SPECIAL COMMISSIONER OF INVESTIGATION  
FOR THE NEW YORK CITY SCHOOL DISTRICT**

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**GRAND ILLUSION:  
AN INVESTIGATION  
INTO ENROLLMENT AND ATTENDANCE MANIPULATION  
AT BRANDEIS HIGH SCHOOL**

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# GRAND ILLUSION:

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## INTRODUCTION

During the final stages of her pregnancy in December of 1995, **Belinda C.** dropped out of Louis D. Brandeis High School on Manhattan's Upper West Side. She gave birth to twins a month later and remained at home thereafter to care for them. In March 1997, Belinda re-enrolled at Brandeis and resumed her studies – or so official records state. In reality, she was still at home with her children and had no idea that she had been re-admitted to school. Belinda was one of many “phantom students” on Brandeis’ records in the spring of 1997. Her name and those of other dropouts and chronic truants were added to or wrongly retained on the student register to falsely inflate the school’s enrollment, thus enabling Brandeis to obtain resources to which it was not entitled. The phantom students seldom, if ever, set foot in the school that semester. To mask this deception, Brandeis established “phantom classes” consisting entirely of students who existed on paper only. These classes did not actually meet, but were extensively documented to appear real. Schedules listing course titles, classrooms, and teachers (who were actually assigned elsewhere) were issued in the phantom students’ names, in addition to attendance and grading sheets that were completed and submitted.

The phantom class scheme was not the only dishonest method employed to Brandeis’ advantage. On December 4, 1997, Hal Charney, chief of computer support services at Brandeis, sat before his keyboard to do some student attendance calculations. He saw that the attendance rate for the previous month was just 76 percent, or nearly nine points lower than the rate that Brandeis Principal Marlene Lazar wanted to report to the Superintendent’s Office. Following Lazar’s long-standing directions, Charney, with a few keystrokes, fraudulently removed 3,964 November absences for Brandeis students, so that they would instead be counted as present. Almost one and one-half daily absences

for each of the school's 2,800 students were falsely reversed. With that, Brandeis' reported attendance rate moved up to 84.9 percent, in accordance with Lazar's wishes. Lazar and Charney manipulated Brandeis' attendance figures every month for five years. By falsely changing as many as 27,000 reports of "absent" each year, Brandeis raised its attendance rate by up to 12 percent. Originally done by hand, reversing the absences was so tedious that Charney's aides often called in sick when the monthly duty approached. To remedy this problem, Charney designed a computer program that could accomplish the fraud with stunning efficiency.

Belinda's "enrollment" at Brandeis and Charney's manipulation of the school's attendance reports were parts of schemes overseen by Lazar during her eight years as principal. **Enrollment** was falsely reported at inflated levels so the school could gain more personnel and conceal the fact that "enrolled students" were not attending school. As a result, Lazar personally enhanced her professional reputation. In this report, we focused on the padded enrollment schemes implemented by Lazar in the spring of 1997.

The false **attendance** reporting schemes described in this report include the manipulations performed by Charney and an abuse of the Board of Education's attendance adjustment process, called REVABS. The combined effect of the attendance reporting schemes is astounding: over 45 percent of student absences at Brandeis were eliminated from the school's reports to the Board of Education.<sup>1</sup>

Brandeis' impressive numbers boosted Lazar's career considerably. As detailed in this report, high school superintendents praised Brandeis' attendance rate in annual

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<sup>1</sup> The average percentage of absences eliminated from official Board of Education records each month by Charney's computer program and the REVABS process was 45.2%. This figure was calculated after an audit of Brandeis' attendance data from February 1995 through November 1997, the period during which Charney performed his computerized manipulations.

principal evaluations. Having built a formidable reputation in large part based on her attendance “initiatives,” Lazar’s request for early tenure was granted in 1995. It is now clear that the attendance data was fraudulent.

The false reporting schemes might have at least benefited Brandeis by increasing or preserving the school’s total number of classroom teachers, but such was not the case. Throughout Lazar’s tenure, Brandeis had one of the worst records in the City in terms of the percentage of teacher time spent on classroom instruction. In 1997, for example, Brandeis had 63 teachers (out of a total of 163) assigned to non-teaching compensatory time (“comp time”) administrative positions. The teachers were relieved of (and the students denied) a total of 154 teaching periods each day.<sup>2</sup> This translates into the equivalent of 30 full-time teachers taken from the classroom on a daily basis to perform administrative tasks for the entire school day. Most of the comp time teachers taught class for only two periods a day; some taught for only one period. Their administrative titles ranged from the lofty “Program Chair” to the near-comic “Cafeteria Dean.” Brandeis teachers viewed the comp time positions as perks, and these jobs were in high demand. With so many teachers diverted to administrative chores, fewer classes could be scheduled, and the remaining classes became overcrowded. Lazar’s false reporting schemes had the effect of raising the school’s budget while providing less instruction to its students.

Lazar’s false enrollment and attendance schemes in the spring 1997 term were the culmination of her successive attempts to handle administrative difficulties by dishonest

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<sup>2</sup> Source: Teacher Master list and internal departmental programs for Brandeis.

means during most of her tenure at Brandeis.<sup>3</sup> Like the false enrollment scheme, Lazar's earlier efforts had the effect of lessening instruction time and enlarging the bureaucracy at the school. In 1992-1993, Lazar instituted a system in which hundreds of students were removed from class rosters and, instead, scheduled to appear at her office every day. It was never intended that the students would keep these appointments – so-called “Drop Classes.” Many of the students instead wandered the halls, and inevitably fell into trouble. This led to one of the storied events in Brandeis' history, the “Veteran's Day Riot” of 1993, in which a student assaulted a school safety officer who was hospitalized with serious head injuries. The riot spelled the end for the Drop Classes, but Lazar then assigned hundreds of problem students to shortened class schedules in a scheme known as the “Short/Block Program.” The Short/Block Program ended in 1995 when the New York State Education Department enforced the State's minimum instruction regulations.

Lazar's most audacious scheme to inflate Brandeis' enrollment began in the spring of 1997 with the establishment of 20 phantom classes. The sole purpose of the classes was to allow Brandeis to claim those students for budget purposes. The phantom classes described in this report were of two related schemes in the spring 1997 term: (1) Project Drop-In, consisting of falsely enrolled former Brandeis students and (2) chronic truants improperly maintained on the “live register.”

Many of the students in the phantom classes were “enrolled” through the cynically named Project Drop-In, a program ostensibly intended to retrieve school dropouts. We were able to interview 25 of the 104 young people named in the Project

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<sup>3</sup> Lazar began her tenure as principal at Brandeis in September 1990. She was removed from her position and reassigned to administrative duty in the office of the Superintendent of Manhattan High Schools in

Drop-In records. Few had heard of the program or been to Brandeis since dropping out. The chronic truants, 60 in number, should have been dropped from Brandeis' live register. Instead, they were placed in 15 phantom classes in the spring 1997 term.

In all, Brandeis inflated its rolls by at least 164 names in the spring of 1997. These names were also listed as students in the schedules of 20 phantom classes. For every 19 names appearing on the live register of enrolled students, Brandeis was eligible for an additional teacher unit.<sup>4</sup> The school thus gained or unnecessarily preserved at least eight teaching slots as a result of this deception. There is evidence that similar classes were also set up in the fall semesters in 1996 and 1997. For schools that reported attendance and enrollment figures truthfully, and for the students who attended those schools, Brandeis' gain was their loss. The resources that went to Brandeis by way of Lazar's deceptive schemes diminished the pool of available resources for other schools. The phantom classes exacted a human cost as well. Both current and former students were used without their consent or knowledge. Their school transcripts report failures for classes never taken, and their permanent records are tarnished.

Lazar needed help to manipulate the Brandeis attendance and enrollment as detailed in this report. Besides Charney, Assistant Principal Jonathan Schein, Lazar's top deputy, played a key role. Schein instructed teachers on how to fill out attendance and grade sheets for the phantom classes. At one point during this investigation, Schein went so far as to advise a teacher to lie in testimony before this office to cover up evidence of the phantom classes. Guidance Counselor Judith Pearlman "registered" students for the

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February 1998, pending the outcome of disciplinary proceedings related to this investigation.

<sup>4</sup> The allotment of teacher units fluctuates from year to year depending on total enrollment. Between the 1991-1992 school year and the 1998-1999 school year, the average ratio at Brandeis, based solely on

phantom classes without their knowledge. Senior Grade Advisor Peter Trigledas handled much of the day-to-day paperwork for Project Drop-In, and recorded the phantom class students as “discharged” from Brandeis at the end of the semester. Lazar also had the help – active or passive – of the teachers assigned to the phantom classes. By listing their names on students’ schedules, Brandeis was able to preserve the illusion that the classes were real. Most of these teachers were given coveted comp time administrative assignments.

At the conclusion of this report, we recommend the termination of Lazar’s employment as well as that of other Brandeis teachers and administrators. Our investigation has uncovered evidence of additional fraudulent activity at Brandeis and is continuing. This report is being forwarded to the District Attorney of New York County for consideration of criminal charges. We also recommend systemic changes in attendance and enrollment reporting. These include: same-day attendance reporting for all classes, strict oversight of the REVABS process, and spot checking of student registers with penalties assessed to schools improperly retaining students. We further advise that a system-wide review of comp time administrative positions be undertaken, and that the percentage of teaching resources spent on comp time positions be published in each school’s annual report card.

## **PART ONE**

### **ATTENDANCE MANIPULATION**

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enrollment, was 18.89 pupils per teacher unit. Source: Office of the Superintendent for Manhattan High

### **A. RECORDING HIGH SCHOOL ATTENDANCE**

The Board of Education (“BOE”) uses a “default-to-present” system for tracking attendance at its schools. A student is assumed to be present unless he is affirmatively marked absent. Teachers use “bubble sheets” for each class with circles (bubbles) next to each student’s name. The circle is to be pencilled in to indicate that a student is absent. In Manhattan high schools, students attend their scheduled academic courses, termed “Subject Classes” by the BOE, throughout the school day. One of these periods is designated the Official-Subject Class (“Official Class”), a regular academic period with additional time to allow for official daily attendance taking.<sup>5</sup> At Brandeis, Official Class is either the third or fourth period, commencing at 9:09 a.m. or 9:59 a.m. Official Class is the starting point for determining whether a student will be reported as present or absent. Attendance is also recorded in all Subject Classes on bubble sheets in a different format. Samples of both Official Class and Subject Class bubble sheets appear on the following pages.

The teacher marks only absent students; no marks are made for students who are present in class. Completed Official Class bubble sheets are then turned in daily; completed Subject Class sheets are turned in at the end of the week. The bubble sheets are scanned through a machine at the school, and the data is transmitted to a central computer. During the years encompassed by this investigation, all high school attendance records were compiled and reported by the University Applications Processing Center (“UAPC”), which maintained the central computer that received the

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Schools.

scanned attendance data from Brandeis.<sup>6</sup> If for any reason a bubble sheet is not scanned by the end of the month, the record will indicate that all of the students in that class were present.

The scanning of bubble sheets does not, however, constitute the final word on student attendance. Adjustments can subsequently be made to change a student's attendance record. This typically occurs during the following month, prior to a school's submission of its Period Attendance Report to the Superintendent's Office.<sup>7</sup> If a student is absent from Official Class on a particular day, but is present for at least three Subject Classes, the absence may be reversed to present. Conversely, if a student is present in Official Class, but is later found to have been absent in Subject Classes, the present may be reversed to absent. This reversal of absences is known as "REVABS" in BOE jargon. Our investigation determined that the REVABS process seriously distorted the true picture of attendance at Brandeis.

Even after the REVABS process is completed, school officials may still adjust the reported attendance further by simply changing a student's record for a particular day from "absent" to either "present" or "late." A student arriving late for school is considered present for attendance reports. Nothing in the design of the UAPC system prevents an unscrupulous administrator from changing entries of "absent" to "late," even for those students who were reported as having failed to attend the minimum of three

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<sup>5</sup> Attendance at Brandeis (and other Manhattan high schools) was formerly recorded during a shortened period at the beginning of the school day. This period was abolished at Brandeis and replaced by an Official Class during the 1990-1991 school year.

<sup>6</sup> UAPC is a not-for-profit corporation and holds contracts for compiling and analyzing attendance data from the BOE and the City University of New York. It maintains its offices and central computer at Kingsborough Community College.

<sup>7</sup> The Period Attendance Report ("PAR") details attendance and enrollment statistics for individual schools on a monthly basis. The information on a PAR is based on UAPC data as reported by schools. A typical

Subject Classes. It was these transactions, numbering in the thousands each month, that Charney used to boost attendance at Brandeis to meet Lazar's targets. At Lazar's direction, Charney changed reports of "absent" to "late" for students who neither attended their Official Class, nor the requisite three Subject Classes.

As of February 1, 2000, the Board of Education reassigned the task of recording and tracking attendance from UAPC to its own Automate the Schools ("ATS") system used at elementary and intermediate schools. Both UAPC and ATS use the default-to-present method of recording attendance. While ATS is a marked improvement over UAPC, nothing in its design prevents the manipulation of attendance data. ATS also permits administrators to delay filing attendance data until the end of the month. It was during this delay that attendance data was manipulated under the UAPC system at Brandeis.

B. Brandeis Principal Marlene Lazar

From her appointment as principal at Brandeis in September of 1990, Marlene Lazar built a formidable reputation as a school administrator, due in no small measure to her attendance and enrollment initiatives. She was well known for her ambitions. Many saw her as a potential candidate for Superintendent of Manhattan High Schools. When she was tapped to run the summer school program for all of Manhattan in 1997, Lazar's future at the BOE seemed almost limitless.

Despite academic performance at Brandeis that was mixed at best and showed no prospects for improvement, Lazar's evaluations are lavish in praise. Successive

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PAR includes such information as the current number of students on register, number of students admitted and discharged throughout the month, aggregate register, and aggregate attendance.

superintendents of Manhattan High Schools applauded Lazar for improving attendance each year at Brandeis, even in years when it was dropping citywide. In her 1992-1993 evaluation of Lazar, then Superintendent Patricia Black noted another increase in attendance and stated that: “[T]his improvement is especially impressive as there was a citywide decline in attendance figures.”<sup>8</sup> The following year, Black noted another gain, adding: “It should be remembered that the 1993-94 school year was a difficult one in the area of attendance because of the unusual calendar related to the asbestos crisis and because of the severe weather conditions.”<sup>9</sup> Black was so impressed with Lazar that in September 1995, she granted Lazar’s request for early tenure. Interim Acting Superintendent Steve Gutman, upon assuming Black’s position, dubbed Lazar “the quintessential educational leader.”<sup>10</sup> It is now clear that the improvement in attendance at Brandeis High School in the 1990s was a fraud.

From her earliest years at Brandeis, Lazar inflated reported attendance by up to 12 percent each month with the help of her computer services coordinator, Hal Charney.<sup>11</sup> Charney cooperated with our investigation, and revealed the details of the fraud.

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<sup>8</sup> Black, principal evaluation of Lazar, 1992-1993.

<sup>9</sup> Black, principal evaluation of Lazar, 1993-1994.

<sup>10</sup> Gutman, principal evaluation of Lazar, 1996-1997.

<sup>11</sup> Charney was the beneficiary of a comp time position, listed as “attendance project” on the Teacher Master list on UAPC. He was not known by a specific title, and viewed himself simply as the person in charge of computer support services.

C. Attendance Manipulation at Brandeis

Sometime early in Lazar's tenure at Brandeis, probably in 1992, Lazar asked Charney to accompany her to a principals' meeting at the office of Patricia Black, then Superintendent of Manhattan High Schools. Black briefed the principals on her job evaluation criteria, and strongly implied that particular emphasis would be placed on a school's average daily attendance.<sup>12</sup> Back at Brandeis a short time later, Lazar was unhappy with the results of the most recent monthly attendance report. She told Charney the attendance rate she wanted, but Charney told her that he had already made every possible legitimate adjustment. Lazar said that he should nevertheless reverse more absences, and "spread it out across the school."<sup>13</sup>

Lucy Lehman was the Brandeis Attendance Coordinator from 1992 to 1993, having previously worked as Assistant Attendance Coordinator beginning in 1990. Lehman told investigators that Lazar and Charney came to the Brandeis Attendance Coordinator's office in the spring of 1992 and described how they would manipulate attendance reports. According to Lehman, Lazar told her "that she wanted to reach a certain attendance percentage...and the statistics would be manipulated such that there would be an exact number of absences to reach the desired percentage goal."<sup>14</sup> The scheme went into effect immediately. According to Lehman, "Mr. Charney had the plan of action, and he said that sheets would be sent up – bubble sheets, computer printouts – and dates would be circled. And those days were to be altered on the official records."

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<sup>12</sup> Hal Charney, January 4, 2000 interview. Charney testified that Black never explicitly stated that average daily attendance must be improved in order to earn a better evaluation, but Charney believes that this meeting was the impetus for the fraudulent attendance manipulation at Brandeis.

<sup>13</sup> Hal Charney, October 28, 1999 interview.

Lehman said that she protested to Charney after Lazar left the office. Charney replied, “This is what the principal wants done. It’s easy, look...the computer will come out to the exact numbers we want.” Lehman went along with the plan. “It was explained to me as a *fait accompli*,” she told investigators from the Special Commissioner of Investigation’s (“SCI”) office.<sup>15</sup>

The method devised by Lazar and Charney was indeed straightforward. Once Charney determined the true attendance rate for a particular month, Lazar would decide by how much it was to be increased. She would then communicate that figure to Charney, who calculated the number of absences to be reversed in order to reach the desired percentage, and then changed the entries from “absent” to “late.” These false adjustments were usually made within six school days after the end of the month, in time for inclusion in the Superintendent’s official Period Attendance Report.<sup>16</sup>

In practice, however, the calculations and reversals were both labor-intensive and tedious. Charney described the work: “We would print out the full month’s absence report.... That would list every student, and for each student the days they were absent. I would break the report into four pieces to give to [the attendance staff].” According to Charney, he instructed the aides, “With a red pencil, you count, like, every seventh absence...circle the seventh.” Charney explained, “Those were the absences that were

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<sup>14</sup> Lucy Lehman, June 25, 1998 interview.

<sup>15</sup> Lucy Lehman, June 25, 1998 interview.

<sup>16</sup> Typically, the Superintendent’s Office generates each school’s official PAR for the previous month on the seventh business day of the new month; hence, all data corrections must be submitted by the sixth business day, *School Attendance Manual, 1990-1991*, p. 36-37.

going to be changed.”<sup>17</sup> The changes were then keyed into computerized attendance records by hand.

Charney, in keeping with his own “sense of order,” tried to ensure that the phony reversals would not interfere with other school functions. For example, he would not alter the records of students who had been absent every day. Doing so might flag the truants, and cause them to be dropped from the Brandeis register.<sup>18</sup> This would defeat the goal of inflating enrollment. Nor would he reverse the absence of a student who would then have a record of perfect attendance. Brandeis was thus spared the embarrassment of awarding a medal or certificate to a student whose family knew that he had not been to school every day.

Though in substance the manipulation process remained the same throughout Lazar’s tenure, Charney modernized it to eliminate the troublesome manual labor. The counting out of absences to be circled, the rummaging through piles of computer printouts, and the keying by hand of thousands of computer entries took a toll on his staff. In February 1995, Charney created a computer program to calculate the number of absences to be reversed, which were then entered automatically into the records and transmitted to UAPC.<sup>19</sup> Each month, the program calculated the total number of student absences and the number of absences needed to be reversed to attain Lazar’s target attendance rate. Next, in a series of computer “runs,” the program reversed more and more absences until it reached the desired attendance percentage. Once the final number

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<sup>17</sup> Hal Charney, October 28, 1999 interview.

<sup>18</sup> Hal Charney, November 5, 1999 interview.

<sup>19</sup> Hal Charney, November 5, 1999 interview.

was reached, Charney transmitted the false reports to UAPC, which compiled and stored the BOE's attendance data.

On May 14, 1998, Charney accompanied SCI investigators to Brandeis after school hours and demonstrated his computer program. SCI's director of Management Information Services attended as an expert observer. Investigators selected the month of April 1997, and asked Charney to raise the attendance rate for that month from 79.6 percent to 81 percent. Charney made a series of calculations and determined that 526 absences would have to be reversed in order to reach the goal. He did a "first run" of his computer program, which reversed 309 absences. Charney then modified this calculation, and in successive runs of his program, narrowed the gap to within one-tenth of a point of the attendance rate specified by the investigator. In all, the process took less than ten minutes.

The impact of Lazar and Charney's manipulations – in terms of actual student absences reversed – is staggering. With the assistance of UAPC, we were able to locate the precise "transactions" Charney entered in their computer records. The reversal of 3,964 absences in December 1997 described in the introduction was no aberration. We audited the Brandeis attendance records submitted to UAPC between February 1995, when Charney began using his computer program to alter attendance, and November 1997. The total number of absences reversed through Charney's computer program during this period was 55,713. The number of reversals fluctuated each month from less than 1,000 to well over 4,000 for an average of 1,990 or approximately one quarter of the total reported absences. Based on these calculations, we project that Lazar and Charney reversed between 10,000 and 27,000 absences each year, during the five years that the

scheme was in effect.<sup>20</sup> It is no wonder that Lazar's superiors were astonished at her increasing attendance rate; it was a complete illusion.

#### **D. THE REVABS ADJUSTMENTS**

Even without Charney's computer manipulations, there is reason to believe that Brandeis' attendance figures are seriously misleading. As mentioned earlier, under BOE and New York State Department of Education regulations, a student who does not appear for his Official Class, but attends at least three other classes during the day, may be counted as present through the REVABS process. Such a reversal can be entirely legitimate, but common sense dictates that it should occur somewhat infrequently.

At Brandeis, thousands of absences were altered in the REVABS process each month, enough to raise the overall attendance rate by ten percent or more. If the reports Brandeis transmitted to UAPC are to be believed, then on any given day, one in ten students failed to attend their third or fourth period Official Class, but managed to attend at least three other classes. Put another way, approximately one and one-half entries were changed from "absent" to "late" every month for each of the school's 2,800 students. The Brandeis reports resulting from the REVABS process are simply not credible. As Charney told investigators, "The REVABS process is guided by mythology. I've never seen any proof that it works the way [the BOE says] it works."<sup>21</sup>

The inaccurate REVABS data may also be the result of careless attendance procedures. The attitude of Brandeis administrators toward attendance reporting may be

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<sup>20</sup> The projected estimate of absence reversals over five years is based on an actual count of reversals from February 1995 through November 1997. SCI audited data from February 1995 through November 1997 because Charney's computer manipulated changes had a discernible pattern. The previous changes, done manually from 1992 through January 1995, are not documented.

<sup>21</sup> Hal Charney, January 4, 2000 interview.

described as “practiced sloppiness.” School officials tolerated, or even encouraged, poor and sporadic reporting, knowing that the result would be “improved” attendance. Hal Charney told SCI investigators that attendance sheets were often handled in a slipshod manner and that attendance taking procedures as a whole at Brandeis were “meaningless.”<sup>22</sup> Attendance sheets were often lost or not turned in; substitutes unable to locate the permanent teacher’s attendance sheet would simply not file one at all.

While the BOE acknowledges that an unscanned attendance sheet will cause all the students in that class to be counted as present,<sup>23</sup> an unscanned sheet does not affect the REVABS process. If, for example, a student is marked absent in Official Class, but is counted as present in three Subject Classes because the attendance sheets for those classes were not scanned, the absence cannot be reversed by the REVABS procedure. Still, REVABS does not leave an audit trail, making a review of this process extremely difficult.<sup>24</sup>

Although missing or unscanned attendance sheets do not influence REVABS, they can distort a school’s true attendance figures. Unscanned Official Class sheets will cause all the students in that class to be marked present for the day. The scanning of Subject Class sheets, usually performed on a weekly basis, in itself raises concerns as to the accuracy of daily attendance reporting.<sup>25</sup> Teachers may forget to take attendance or decide to skip taking attendance altogether if sheets are not picked up on a daily basis. Additionally, the practice of scanning Subject Class sheets weekly, rather than daily, overrides the primary purpose of the sheets: monitoring students who cut specific

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<sup>22</sup> Hal Charney, November 5, 1999 interview.

<sup>23</sup> BOE consultants Victor Heltzer and John Augenstein, October 5, 1999 interview.

<sup>24</sup> State Comptroller H. Carl McCall, *Accuracy of Selected School District Data*, December 28, 1999.

classes. Under the current system, school administrators and teachers do not become aware that a student has cut a class until the end of that week, or in some cases, the beginning of the next week.

Lazar's use of the REVABS process to raise attendance was no accident. In her evaluation of Lazar's performance for the 1990-1991 school year, Patricia Black, then Superintendent of Manhattan High Schools, praised Lazar for raising attendance through this method: "A significant increase was noted in attendance results. This was due primarily to administrative changes which altered the attendance taking procedures...and which capitalizes more on reversals."<sup>26</sup> While there is no evidence that she falsified the attendance data that year to generate the reversals, Lazar had to know that the figures were seriously distorted. Of course, some REVABS absence reversals are legitimate, but it strains credulity that the number of genuine reversals could approach that reported by Brandeis. Given the default-to-present attendance system, the practiced sloppiness described to investigators is the most logical explanation for the extraordinary number of REVABS absence reversals submitted by Brandeis. In other words, absent students were shown as present in Subject Classes because the attendance sheets were not properly marked or not marked at all.

For the 1996-1997 school year, Brandeis' reported attendance rate was a robust 84 percent.<sup>27</sup> To get a full understanding of the difference between reality and the

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<sup>25</sup> BOE consultants Victor Heltzer and John Augenstein, October 5, 1999 interview.

<sup>26</sup> Black, principal evaluation of Lazar, 1990-1991.

<sup>27</sup> This percentage was calculated using the data listed on Brandeis' ten official PARs for the 1996-1997 school year. All attendance figures are calculated without Long Term Absentees. A Long Term Absentee, or LTA, is generally one who is absent every school day of a calendar month, *BOE Pupil Accounting Secretary Handbook* and *School Attendance Manual, 1990-1991*, p.37.

impressive attendance rate that Lazar presented to the outside world, it is necessary to view the combined impact of Charney's manipulations with the REVABS reversals. They account for the elimination of over 45 percent of the school's absences on a monthly basis,<sup>28</sup> raising attendance by as much as 20 percent. The graph on the following page depicts the impact of both Charney's false reversals, and the REVABS reversals on the attendance reports submitted by Brandeis.<sup>29</sup>

## **PART TWO**

### **FOUNDATIONS OF FRAUD: DROP CLASSES AND THE BLOCK PROGRAM**

#### **A. Bureaucracy at Brandeis.**

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<sup>28</sup> *See* Footnote 1, p. 2.

<sup>29</sup> For a more accurate account of the true attendance, the graph does not include LTAs and the right column is adjusted to omit the count of "students" registered in phantom classes.

The students of Brandeis received no benefit from Lazar's false enrollment schemes. The resulting teaching slots given to the school never made it into the classroom. Instead, Lazar assembled a small army of administrators who spent little time teaching. By spring 1997, Brandeis had accumulated 73 comp time positions. The 63 teachers who occupied the sought after comp time positions were removed from the classroom and instead assigned to administrative tasks. In total, these teachers were relieved of 154 teaching periods every day. Among these positions, there were 14 deans, 14 grade advisors, and 22 assorted coordinators.<sup>30</sup> These included at least two Cafeteria Deans, who monitored the lunchroom for four periods each day, rather than teach.

As a result, Brandeis had one of the worst ratios of teacher time spent on instruction in the City. For the fall 1997 term, the citywide average of teacher time used for classroom instruction was 87.3 percent. At Brandeis, the average was 78.3 percent, the lowest of all general education high schools in Manhattan.<sup>31</sup> As the chart on the following page illustrates, Brandeis consistently lagged well behind other Manhattan high schools in this important category throughout the Lazar years.

Principals are afforded great flexibility in using their budget to meet the school's needs. Typically, the budget for a school of Brandeis' size allows the equivalent of one full-time teacher for every 19 students. Class size, by comparison, cannot exceed 34 students. Therefore, the principal may use some of the "teacher units" in the budget to meet the school's administrative needs. This can involve hiring full-time administrative staff, or removing teachers from the classroom and granting them comp time for a

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<sup>30</sup> Source: Teacher Master list for Brandeis.

<sup>31</sup> Only two alternative high schools had a lower percentage of teacher units used for instruction time in the fall of 1997, Chancellor's Model School Project (CMSP) and Manhattan Comprehensive Night & Day School.

number of periods each day to perform administrative duties. In contrast to regular teachers who teach five classes per day, comp time teachers usually teach only two classes, spending the remaining periods on administrative tasks.<sup>32</sup>

Comp time positions are viewed by many teachers as bonuses. While they may make the teachers happy, they drain teaching resources from the classroom. Inevitably, the result of a burgeoning bureaucracy is increasing class size. As class size pushed toward 34 students at Brandeis, the maximum permitted by the BOE and the teachers' union, Lazar decided against trimming the bloated administration, allowing classroom instruction to suffer, instead. Later in her stewardship, when her shortened instruction schemes collapsed, she inflated enrollment by placing "students" not attending school in phantom classes which never met. If she could not provide less instruction, she would get more instructors, even if it meant "inventing" students.

B. Drop Classes and the Veteran's Day Riot of 1993

In the fall semester of 1993, Lazar assigned hundreds of students with truancy problems to Drop Classes on their class schedules. These were actually not classes at all, but more accurately "appointments." In place of a Subject Class, a student would be scheduled to meet with Lazar in her office. Ostensibly, the student's parent was also expected to attend in order to discuss the child's truancy problems. In fact, the appointments were a complete subterfuge: it was never really intended for them to be kept. The Drop Classes were merely a means to provide less instruction by substituting phony appointments for real Subject Classes.

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<sup>32</sup> Certain comp time teachers can teach as little as one class per day.

The appointments appeared on class schedules like ordinary classes. Subject Class attendance sheets were generated for all the students scheduled to meet with Lazar during a particular period. Hundreds of students were thus scheduled for appointments in Lazar's office on any given day. The students rarely, if ever, brought their parents to school to complete the appointments, and missed the appointments for weeks at a time. Even for those students who attended the regular classes for which they were scheduled, there remained at least one period each day (in the form of the Drop Class)<sup>33</sup> when the students were basically unaccounted for. During this period, students often roamed the halls. Ultimately, security problems – not a belated recognition of the inherent flaws in the Drop Class scheme – led to its demise. In November 1993, there were as many as 530 Drop Classes scheduled with Lazar throughout the ten periods of each school day. During second period alone, a total of 79 students had Drop Class appointments in Lazar's office; similarly, 73 and 78 students had appointments during third and fourth periods, respectively.

With no class to go to, many of the scheduled students wandered the school, creating a volatile environment. On November 11, 1993, a large fight broke out in the school cafeteria, during which one student assaulted and severely injured a school safety officer. Police were called to the school, and the event became known as the "Veteran's Day Riot." The student arrested for the assault was, in fact, scheduled for a Drop Class in Lazar's office at the time of the incident, but was instead in the cafeteria where the assault occurred.

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<sup>33</sup> Some students had more than one Drop Class on their official schedules.

Following the riot, a safety committee was formed, comprised of more than 20 Brandeis personnel, including Lazar, and the result was a detailed report that made recommendations for change.<sup>34</sup> The Drop Classes were abolished as a result of the committee's findings.

Administratively, the Drop Classes alleviated the need to assign teachers to the hundreds of students scheduled for appointments with Lazar each day. Every scheduled Drop Class lessened by one the size of a genuine Subject Class meeting during that period. Some students were assigned to as many as five Drop Classes a day. The Drop Classes clearly worked to Lazar's personal advantage because it enabled her to reconcile high enrollment with smaller class size. With their end, Lazar quickly devised another plan to assign students to class schedules that deprived them of adequate instruction time, while concurrently preserving her pool of non-teaching administrators.

C. The Short/Block Program.

The "Short" or "Block" Program, conceived almost immediately after the Veterans' Day Riot, was another illegitimate plan to deal with Brandeis' problem with oversized classes. In contrast with the Drop Class scheme, students were assigned

to actual classrooms with teachers, rather than the principal's office (or, in reality, left unsupervised).

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<sup>34</sup> *Report of the L.D. Brandeis Safety Committee*, January 14, 1994.

Students in the shortened program received a “block” schedule consisting of four main classes meeting in consecutive periods: English, Global Studies, Math, and Science (along with Physical Education and lunch). The students remained in one room for the duration of the four classes, with different teachers coming in to instruct them. The Block Program was not made up solely of truants and students with disciplinary problems; many of the students were simply poor academic achievers. Any student who failed four classes might be assigned to the Block Program; for this reason, the program was often described as “fail four, get four.” The result was that these students were in class for only four academic periods each day instead of six; and they were in school for only six periods each day, rather than ten. Lazar often assigned as many as 50 students to classes in the Block Program, but since these classes were so sparsely attended, the teachers maintained a tacit agreement with Lazar not to file grievances with their union concerning the size of these classes.

Like the Drop Classes before it, however, the Block Program was simply another means of shortchanging students the classroom instruction time to which they were entitled. In 1995, the New York State Education Department clamped down on shortened class schedules, ruling that all full-time students must receive a full day of instruction with six periods of classes.<sup>35</sup>

The end of the Block Program again presented Lazar with the imperative to cut the school’s bureaucracy, or class size would balloon. Once again, she chose other means of dealing with the problem and the stage was set for the phantom classes we uncovered.

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<sup>35</sup> Gene Mustain and Russ Buettner, “Curriculum lite cheats HS kids.” *New York Daily News*, November 12, 1995. p. 13.

## **PART THREE**

### **PHANTOM CLASSES**

#### **A. Registration Inflation**

As defined in the introduction to this report, a phantom class is one that exists only on paper. The class does not actually meet, and the listed teacher is assigned elsewhere. The students scheduled for the class do not even attend the school, and should not be on the school's active register. The sole purpose of a phantom class is to boost a school's reported enrollment and, as a result, to obtain an increase in the school's budget.

Our investigation found that during the spring of 1997, Brandeis inflated its rolls by at least 164 students (approximately seven percent of the Brandeis enrollment) by listing their names in the schedules of 20 phantom classes. Virtually all of these students had previously attended Brandeis, but stopped coming to school well before this time; some had been formally discharged as dropouts. The dropouts were enrolled in five phantom classes through a program ironically titled "Project Drop-In." In addition, the names of 60 chronic truants were placed on the schedules of 15 phantom classes, separate from the Project Drop-In classes. These truants had not attended Brandeis for months, and should have been removed from the school register. A school of Brandeis' enrollment is budgeted for approximately one teacher for every 19 students.<sup>36</sup> Brandeis thus gained or preserved approximately eight full-time teacher slots to which it was not entitled as a result of the two phantom class schemes. Additionally, we have uncovered evidence of phantom classes in other semesters, and the investigation of these classes is continuing.

#### **B. March Madness: Project Drop-In**

March 31<sup>st</sup> is a very significant day on the school calendar in New York City. A school's live register – its total enrollment – as of this date is the key factor in determining a school's budget for a given semester.<sup>37</sup> Lazar was not subtle in drawing the connection between enrollment on that date and teachers' job security. In a 1995 principal's newsletter to Brandeis staff, Lazar wrote:

The number of students on register as of October 31<sup>st</sup> and March 31<sup>st</sup> determines the respective number of teachers assigned to the building in a given semester. The no layoff agreement does not affect excessing [layoffs].... Months before October and March we are asked to make educated guesses in regard to registers. As a result, when a semester is underway we try to meet those numbers and retrieve long-term absentees and dropouts.<sup>38</sup>

It is no accident, then, that Project Drop-In began in March 1997 with a near-frantic effort to re-enroll dropouts previously discharged from Brandeis. In all, 104 young persons were signed up for Project Drop-In in March, and placed on the schedules of phantom classes. Some were assigned independent study projects as a means of gaining academic credit toward graduation. Most, however, were enrolled without their knowledge or consent. In the spring of 1997, Project Drop-In was, for the most part, a scam to boost enrollment and the school's budget.<sup>39</sup>

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<sup>36</sup> See Footnote 3, p. 4.

<sup>37</sup> Twice a year, on October 31<sup>st</sup> and March 31<sup>st</sup>, every school submits its "reported enrollment" (the number of students claimed to be enrolled at the school) to the BOE. These figures are regarded as the official enrollment for the fall and spring semesters, respectively. Before the beginning of each semester, each principal submits a "projected enrollment" estimating the number of students who will be enrolled during the upcoming semester; this provides the basis for the school's budget allocation. Once the determinative date of October 31<sup>st</sup> or March 31<sup>st</sup> is reached in a given semester, a school's budget may be adjusted depending on the accuracy of the budget projections.

<sup>38</sup> *Principal's Newsletter #3*, November 30, 1995.

<sup>39</sup> Project Drop-In was continued with much smaller enrollment in the semesters after spring 1997. The findings of misconduct in the program's administration do not extend to these semesters.

### C. The Students of Project Drop-In

There is perhaps no better way to understand what Project Drop-In was – and what it was not – than to talk to the young people whose names appear in the rolls of the program. We interviewed 25 of the 104 persons named in Brandeis records as having been re-admitted to school through Project Drop-In. Of these, only eight had any knowledge of the program. Most of the eight were assigned some independent study, but foundered without supervision and soon dropped out again. Seventeen of the students – more than two-thirds of those we interviewed – had never heard of Project Drop-In, and had not been to Brandeis since dropping out. Only one person we interviewed received academic credit through the program. Brandeis records show that only 13 of the 104 listed Project Drop-In participants in 1997 received academic credit.<sup>40</sup>

Like **Belinda C.**, described in the introduction, young peoples' names were used to pad the enrollment without their knowledge or consent in a cynical effort to boost the school's budget:

**Juan A.** told us that he never attended Brandeis. He had been scheduled for admission for the fall 1995 term, but was arrested and incarcerated the previous summer. He was not released from jail until January 1997. He spoke with a dean at Brandeis about attending classes then, but the dean told him that he was too old. Nevertheless, without his knowledge, Brandeis placed Juan's name in Project Drop-In records, and on a full course schedule including classes in English, Global Studies, Pre-Sequential Math, and Foundations of Science. When we interviewed Juan, he told us that he never heard of Project Drop-In and never attended a single class at Brandeis.

**John D.** was enrolled at Brandeis from September 1994 through May 1996, when he was discharged. He began working full-time in the summer of 1996. According to John, he was never a regular day student at Brandeis again. Brandeis records, however, show John as re-admitted through Project Drop-In in

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<sup>40</sup> Of the 13 students who received academic credit, 11 received one credit, one received four credits and one received two credits. The classes for which the students received credit varied, but in none of the cases did any of the students receive credit through the scheduled phantom classes.

March 1997, and assigned the same full courseload as Juan A. John never heard of Project Drop-In, and his employer's records show that he was employed full-time during the period he was supposedly attending classes at Brandeis.<sup>41</sup>

**Angel F.** left Brandeis at the close of the 1994-1995 school year to live in New Jersey with his father. The records of Highland Regional High School in Blackwood, New Jersey, confirm that Angel was a full-time student there during the 1995-1996 and 1996-1997 school years. Nevertheless, Brandeis records show Angel as re-admitted in March 1997 through Project Drop-In. He is listed in the same class schedules as Juan A. and John D. Angel said that he never attended Brandeis after June 1995, and never took part in Project Drop-In.

Angel F.'s course schedule appears on the next page. It is typical of those for all of the Project Drop-In students.<sup>42</sup>

Despite the fact that John, Juan, and Angel never attended a single class at Brandeis in the spring of 1997, the school's records show them as regularly attending class. Each of these young persons is listed as a full-time student on the school's all-important active register as of March 31<sup>st</sup>. They are typical of the many Project Drop-In "students" with whom we spoke.

For the few students actually participating in Project Drop-In, the program was largely ineffectual. Confirming that the true purpose of the program was to boost enrollment, Brandeis gave these students the same schedule of five fictitious classes. In reality, the participating students were attempting to earn academic credit, most often just a single credit, through independent study:

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<sup>41</sup> John D. ultimately returned to Brandeis to participate in a GED program; he received a GED certificate in October 1997.

<sup>42</sup> Following are the course titles for those Subject Classes with unclear abbreviations on the schedule. Area (Period) 3: "PRESQMTH2," Pre-Sequential Math II. Area 4: "FOUNDSCI2," Foundations of Science II. Area 6: "ONJOBTRNG1," On the Job Training I. Area 9: "RCT PREP," Regents Competency Prep.

**Juliette M.** attended Brandeis from September 1994 through June 1996, when she moved to her native St. Kitts for six months. After returning to New York, she started taking night classes at Park West High School, but was telephoned by Peter Trigledas, who urged her to enroll at Brandeis through Project Drop-In. She followed Trigledas' advice and enrolled at Brandeis, but only lasted a few days before quitting because she could not do the work on her own.

**John V.** was discharged from Brandeis for truancy in April 1996. After discussions with Judith Pearlman, he enrolled in Project Drop-In in March 1997 and was placed back on the Brandeis register. He was given a history book and some weekly assignments. He decided to leave after a few weeks because he thought that the program would take too long to complete.

According to Brandeis records, Juliette and John were each assigned the same full course schedule as the other Project Drop-In students, and attended school regularly. They both contradicted this, however, and said they never attended the scheduled classes.

## **D. The Origin of Project Drop-In**

Lazar created Project Drop-In with significant help from Guidance Counselor Judith Pearlman and Senior Grade Advisor Peter Trigledas. Early in March 1997, Brandeis administrators began telephoning discharged students and encouraging them to sign up for Project Drop-In, where they would be given independent study projects for credit toward graduation.<sup>43</sup> Lazar held an introductory meeting for interested students at the school. Pearlman and Trigledas were also present.<sup>44</sup> Estimates on the number of students attending the meeting range from 20 to 50,<sup>45</sup> most of whom had been contacted

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<sup>43</sup> Several students told SCI investigators that they recalled being contacted by a female administrator about Project Drop-In. Although Trigledas denies telephoning students about the program, Juliette M. specifically recalled Trigledas telephoning her and urging her to enroll. In addition, several other students told SCI that they met in person with either Trigledas or Pearlman, who encouraged them to sign up for Project Drop-In.

<sup>44</sup> Judith Pearlman, July 23, 1998 interview; Peter Trigledas, July 20, 1999 interview.

<sup>45</sup> Judith Pearlman, July 23, 1998 interview; Peter Trigledas, July 21, 1998 interview. Pearlman estimated 25 to 50 and Trigledas estimated 20 to 50.

by a Brandeis administrator. Pearlman registered students on the spot, and Trigledas was “a runner,” taking students to teachers in the school to arrange independent study projects.<sup>46</sup> SCI confirmed that at least six teachers took on one or more Project Drop-In students in the spring 1997 semester.

Many of the Project Drop-In students were considered disciplinary risks, and part of the program’s appeal to the administration was that the students would seldom be in the school. Brandeis previously had security problems resulting from its dropout “retrieval” efforts.<sup>47</sup> Trigledas described the attitude of the Brandeis security officers toward Project Drop-In:

[T]he school was afraid of this.... These kids had failed...some of them had been security [problems]...Security knew some of these kids and there was some apprehension.... as far as Security felt, if there could be a separate door that they could enter, with separate rooms in the corner, that would be acceptable. But otherwise, there were too many potential problems here.<sup>48</sup>

Pearlman acknowledged that she admitted all 104 students in the program, and claimed that she spoke with each of them before doing so. The latter is flatly contradicted by nearly 70 percent of the persons named in the Project Drop-In records whom we interviewed; they never spoke with anyone about Project Drop-In, and were completely unaware that the program existed.

Each of the 104 students was scheduled for a full daily course load. These classes were entirely bogus; none of them ever met, and none of the teachers whose names appeared on the class schedules had anything to do with Project Drop-In. The classes were not even listed on the official programs of the corresponding academic departments.

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<sup>46</sup> Peter Trigledas, July 20, 1999 interview.

<sup>47</sup> *See* Part Two, Section B, Drop Classes and the Veteran’s Day Riot of 1993 for discussion of past security problems at Brandeis.

On paper, however, these classes looked enormous. Each of the five phantom classes listed all 104 students, three times the limit set by the BOE and the teacher's union. Furthermore, the teachers who actually *did* supervise the few students taking independent study courses through Project Drop-In were not the teachers listed on the schedules of those students. The participating students were not obligated to go to school at specified times; they typically appeared at Brandeis once or twice a month to obtain or turn in an assignment.

Nevertheless, Brandeis attendance records appear as if the Project Drop-In classes were taught every day with the students in attendance since March 1997. These records include the names of persons who confirmed to investigators that they never set foot in Brandeis during this period. In addition, the few Project Drop-In students with independent study projects should not have been registered as regular day students because they were not required to attend school daily. Several teachers involved with Project Drop-In said that the independent study students appeared at Brandeis only a few times a semester, when they needed help with assignments. Consequently, daily attendance records for these students are a complete artifice. Those submitted to UAPC indicate an average daily attendance rate of 76 percent for Project Drop-In students for the spring 1997 semester.<sup>49</sup>

At the end of the term, 91 of the 104 Project Drop-In students received a “zero” grade average for their phantom classes.<sup>50</sup> They were then recorded as “discharged” from

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<sup>48</sup> Peter Trigledas, July 20, 1999 interview.

<sup>49</sup> *See* Part One, Section A, Recording High School Attendance for discussion on how daily attendance is taken.

<sup>50</sup> While the majority of the grades listed for the Project Drop-In phantom students were “zero,” there was one anomaly whereby some of them received a final numerical grade of “4” for the course entitled English

the school, their value having been used up. Thirteen of the Project Drop-In students received credit for at least one independent study class, but received grades of “zero” for the remaining courses on their schedules, the phantom classes. It is clear that the only reason that full class schedules were created for these independent study students was so that Brandeis could pass them off as full-time students and obtain resources to which it was not entitled.

E. Truant Teachers for Truant Students

The Project Drop-In classes were not the only phantom classes at Brandeis in the spring of 1997. Fifteen more classes were scheduled and the names of 60 chronic truants were placed on the class rosters. The named students had stopped attending classes at Brandeis long ago. BOE procedure mandates that these persons should have been classified as “Long Term Absentees” and removed from the school’s register. Instead, their names were divided into three groups and placed on schedules for the same five subjects: English II, Global Studies II, Pre-Sequential Math II, Foundations of Science II, and Regents Competency Prep. These classes never met, and the teachers named on the schedules were actually assigned elsewhere. The teachers appearing on these class schedules were: Dennis Emanuel and Eleuterio Marquez (listed as teaching the students of Group One), Paul Fleming and Clifford Ross (Group Two), and Magali Dupuy and

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II. This did not, however, affect the overall academic average of these students which was reported as “zero.”

Susanna Zaslow (Group Three). A grade report for a student assigned to Group Two appears on the following page.<sup>51</sup>

At the end of the term, grades of “zero” appeared next to all of the names of these unwitting young people in the Brandeis grade reports; none received any credit. This deception allowed Brandeis to increase its live register by 60 students and thus preserve three teacher units to which it was not entitled.

Brandeis continued to use students' names to enhance enrollment and attendance data even after the spring 1997 term. **Osva M.** regularly attended Brandeis through June 1997. Although his grades declined during the spring of 1997, he told SCI investigators that his poor grades were due to family problems. Osva reported that when he returned to Brandeis in the fall of 1997, Peter Trigledas told him that he could no longer attend regular classes, but would have to enroll in either independent study or night classes. Osva was willing, but said that he never heard from Trigledas concerning the independent study arrangement. He further stated that he made several follow-up calls to Trigledas over the next few months, which were unsuccessful. Osva did not attend Brandeis during the 1997-1998 school year, but rather worked full time with his family as a pushcart food vendor. Nevertheless, UAPC lists Osva as a full-time student for the 1997 fall term. According to official records, he even had perfect attendance for the entire month of September 1997. His reported attendance is uneven for the following months and he is listed as discharged on January 30, 1998.

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<sup>51</sup> As noted previously, the full titles of certain abbreviated Subject Classes are: “PRESQMTH2,” Pre-Sequential Math II, “FOUNDSCI2,” Foundations of Science II, “RCT PREP,” Regents Competency Prep and “ONJOBTRNG1,” On the Job Training I.

Despite being forgotten by the Brandeis administration, Osva's desire to complete his education never waned and he approached Trigledas in February of 1998 to discuss re-enrolling at Brandeis. His efforts to enroll as a full-time student were effectively dismissed by Trigledas and he was once again given information about night school.<sup>52</sup> Ironically, despite the fact that Trigledas made it perfectly clear that he was not welcome back to Brandeis as a full-time student, official records list Osva as briefly re-admitted to Brandeis in March 1998, even though he remained at his vending cart full-time. Just as in the phantom class schemes detailed above, it appears that even motivated and conscientious students, such as Osva, were unable to receive assistance in getting an education at Brandeis. It is clear that educational standards continued to suffer at Brandeis, because inflating enrollment and attendance reports remained the top priority.

#### F. Reporting Attendance for Phantom Classes

A great deal of effort went into creating the illusion that the phantom classes were real. To inflate the Brandeis enrollment, names were added to (or not removed from) the school's official student register. The phantom classes, for which these names were also listed, had to appear genuine in the school's records, with a classroom, a teacher's name, and a subject. Attendance sheets needed to be generated, filled out and submitted, and indeed, the named students also needed to be graded.

The full day schedules for the students in the phantom classes presented problems. Every class listed on paper must have a teacher assigned to it. We have

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<sup>52</sup> Osva told SCI investigators that he enrolled in night school at Park West High School in March of 1998, but he dropped out two weeks later because the rigors of helping with the family business were too much for him to handle.

uncovered 20 phantom classes in the Brandeis spring 1997 schedule. This explains to some extent why the teachers for the phantom classes were mostly comp time teachers who were actually assigned to administrative functions during the periods they were supposedly “teaching.”<sup>53</sup>

Since these comp time teachers only taught class for a maximum of two periods a day, they were more likely to have open periods during which the phantom classes could be listed without conflicts in their teaching schedules that might call attention to the scheme. Paul Fleming and Dennis Emanuel are perfect examples. They were Cafeteria Deans, assigned to the lunchroom for four consecutive periods in the spring 1997 term and they were simultaneously scheduled to teach phantom classes for each of those periods.

Then there is the matter of the attendance sheets themselves.<sup>54</sup> These contain the class subject title, the classroom location, the teacher’s name, and the names of all the students. In ordinary classes, teachers receive these bubble sheets weekly, and fill them out when they take daily attendance. The teachers then turn them in at the end of the week.<sup>55</sup>

The phantom class attendance sheets were distributed to the assigned teachers’ mailboxes every Monday in the same manner. This unsettled some teachers, who were

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<sup>53</sup> See Part Two, Section A, Bureaucracy at Brandeis for discussion of comp time positions, and the disproportionately large number of Brandeis teachers assigned to non-teaching comp time functions.

<sup>54</sup> See Inserts following p. 7.

<sup>55</sup> Attendance sheets once were required to be turned in daily, but Charney testified that he recalled a change to weekly scanning during either the fourth or fifth year of Lazar’s tenure. This would be either the 1993-1994 or 1994-1995 school years. During an October 5, 1999 interview at SCI, BOE consultants Heltzer and Augenstein stated that the citywide change to weekly scanning occurred as a result of budgetary concerns involving the high cost of maintaining a staff to scan sheets daily at each school.

surprised to find their names on attendance sheets for classes they did not teach.

Jonathan Schein, the Assistant Principal for Administration and Lazar's top deputy, played a key role in maintaining this deception. Schein told the inquisitive teachers that the attendance sheets were only for tracking LTAs, and that they should simply mark all of the students absent. Later, Schein told the teachers that they should give the students a grade of "zero" at the end of the term.

This is not the way LTAs are normally handled. LTA is the term used by the BOE to describe a chronic truant who has failed to appear every school day of a calendar month. LTAs are to be dropped from a school's live register and are not counted toward a school's official enrollment. LTAs are not assigned Subject Classes, attendance is not taken, and grades are not given. Experienced teachers know this, and Schein's explanation had to seem implausible to them. When asked if teachers may have thought that these bubble sheets were simply a mistake, Brandeis English teacher Amelia Arcamone said, "No...we only bubble in for students that we have, and for classes that we have."<sup>56</sup>

Clifford Ross has been a teacher with the BOE since 1984, and at Brandeis since 1992. In 1993, Ross was appointed Dean of the Academy of Finance, a position that expired in June of 1999.<sup>57</sup> In 1996, he was also named the United Federation of Teachers ("UFT") chapter representative. Ross taught school for only one period a day while he held both positions. As a dean, he received comp time, relieving him of three teaching periods; his position as UFT representative relieved him of one more period.

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<sup>56</sup> Amelia Arcamone, December 6, 1999 interview.

<sup>57</sup> According to Ross, his initial comp time position was Dean of the Academy of Finance. As Brandeis and its separate "Houses" or academic subdivisions grew larger, however, Ross said that his duties as a Dean became more integrated with other areas of the school.

In the spring of 1997, Ross received attendance sheets bearing his name for a Regents Competency Prep class that he was not teaching. He went immediately to Assistant Principal Schein. Ross, a Navy veteran, likened Schein to the “executive officer on the ship. You don’t go right to the captain, but you might go to the exec to find out why certain things were run a certain way.”<sup>58</sup> When Ross asked Schein about the sheets, the Assistant Principal told him not to worry about them because “they’re really a mistake.”<sup>59</sup> Despite this assurance, the sheets kept coming every week. “When I kept getting them, it made me a little uncomfortable.”<sup>60</sup>

Ross then received grading sheets for the same Regents Competency Prep class in his mailbox. These are the forms on which teachers record students’ final grades in a class for entry on their report cards and transcripts. Again, Ross went to Schein. Schein told him to give each student a grade of “zero,” and to enter a “code 39,” meaning that the student never showed for class. As an experienced teacher, Ross had to know that there were serious problems with this process. He told SCI investigators that he raised his doubts with Schein “and I remember remarking that ‘Gee, I’m not even comfortable with that because it seems like I’m entering a grade for somebody who was never there. I mean, I never had it as a class. Why should I be entering grades?’” Ross’ question was on target, but he filled in the grades anyway. Ross reported that he told Schein, “[I am] not going to sign those sheets; and [Schein] said, ‘That’s okay.’ And that’s what I did.”<sup>61</sup>

Paul Fleming also received bubble sheets for classes that he did not teach. Fleming was a newly hired permanent substitute teacher. Lazar and Schein assigned him

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<sup>58</sup> Clifford Ross, October 14, 1998 interview.

<sup>59</sup> Clifford Ross, October 14, 1998 interview.

<sup>60</sup> Clifford Ross, October 14, 1998 interview.

to the comp time position of Cafeteria Dean, and he watched students at lunch for four periods each day. Like Ross, Fleming actually taught class for only one period a day. He was listed on the schedules of four phantom classes in the spring of 1997; each of the phantom classes “met” during the four periods Fleming was monitoring the cafeteria.

When Fleming first received attendance sheets for the phantom classes, he also went to Schein for an explanation. “[Schein] said the students would never come and they were always absent.”<sup>62</sup> Fleming told SCI that being “new to the school.... I never questioned it.”<sup>63</sup> Schein told Fleming to give the students a grade of “zero” and to enter a “code 39,” indicating that the students never appeared.<sup>64</sup> The belated “code 39” reports of the students’ absence for the entire term had no effect on the false weekly attendance sheets previously filed.

Later, during our investigation, Schein even told a teacher to lie in his testimony before the Special Commissioner of Investigation’s office. When Paul Fleming was called to SCI to testify in June 1998, he informed Schein because, as Assistant Principal, Schein would have to assign someone to cover Fleming’s classes for the day.<sup>65</sup> Schein then took Fleming aside to an alcove, and told him that he should tell SCI that “you don’t know how the sheets got there...and you have no recollection of the sheets, the bubble sheets.”<sup>66</sup> Schein told Fleming to deny filling out the sheets, and not to tell SCI “that Mr. Schein handed them to me and told me how to fill them out.”<sup>67</sup> Further, Fleming should

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<sup>61</sup> Clifford Ross, October 14, 1998 interview.

<sup>62</sup> Paul Fleming, October 26, 1999 interview.

<sup>63</sup> Paul Fleming, October 26, 1999 interview.

<sup>64</sup> Paul Fleming, October 26, 1999 interview.

<sup>65</sup> By that time, Fleming was teaching physical education full time, and was no longer a Cafeteria Dean.

<sup>66</sup> Paul Fleming, October 26, 1999 interview.

<sup>67</sup> Paul Fleming, October 26, 1999 interview.

“just tell them that you filled out the sheets and you handed them to Mr. Charney.”<sup>68</sup>

Schein went on to say that if Fleming told the truth, “Things can happen to certain people.”<sup>69</sup> Fleming took Schein to mean that people would lose their jobs.

It is clear from Fleming’s testimony that Schein was trying to shift the blame from himself and the administration to Charney. Schein and others in the administration suspected Charney of leaking the story about phantom students to the *New York Post* in December 1997.<sup>70</sup> According to Charney, when he returned from his sabbatical in the spring of 1998, Schein told him, “Don’t be surprised if nobody shakes your hand. We are not happy to see you here.... We think that you’re the source of the trouble that’s going on here.”<sup>71</sup> Fleming emphatically refuted any suggestion that Charney was responsible for the phantom classes. “That’s not what happened. I was told by my superiors to fill them out, which I did.... And [Schein] wanted to reverse it and make Charney look like a fall guy....”<sup>72</sup>

Other teachers apparently took Schein’s advice. Besides Ross and Fleming, there were at least four teachers appearing on the class schedules of the chronic truants in the spring of 1997. Teacher Magali Dupuy invoked the Fifth Amendment and refused to testify, but all of the other teachers followed the Schein script, as related by Fleming; Dennis Emanuel, Eleuterio Marquez and Susanna Zaslow said that they simply took the sheets from their mailboxes and placed them in Charney’s. Nearly all were veteran

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<sup>68</sup> Paul Fleming, October 26, 1999 interview.

<sup>69</sup> Paul Fleming, October 26, 1999 interview.

<sup>70</sup> Susan Edelman and Maria Alvarez, “HS Caught: Phantom kids boosting aid.” *New York Post*, December 7, 1997, p. 8.

<sup>71</sup> Hal Charney, October 28, 1999 interview.

<sup>72</sup> Paul Fleming, October 26, 1999 interview.

teachers and their contentions that they essentially ignored attendance sheets that arrived every week for classes they did not teach are simply not credible.<sup>73</sup>

G. Attendance Rate for Phantom Classes.

The attendance rate for the phantom classes should have been zero percent. Because Charney, through his computer program, could make the school's overall attendance rate whatever Lazar desired, there was no real need to falsify attendance for these classes. If Schein's directions were followed, and the attendance sheets properly scanned, the attendance rate for the phantom classes would indeed have been zero. When the actual attendance records are examined, however, a different story emerges. Project Drop-In began in March 1997. UAPC reports show that all Project Drop-In students attended every assigned class during March and April. In May 1997, this perfect attendance streak ended abruptly. The attendance average, as illustrated in the chart on the next page, dropped to 12.9 percent on May 1<sup>st</sup> and over the next twenty school days it fluctuated from 1.1 to 100 percent. The monthly average attendance average dropped nearly seventy points.

These strange fluctuations in reported attendance continued through the end of the school year. In June, the daily attendance average, shown above, ranged from zero to 100 percent, and the monthly average was 90 percent.

The attendance pattern for the chronic truants' phantom classes is also bizarre. In March 1997, after 20 consecutive days in which numerous absences and "lates" were reported, all 60 students had perfect attendance in each class for ten consecutive school

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<sup>73</sup> See Arcamone quote, p. 36.

days; no one was late, and no absences were reversed. Two of the three groups of students continued to show perfect attendance for the following three weeks.<sup>74</sup>

When the names of 60 young people were placed on the schedules for these three groups of classes in February 1997, chronic truancy was their common denominator. That any of these students, let alone all of them, would show perfect attendance for a sustained period is absurd on its face. Even more confounding is the fact that Brandeis records submitted to UAPC show an overall average daily attendance rate of over 80 percent for these phantom classes.<sup>75</sup>

The monthly average attendance rates for each of the three groups of students varied widely in the spring 1997 semester. Most notably, Brandeis reported to UAPC that Group Three (Teachers Dupuy and Zaslow) posted an average attendance rate of more than 93 percent in March and April, followed by a drop to 26.3 percent.

The attendance patterns for the phantom classes – consecutive days of perfect attendance followed by wild fluctuations – are completely inconsistent with plausible expectations and experience. They can most likely be explained by the weaknesses of the default-to-present system, that is, not recording those students who are present in addition to those who are absent from class. The perfect attendance streaks stem from the failure

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<sup>74</sup> Group Two: Fleming and Ross, Group Three: Dupuy and Zaslow.

<sup>75</sup> In the spring of 1997, the reported daily attendance percentage for these 60 phantom students was 80.4 percent. All attendance data was taken directly from UAPC.

to record the students' absences. The bubble sheets were not distributed or not marked – with the result that classes that never met were very well attended, at least according to BOE records.

## CONCLUSION

Our investigation found that Lazar deliberately inflated both attendance and enrollment data on a large scale during her tenure at Brandeis. Her attendance manipulations made her a rising star and helped her achieve early tenure. Her enrollment schemes financed an absurdly large bureaucracy at the school while denying the children the equivalent of 30 full-time teachers. It is important to know why accurate attendance and enrollment statistics are so vital, and why we do not believe the problems we found are limited to Brandeis.

Students must be attending school to learn; therefore, it is entirely appropriate that the BOE places great emphasis on a school's attendance record in evaluating its principal and other administrators. The deletion of over 45 percent of the student absences at Brandeis is simply untenable. Further, erroneous attendance records impact on other critical school functions. For example, under current BOE rules, a school must investigate the circumstances of any student with ten consecutive unexplained absences. Even one erroneous "present" on a student's record can delay or even prevent such an investigation. This office has a particular concern for this function, because we have investigated the deaths of four children from child abuse that occurred during periods of extensive unexplained absences from school.<sup>76</sup>

Accurate attendance data is also important for financial aid calculations. At this time, New York State aid to the BOE is "capped" so the exaggerated attendance rate at

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<sup>76</sup> See, *An Investigation Into The Death of Sabrina Green: How The School System Failed Her*, December 1998; *"Not Found": An Investigation Into Carla Lockwood's Neglect And Community School District 6's Failure To Act*, February 1997; *An Investigation Into The Death of Eight-Year-Old Quentin Magee*, September 1995. In 1997, SCI, working closely with the Kings County District Attorney's Office, investigated the death of Justina Morales, a student who was improperly discharged from one school and

Brandeis did not affect state aid. However, there is no reason to believe that this cap will exist in the future. Additionally, attendance data does impact on New York City's contribution to the BOE.

The BOE must have accurate enrollment figures to know how many teachers and other resources need to be assigned to a school. By falsifying the enrollment statistics at Brandeis, Lazar gained resources at the expense of other schools that accurately reported their enrollment numbers.

This case is about more than falsified attendance and enrollment figures, however. It is just as critical that a school devote as much of its teaching resources as possible to the classroom. This is all the more important at a time when the BOE is having difficulty finding enough qualified teachers to fill its needs. Brandeis' bureaucracy, enormous by any standard, was built by taking teachers out of the classroom. Undoubtedly, some of the administrative positions were necessary. By 1997, however, 63 of Brandeis' 163 teachers, more than one-third, were removed from the classroom for an average of 2.3 periods per day to work in this bureaucracy. Put another way, these teachers were actually teaching for fewer than three periods each day. This is simply inexcusable.

We are concerned that the inflation of attendance and enrollment figures are not limited to Brandeis High School. The recent Moreland Commission report of its preliminary findings suggests that many high schools have greatly exaggerated their

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murdered before she could enroll at a new one. This investigation culminated with a Grand Jury Report documenting the findings in this case on August 6, 1997.

average daily attendance statistics.<sup>77</sup> The New York State Comptroller's office also found serious deficiencies in attendance records and oversight.<sup>78</sup> Additionally, we have seen numerous problems with school attendance in the child abuse investigations mentioned above. We also note that the State Education Department is currently conducting a thorough review of attendance procedures.<sup>79</sup>

Similarly, this is not the first time we have come across enrollment inflation as a means of obtaining more resources. In our investigation into the Riker's Island Educational Facility, for example, we found that the high school's principal pressured educators to keep students who were no longer attending school on the school's rolls until after the cutoff dates of October 31<sup>st</sup> and March 31<sup>st</sup>.<sup>80</sup> The purpose, just as at Brandeis, was to inflate the rolls and obtain more resources. Further, the Moreland Commission found that many schools have retained students on their registers, thereby boosting their enrollment, long after the students had left the school.

As a result, we believe that the problems found in this investigation call for systemic solutions.

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<sup>77</sup> *Presumed Present: An Investigation into the Board of Education Attendance and Enrollment Systems*, December 13, 1999.

<sup>78</sup> State Comptroller H. Carl McCall, *Accuracy of Selected School District Data*, December 28, 1999.

<sup>79</sup> State Education Commissioner Richard P. Mills, News Release: *Commissioner Announces School Attendance Initiative*, December 22, 1999.

<sup>80</sup> *See, Jailhouse Math: An Investigation Into The Inflation Of Enrollment At Rikers Island Educational Facility*, June 1999.

## RECOMMENDATIONS

### Recommendations for Systemic Change

We have previously made known our concerns about the default-to-present attendance reporting system, which assumes that a student is present unless affirmatively marked absent.<sup>81</sup> In this investigation, we found that sloppy attendance procedures flourished at least in part because the default system provides schools with an incentive to be sloppy: attendance sheets that are not turned in result in perfect attendance for those classes. Therefore, we continue to believe that this system should be abandoned. We make the following recommendations because we believe they would improve attendance data integrity regardless of whether the BOE abandons the default-to-present system.

We also note that recently the BOE switched attendance reporting systems, from UAPC to the ATS system that has previously been used in elementary and middle schools. While the ATS system also operates on a default-to-present basis, it appears to have several advantages over the UAPC system. First, in order for a class to report

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<sup>81</sup> *See, Jailhouse Math: An Investigation Into The Inflation Of Enrollment At Rikers Island Educational Facility*, June 1999; *An Investigation Into The Death of Sabrina Green: How The School System Failed Her*, December 1998; also Moreland Commission report, *Presumed Present: An Investigation into the Board of Education Attendance and Enrollment Systems*, December 13, 1999.

perfect attendance for a day, the teacher must pencil in a bubble marked “Attendance Taken” on the attendance sheet. Second, the teacher must sign the attendance sheet. Third, all attendance sheets must be filed before the monthly PAR is completed. However, the ATS system will not affect reversals, whether made through REVABS or the method Charney employed to inflate attendance each month, and so remains vulnerable to fraud. The implementation of the ATS system does not impact on our systemic recommendations.

- **RECOMMENDATION: THERE SHOULD BE A SUBJECT CLASS ATTENDANCE SHEET FOR EACH DAY OF THE WEEK, TO BE TURNED IN AND SCANNED THE SAME DAY. THIS “SAME DAY SCANNING” RULE SHOULD BE STRICTLY ENFORCED FOR BOTH OFFICIAL CLASS AND SUBJECT CLASS SHEETS.**

It is obvious that attendance should be taken when class is in session, the time at which a teacher can accurately record which students are there and which are not. It seems just as obvious that the attendance sheet should be scanned and recorded as soon as possible. If sheets are scanned every day, the recorded attendance should be accurate and students “cutting” class can be quickly identified.

At Brandeis, as well as many other high schools, however, Subject Class attendance sheets are not required to be turned in until the end of the week. Even that requirement is not strictly enforced. Teachers and substitutes sometimes fail to take attendance every day and even among those that do, sheets are often turned in weeks late. Inevitably, attendance sheets are lost along the way. The same is true with Official Class attendance sheets.

This sloppiness is often tolerated, if not outright encouraged, by some school administrators because it actually “improves” attendance; students are counted as present unless affirmatively marked absent.

There is no logical reason to have unnecessary delay between the time the teacher takes attendance and when the school captures that information. Indeed, if computers were utilized in the schools, these events could occur simultaneously. Electronic attendance taking by teachers should be part of information systems planning as networked computers are installed in classrooms. Instantaneous recording of attendance will improve accuracy and cutting control. The electronic data on absentees could be cross-referenced with Vertex data at the school level to help identify and correct security lapses.<sup>82</sup> Until simultaneous recording becomes viable, same day scanning will provide many of the same benefits.

- **RECOMMENDATION: THERE MUST BE MEANINGFUL OVERSIGHT OF THE ATTENDANCE REVERSAL PROCESS, BOTH WITH REVABS AND MANUAL REVERSALS.**

Hal Charney reversed thousands of absences at Brandeis each month, raising the school’s attendance rate by as much as 12 percent. He made all these simultaneously, listing the students in alphabetical order. His fraud could have easily been detected if someone was checking; regrettably, no one was.

Similarly, a like number of absence reversals were entered via the REVABS process. We view these as highly suspect. A reasonable limit on the number of REVABS absence reversals should be established; schools should have to justify each

reversal beyond this limit. We also believe that schools should identify the portion of daily attendance due to reversals, in order to facilitate BOE and public oversight.

Charney believed that no one within the Division of High Schools wanted to catch attendance cheaters, because everyone concerned wanted the numbers to be as high as possible. We believe that it is essential, therefore, for insistence on data integrity to come from the top.

- **RECOMMENDATION: AS WITH ANY DATA SYSTEM, QUALITY CONTROL CHECKS CAN HELP ENSURE THAT THE PROPER ATTENDANCE PROCEDURES ARE FOLLOWED.**

Periodic surprise audits of school attendance data should be undertaken. The audits should minimally include observation of the collection and submission of attendance sheets and cross-referencing attendance reports with enrollment and Vertex data.

- **RECOMMENDATION: THE BOE SHOULD MORE AGGRESSIVELY SPOT CHECK REGISTERS AND PENALIZE THOSE SCHOOLS WHO IMPROPERLY RETAIN STUDENTS ON THEIR ROLLS.**

**THE BOE SHOULD BE ABLE TO DETECT WARNING SIGNS OF PHANTOM CLASSES, SUCH AS TEACHERS ASSIGNED TO TWO PLACES AT ONCE (WHETHER A**

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<sup>82</sup> The Vertex system, employed at some NYC high schools, requires students to scan an electronic

**CLASSROOM OR COMP TIME OR PLANNING PERIOD) OR CLASSES WITH SUSPICIOUS ATTENDANCE PATTERNS. WE FOUND THAT AT BRANDEIS, AS WE HAD AT RIKERS ISLAND EDUCATIONAL FACILITY IN AN EARLIER INVESTIGATION,<sup>83</sup> STUDENTS WERE KEPT ON THE REGISTER FOR MONTHS, IF NOT YEARS, AFTER THEY STOPPED ATTENDING SCHOOL. SPOT CHECKS ACCOMPANIED BY MEANINGFUL PENALTIES FOR ENROLLMENT INFLATION COULD PREVENT SUCH MISCONDUCT.**

- **RECOMMENDATION: TIGHTEN OVERSIGHT ON COMP TIME POSITIONS, INCLUDING SCHOOL-BY-SCHOOL REVIEW OF ADMINISTRATIVE POSITIONS.**

Daylight should be shed into those schools that take the largest number of teachers from the classrooms. Parents, students, teachers, and administrators should be aware if their school squanders teachers on unnecessary administrative positions. Each school is issued a yearly “report card” by the BOE. The report card includes such quantitative measures of performance as: attendance statistics, standardized test scores,

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identification card upon entering the building; the system records the date and time of each student's entry.

incidents affecting safety, ethnicity and gender of the student body, and teacher experience and background.<sup>84</sup> The percentage of a school's teaching units given to comp time positions should be made a prominent feature of its report card.

Comp time positions divert teachers from the classroom. This should be done only when absolutely necessary, particularly at a time when qualified teachers are in short supply. The BOE should closely monitor the number of comp time positions and the size of the administration at each school.

The size of a school's internal bureaucracy should also be made known to the public. While some information is obtainable in the BOE's periodic "Comparative Analysis" of high schools, few people outside the BOE are likely to have access to that publication. Publication of this information in a school's report card would make this data more easily obtainable and provide an additional check on unnecessarily large administrative staffs.

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<sup>83</sup> *See, Jailhouse Math: An Investigation Into The Inflation Of Enrollment At Rikers Island Educational Facility*, June 1999.

<sup>84</sup> School report cards, also called annual school reports, are published each year by the BOE's Division of Assessment and Accountability. Report cards are distributed to parents with children in the school system around March of every year, and are also posted on the BOE web site ([www.nycenet.edu](http://www.nycenet.edu)).

Recommendations for Individual Disciplinary Action

We recommend that the employment of **Marlene Lazar** and **Judith Pearlman** be terminated and that the evidence presented here be considered should they ever try to reapply for employment, including as a consultant.

**Peter Trigledas** is retired from the BOE, but is currently working as a consultant. We recommend that he be terminated from this position and that he continue to be denied employment in the future.

**Jonathan Schein** is no longer employed by the BOE. His actions would have warranted termination of employment. In the event that he should subsequently seek employment or consulting work with the BOE, we recommend that he not be hired.

Student Name:  
UAPC ID:

School ID:  
Student ID:

Credits Earned: 0.0

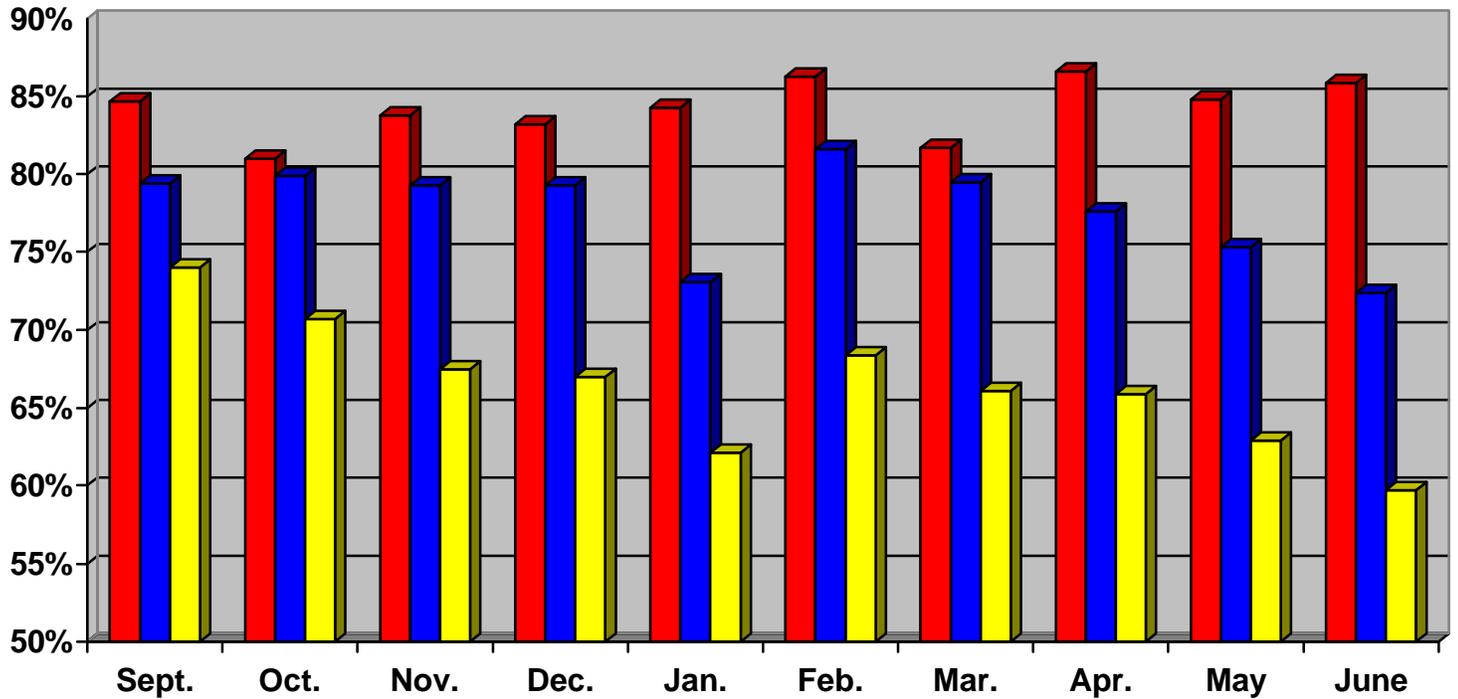
Average: 0.00

Student Academic Listing for 962

Ets	Sem	Code	Sc	Area	Title	Credits	Marking Period				
							1	2	3		
						Abs	Grade	Abs	Grade	Abs	Grade
3675	962	E2BP	07	1	ENGLISH 2	1.00	1		NC		4
3675	962	H2BP	07	2	GLOBAL 2	1.00	1				
3675	962	MP2B	07	3	PRESQMT2	1.00	1	14	0		0
3675	962	S92B	07	4	FOUNDSCI2	1.00	1	5	0		0
3675	962	BJT1	13	6	ONJOBTRNG1	0.50	1		0		0
3675	962	PAB	03	8	PHYS EDUC	0.00	1	18	0		0
3675	962	ZL	09	9	LUNCH	0.00					
3675	962	GPSB	07	9	RCT PREP	1.00	1	5	0		0

**Typical Project Drop-In Phantom Class**

**Brandeis High School Attendance Rates for the 1996-1997 School Year**



- Attendance Rate reported by Brandeis
- Attendance Rate reported by Brandeis omitting Charney's false reversals
- Attendance Rate reported by Brandeis omitting Charney's false reversals and reversals through REVAE procedure

LOUIS BRANDEIS H.S.

05/06/97 GRADE REPORT

NAME OFF CL 0908 RM 233  
ID

TERM 2 ENDING 06/26/97  
MK<sup>RD</sup> 2 ENDING 04/29  
D. TCHR  
GR ADV LVL P1

A T T E N D A N C E  
1 2 TOT  
ABSENT 08 07 15  
LATE 11 04 15

LAST DAY OF CLASSES - JUNE 16  
REGENTS AND RCT EXAMS BEGIN - JUNE 17  
GRADUATION - JUNE 25  
NEXT REPORT CARD - JUNE 25  
GRADE EXPLANATION:  
04=AUDIT  
09= MEDICALLY EXCUSED GYM  
SEE REVERSE SIDE OF REPORT CARD FOR  
EXPLANATION OF OTHER GRADES

CODE	SEC	SUBJECT	TEACHER	--G R A D E S--		D E	CLASS ABSENCE			
				1	2		EXAM	1	2	TOT
*E2BP	04	ENGLISH 2	FLEHING P	00	00		12	28	40	NEVER REPORTED
*H2BP	04	GLOBAL 2	FLEHING P	00	00		12	28	40	NEVER REPORTED
*MP2B	04	PRESQMT2	FLEHING P	00	00		12	23	35	NEVER REPORTED
*S92B	04	FOUNDSCI2	FLEHING P	00	00		12	28	40	NEVER REPORTED
*GPSB	04	RCT PREP	ROSS C	00	00		12	5	17	NEVER REPORTED
*PAB	03	PHYS EDUC	MINKOWSKY D	00	00		12	28	40	NEVER REPORTED
*BJT1	13	ONJOBTRNG1	PFEIFER P	00	00		12	5	17	NEVER REPORTED

\* DENOTES NOT AVERAGED

Student Grade

# ATTENDANCE

(1)  (2)  (3)  (4)  (5)  (6)  (7)  (8)  (9)  (10)  (11)  (12)  (13)  (14)  (15)  (16)  (17)  (18)  (19)  (20)  (21)  (22)  (23)  (24)  (25)  (26)  (27)  (28)  (29)  (30)  (31)  (32)  (33)  (34)  (35)  (36)  (37)  (38)  (39)  (40)

SITE:  
 ETS: 3675  
 PAGE: 0011  
 ROOM: 888

100% ATTEND (M) (T) (W) (TH) (F)

OFCL: 088 88 PER: 08  
 TEACHER: 88888 8  
 WEEK OF: 05/19/97

CORRECT MARK

INCORRECT MARKS



STUDENT	M	T	W	TH	F
1	A	L	A	L	A
2	A	L	A	L	A
3	A	L	A	L	A
4	A	L	A	L	A
5	A	L	A	L	A
6	A	L	A	L	A
7	A	L	A	L	A
8	A	L	A	L	A
9	A	L	A	L	A
10	A	L	A	L	A
11	A	L	A	L	A
12	A	L	A	L	A
13	A	L	A	L	A
14	A	L	A	L	A
15	A	L	A	L	A
16	A	L	A	L	A
17	A	L	A	L	A
18	A	L	A	L	A
19	A	L	A	L	A
20	A	L	A	L	A
21	A	L	A	L	A
22	A	L	A	L	A
23	A	L	A	L	A
24	A	L	A	L	A
25	A	L	A	L	A
26	A	L	A	L	A
27	A	L	A	L	A
28	A	L	A	L	A
29	A	L	A	L	A
30	A	L	A	L	A
31	A	L	A	L	A
32	A	L	A	L	A
33	A	L	A	L	A
34	A	L	A	L	A
35	A	L	A	L	A
36	A	L	A	L	A
37	A	L	A	L	A
38	A	L	A	L	A
39	A	L	A	L	A
40	A	L	A	L	A

TEACHER'S SIGNATURE

2103

“OFFICIAL CLASS” ATTENDANCE BUBBLE

SUBJECT CLASS ATTENDANCE

SCHOOL BRNDEIS H.S. ETS 3675 TEACHER [REDACTED] CODE [REDACTED] SEC [REDACTED] TITLE [REDACTED]

DAYS: MTHF

ROOM: 402

PD: 20

100% ATTEND (M) (T) (W) (TH) (F)

BEGIN DATE: 5/19/97 OF WEEK:

CORRECT MARK INCORRECT MARKS USE NO. 2 PENCIL ONLY

Table with columns: STUDENT NAME, OF CL, ID NO., DAYS, and a second set of columns for the same fields. The table contains multiple rows of student data with attendance bubbles.

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“Subject Class” Attendance Bubble Sheet

	Avg. of all NYC high schools	Manhatta n high schools	Brandei s High School
1992	85.88%	84.04%	76.15%
1993	85.22%	83.01%	74.53%
1994	85.50%	83.13%	74.49%
1995	85.85%	84.26%	72.16%
1996	86.91%	85.93%	73.85%
1997	87.31%	86.13%	78.32%

Project Drop-In  
Students

<b>01-Apr</b>	100%
02-Apr	100%
03-Apr	100%
04-Apr	100%
07-Apr	100%
08-Apr	100%
09-Apr	100%
10-Apr	100%
11-Apr	100%
14-Apr	100.00%
15-Apr	100.00%
16-Apr	100.00%
17-Apr	100.00%
18-Apr	100.00%
28-Apr	100.00%
29-Apr	100.00%
30-Apr	100.00%
<b>1-May</b>	12.90%
2-May	100%
5-May	11.90%
6-May	11.90%
7-May	8.20%
8-May	9.30%
9-May	99%
12-May	6.20%
13-May	6.20%
14-May	6.20%
15-May	9%
16-May	76.30%
19-May	3.30%
20-May	3.30%
21-May	94.40%
22-May	2.20%
23-May	98.90%
27-May	2.20%
28-May	5.60%
29-May	1.10%
30-May	100.00%
<b>2-Jun</b>	87.80%
3-Jun	98.90%
4-Jun	82.20%
5-Jun	91.10%
6-Jun	100%
9-Jun	63.90%

10-Jun	93.70%
11-Jun	3.20%
12-Jun	0%
13-Jun	100%
16-Jun	0%
17-Jun	100%
18-Jun	100%
19-Jun	100%
20-Jun	100%
23-Jun	100%
24-Jun	100%
25-Jun	100%
26-Jun	100%

Fleming-Ross  
Students

<b>03-Feb</b>	95.70%
04-Feb	26.10%
05-Feb	8.70%
06-Feb	34.80%
07-Feb	17.40%
10-Feb	26.10%
11-Feb	26.10%
12-Feb	17.40%
13-Feb	39.10%
14-Feb	17.40%
24-Feb	26.10%
25-Feb	52.20%
26-Feb	56.50%
27-Feb	47.80%
28-Feb	52.20%
<b>03-Mar</b>	82.60%
04-Mar	82.60%
05-Mar	95.70%
06-Mar	82.60%
07-Mar	87%
10-Mar	100%
11-Mar	100%
12-Mar	100%
13-Mar	100%
14-Mar	100%
17-Mar	100%
18-Mar	100%
19-Mar	100%
20-Mar	100%
21-Mar	100%

24-Mar	100%
25-Mar	100%
26-Mar	100%
27-Mar	100%
<b>01-Apr</b>	100%
02-Apr	100%
03-Apr	100%
04-Apr	100%
07-Apr	100%
08-Apr	100%
09-Apr	100%
10-Apr	100%
11-Apr	100%
14-Apr	65.20%
15-Apr	34.80%
16-Apr	65.20%
17-Apr	31.80%
18-Apr	68.20%
28-Apr	95.50%
29-Apr	72.70%
30-Apr	72.70%
<b>01-May</b>	61.90%
02-May	57.10%
05-May	76.20%
06-May	65%
07-May	75%
08-May	65%
09-May	65%
12-May	78.90%
13-May	68.40%
14-May	78.90%
15-May	57.90%
16-May	78.90%
19-May	78.90%
20-May	78.90%
21-May	78.90%
22-May	78.90%
23-May	78.90%
27-May	78.90%
28-May	78.90%
29-May	78.90%
30-May	78.90%
<b>02-Jun</b>	84.20%
03-Jun	89.50%
04-Jun	94.40%
05-Jun	94.40%

06-Jun	94.40%
09-Jun	83.30%
10-Jun	83.30%
11-Jun	83.30%
12-Jun	83.30%
13-Jun	94.40%
16-Jun	83.30%
17-Jun	100%
18-Jun	100%
19-Jun	100%
20-Jun	100%
23-Jun	100%
24-Jun	100%
25-Jun	100%
26-Jun	91.70%

Dupuy-Zaslow  
Students

<b>03-Feb</b>	100%
04-Feb	42.90%
05-Feb	42.90%
06-Feb	64.30%
07-Feb	42.90%
10-Feb	57.10%
11-Feb	50%
12-Feb	42.90%
13-Feb	42.90%
14-Feb	50%
24-Feb	71.40%
25-Feb	71.40%
26-Feb	57.10%
27-Feb	85.70%
28-Feb	64.30%
<b>03-Mar</b>	71.40%
04-Mar	71.40%
05-Mar	78.60%
06-Mar	78.60%
07-Mar	78.60%
10-Mar	100.00%
11-Mar	100.00%
12-Mar	100.00%
13-Mar	100.00%
14-Mar	100.00%
17-Mar	100.00%
18-Mar	100.00%
19-Mar	100.00%

20-Mar	100.00%
21-Mar	100.00%
24-Mar	100.00%
25-Mar	100.00%
26-Mar	100.00%
27-Mar	100.00%
<b>01-Apr</b>	100.00%
02-Apr	100.00%
03-Apr	100.00%
04-Apr	100.00%
07-Apr	100.00%
08-Apr	100.00%
09-Apr	100.00%
10-Apr	100.00%
11-Apr	100.00%
14-Apr	100.00%
15-Apr	100.00%
16-Apr	100.00%
17-Apr	100.00%
18-Apr	100.00%
28-Apr	64.30%
29-Apr	57.10%
30-Apr	64.30%
<b>01-May</b>	14.30%
02-May	21.40%
05-May	16.70%
06-May	21.40%
07-May	27.30%
08-May	27.30%
09-May	20%
12-May	30%
13-May	30%
14-May	20%
15-May	33.30%
16-May	33.30%
19-May	33.30%
20-May	11.10%
21-May	22.20%
22-May	22.20%
23-May	22.20%
27-May	100%
28-May	25%
29-May	25%
30-May	25%
<b>02-Jun</b>	12.50%
03-Jun	100%

04-Jun	25%
05-Jun	25%
06-Jun	25%
09-Jun	0%
10-Jun	25%
11-Jun	25%
12-Jun	25%
13-Jun	25%
16-Jun	12.50%
17-Jun	100%
18-Jun	100%
19-Jun	100%
20-Jun	100%
23-Jun	100%
24-Jun	100%
25-Jun	100%
26-Jun	62.50%

Emanuel-Marquez  
Students

<b>03-Feb</b>	100%
04-Feb	47.80%
05-Feb	47.80%
06-Feb	56.50%
07-Feb	60.90%
10-Feb	26.10%
11-Feb	56.50%
12-Feb	47.80%
13-Feb	26.10%
14-Feb	34.80%
24-Feb	95.70%
25-Feb	95.70%
26-Feb	95.70%
27-Feb	95.70%
28-Feb	95.70%
<b>03-Mar</b>	52.20%
04-Mar	65.20%
05-Mar	52.20%
06-Mar	52.20%
07-Mar	52.20%
10-Mar	100%
11-Mar	100%
12-Mar	100%
13-Mar	100%
14-Mar	100%
17-Mar	100%

18-Mar	100%
19-Mar	100%
20-Mar	100%
21-Mar	100%
24-Mar	95.70%
25-Mar	95.70%
26-Mar	95.70%
27-Mar	95.70%
<b>01-Apr</b>	100%
02-Apr	95.70%
03-Apr	100%
04-Apr	95.70%
07-Apr	100%
08-Apr	95.70%
09-Apr	100%
10-Apr	95.70%
11-Apr	100%
14-Apr	100%
15-Apr	100%
16-Apr	100%
17-Apr	100%
18-Apr	100%
28-Apr	95.70%
29-Apr	100%
30-Apr	95.70%
<b>01-May</b>	95.70%
02-May	95.70%
05-May	95.50%
06-May	95.50%
07-May	95.50%
08-May	95.50%
09-May	95.50%
12-May	100%
13-May	100%
14-May	100%
15-May	100%
16-May	100%
19-May	100%
20-May	100%
21-May	100%
22-May	100%
23-May	100%
27-May	100%
28-May	95.50%
29-May	95.50%
30-May	95.50%

<b>02-Jun</b>	95.50%
03-Jun	95.50%
04-Jun	95.50%
05-Jun	95.50%
06-Jun	95.50%
09-Jun	100%
10-Jun	100%
11-Jun	100%
12-Jun	100%
13-Jun	100%
16-Jun	90%
17-Jun	100%
18-Jun	100%
19-Jun	100%
20-Jun	100%
23-Jun	100%
24-Jun	100%
25-Jun	100%
26-Jun	94.10%

