



The New York State School Report Card

**Accountability
and Overview Report
2007 – 08**

School **BAYARD RUSTIN EDUCATION
COMPLEX**
District **NEW YORK CITY GEOGRAPHIC
DISTRICT # 2**
School ID **31-02-00-01-1440**
Principal **NANCY AMLING**
Telephone **(212) 675-5350**
Grades **9-12, US**

This School's Report Card

The New York State School Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the school's status under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the school report card on a school's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: RPTCARD@mail.nysed.gov

Use this report to:

1 Get School Profile information.

This section shows comprehensive data relevant to this school's learning environment.

2 Review School Accountability Status.

This section indicates whether a school made adequate yearly progress (AYP) and identifies schools in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as schools requiring academic progress and subject to interventions under Commissioner's Regulations.

3 Review an Overview of School Performance.

This section has information about the school's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

School **BAYARD RUSTIN EDUCATION COMPLEX**
School ID **31-02-00-01-1440**

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

School Profile

This section shows comprehensive data relevant to this school's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2005-06	2006-07	2007-08
Pre-K	0	0	0
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Ungraded Elementary	0	1	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	553	525	442
Grade 10	675	553	441
Grade 11	319	362	296
Grade 12	342	318	427
Ungraded Secondary	137	136	129
Total K-12	2026	1895	1735

Average Class Size

	2005-06	2006-07	2007-08
Common Branch			
Grade 8			
English			
Mathematics			
Science	24		
Social Studies	20		
Grade 10			
English	29	25	25
Mathematics	23	21	21
Science		25	25
Social Studies	26	23	23

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's enrollment. Students classified by schools as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

School **BAYARD RUSTIN EDUCATION COMPLEX**
School ID **31-02-00-01-1440**

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	1614	80%	1614	85%	1104	64%
Reduced-Price Lunch	76	4%	76	4%	89	5%
Student Stability*		99%		78%		99%
Limited English Proficient	517	26%	475	25%	455	26%
Racial/Ethnic Origin						
American Indian or Alaska Native	12	1%	11	1%	9	1%
Black or African American	501	25%	464	24%	474	27%
Hispanic or Latino	1174	58%	1137	60%	1045	60%
Asian or Native Hawaiian/Other Pacific Islander	276	14%	231	12%	164	9%
White	63	3%	52	3%	43	2%
Multiracial**	N/A	N/A	0	0%	0	0%

* Available only at the school level.

** Multiracial enrollment data were not collected statewide in the 2005-06 school year.

Attendance and Suspensions

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Annual Attendance Rate		79%		78%		79%
Student Suspensions	216	10%	230	11%	230	12%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category. *Student Stability* is the percentage of students in the highest grade in a school who were also enrolled in that school at any time during the previous school year. (For example, if School A, which serves Grades 6–8, has 100 students enrolled in Grade 8 this year, and 92 of those 100 students were also enrolled in School A last year, the stability rate for the school is 92 percent.)

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school's total actual attendance by the total possible attendance for a school year. A school's actual attendance is the sum of the number of students in attendance on each day the school was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school was open during the school year. *Student Suspension rate* is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

School **BAYARD RUSTIN EDUCATION COMPLEX**
School ID **31-02-00-01-1440**

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	122	116	117
Percent with No Valid Teaching Certificate	2%	5%	3%
Percent Teaching Out of Certification	10%	7%	14%
Percent with Fewer Than Three Years of Experience	16%	17%	14%
Percentage with Master's Degree Plus 30 Hours or Doctorate	53%	50%	51%
Total Number of Core Classes	464	457	432
Percent Not Taught by Highly Qualified Teachers	9%	7%	9%
Total Number of Classes	523	513	500
Percent Taught by Teachers Without Appropriate Certification	10%	8%	11%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	33%	21%	31%
Turnover Rate of All Teachers	22%	19%	17%

Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	18	16	0
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	7	8	0
Principals	1	1	0

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2007–08, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: www.emsc.nysed.gov/irts/accountability/home.shtml



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2007–08 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2004 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2003 graduation-rate total cohort in the All Students group earning a high school diploma by August 31, 2007 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2003 graduation-rate total cohort earning a local diploma by August 31, 2007 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

The 2004 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2004–05 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2004–05 school year, who were enrolled on October 3, 2007 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2008, are not included in the 2004 school accountability cohort. The 2004 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Graduation-Rate Total Cohort

This term is defined on the graduation-rate accountability page.

Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The 2007–08 safe harbor targets were calculated using the following equation:

$$2006-07 \text{ PI} + (200 - \text{the } 2006-07 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2007–08 target is provided for groups whose PI was below the State Science Standard in 2007–08.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2007–08, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your School Accountability Status

The list below defines the school status categories applied to each accountability measure under New York State's accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for schools at the elementary/middle level are English language arts (ELA), mathematics, and science; at the secondary level, they are ELA, mathematics, and graduation rate. A school may be assigned a different status for different accountability measures. The overall status of a school is the status assigned to the school for the accountability measure with the most advanced designation in the hierarchy. If the school receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the school is in good standing under Title I but identified as SRAP under the State hierarchy. A school that does not receive Title I funding in a school year does not have a federal status in that year; however, all schools (except charter schools) receive a state status even if they do not receive Title I funding. Schools in improvement status under Title I must provide school choice for their students; those in need of improvement in year 2 and beyond must also provide Supplemental Education Services to eligible students. Other consequences for schools not in good standing can be found at: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

Federal Title I Status

(Applies to all New York State schools receiving Title I funds)

▲ School in Good Standing

■ A school is considered to be in good standing if it has not been identified as a School in Need of Improvement, in Corrective Action, Planning for Restructuring, Restructuring, Requiring Academic Progress, or as a School Under Registration Review.

▲ School in Need of Improvement (Year 1)

A school that has not made AYP on the same accountability measure for two consecutive years while receiving Title I funds is considered a School in Need of Improvement (Year 1) for the following year.

▲ School in Need of Improvement (Year 2)

A School in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a School in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ School in Corrective Action

A School in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a School in Corrective Action for the following year, if it continues to receive Title I funds.

▲ School Planning for Restructuring

A School in Corrective Action that does not make AYP on the accountability measure for which it was identified is considered a School Planning for Restructuring for the following year, if it continues to receive Title I funds.

▲ School Restructuring (Year 1)

A School Planning for Restructuring that does not make AYP on the accountability measure for which it was identified is considered a School Restructuring (Year 1) for the following year, if it continues to receive Title I funds.

▲ School Restructuring (Year 2 and above)

A School Restructuring (Year 1 and above) that does not make AYP on the accountability measure for which it was identified is considered a School Restructuring (Year 2 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to all New York State public schools except charter schools)

■ School Requiring Academic Progress (Year 1)

A school that has not made AYP on the same accountability measure for two consecutive years is considered a School Requiring Academic Progress (Year 1) for the following year.

■ School Requiring Academic Progress (Year 2)

A School Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a School Requiring Academic Progress (Year 2) for the following year.

■ School Requiring Academic Progress (Year 3)

A School Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a School Requiring Academic Progress (Year 3) for the following year.

■ School Requiring Academic Progress (Year 4)

A School Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a School Requiring Academic Progress (Year 4) for the following year.

■ School Requiring Academic Progress (Year 5 and above)

A School Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a School Requiring Academic Progress (Year 5 and above) for the following year.

Pending – A school's status is "Pending" if the school requires special evaluation procedures and they have not yet been completed.

School **BAYARD RUSTIN EDUCATION COMPLEX**
School ID **31-02-00-01-1440**

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

Summary

Overall Accountability Status (2008–09)

▲ Planning for Restructuring

Elementary/Middle Level

ELA

Math

Science

Secondary Level

ELA

Math

Graduation Rate

▲ Planning for Restructuring

▲ Planning for Restructuring

▲ Improvement (Year 1)

Title I Part A Funding

Years the School Received Title I Part A Funding

2006–07

2007–08

2008–09

YES

YES

YES

On which accountability measures did this school make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students				✗	✗	✗
Ethnicity						
American Indian or Alaska Native				—	—	
Black or African American				✗	✗	
Hispanic or Latino				✗	✗	
Asian or Native Hawaiian/Other Pacific Islander				✗	✓	
White				—	—	
Multiracial				—	—	
Other Groups						
Students with Disabilities				✗	✓ ^{SH}	
Limited English Proficient				✓ ^{SH}	✗	
Economically Disadvantaged				✗	✗	
Student groups making AYP in each subject				✗ 1 of 7	✗ 2 of 7	✗ 0 of 1

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

Federal

- Good Standing ▲
- Improvement (Year 1) ▲
- Improvement (Year 2) ▲
- Corrective Action ▲
- Planning for Restructuring ▲
- Restructuring (Year 1) ▲
- Restructuring (Year 2 & Above) ▲

State

- Good Standing ■
- Requiring Academic Progress (Year 1) ■
- Requiring Academic Progress (Year 2) ■
- Requiring Academic Progress (Year 3) ■
- Requiring Academic Progress (Year 4) ■
- Requiring Academic Progress (Year 5 & Above) ■

Pending – Requires Special Evaluation

School **BAYARD RUSTIN EDUCATION COMPLEX**
School ID **31-02-00-01-1440**

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

Secondary-Level English Language Arts

Accountability Status for This Subject (2008–09)



Planning for Restructuring

Accountability Measures

1 of 7

Student groups making AYP in English language arts



Did not make AYP

Prospective Status

To be removed from improvement status in English language arts, this school must make AYP in this measure for two consecutive years. If this school fails to make AYP in 2008-09, the school will be Restructuring (Year 1) in 2009-10. If this school makes AYP in 2008-09, the school will remain Planning for Restructuring in 2009-10. [107]

How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group (12th Graders: 2004 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08	2008–09
All Students (458:345)	X	✓	98%	X	127	159	121 [‡]	134
Ethnicity								
American Indian or Alaska Native (4:2)	—	—	—	—	—	—	—	—
Black or African American (87:75)	X	✓	98%	X	125	154	124 [‡]	133
Hispanic or Latino (290:215)	X	✓	98%	X	128	157	112 [‡]	135
Asian or Native Hawaiian/Other Pacific Islander (65:43)	X	✓	98%	X	121	150	145	129
White (10:9)	—	—	—	—	—	—	—	—
Multiracial (2:1)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (53:39)	X	X	94%	✓ ^{SH}	49	149	20	64
Limited English Proficient ⁴ (161:112)	✓ ^{SH}	✓	97%	✓ ^{SH}	100	155	88	110
Economically Disadvantaged (294:249)	X	✓	98%	X	130	158	121 [‡]	137
Final AYP Determination	X 1 of 7							

NOTES

¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For schools with fewer than 30 students in the 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For schools with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

[‡] This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

School **BAYARD RUSTIN EDUCATION COMPLEX**
School ID **31-02-00-01-1440**

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

Secondary-Level Mathematics

Accountability Status for This Subject (2008–09)



Planning for Restructuring

Accountability Measures

2 of 7

Student groups making AYP in mathematics



Did not make AYP

Prospective Status

To be removed from improvement status in mathematics, this school must make AYP in this measure for two consecutive years. If this school fails to make AYP in 2008-09, the school will be Restructuring (Year 1) in 2009-10. If this school makes AYP in 2008-09, the school will remain Planning for Restructuring in 2009-10. [107]

How did students in each accountability group perform on secondary-level mathematics accountability measures?

Student Group (12th Graders: 2004 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08	2008–09
All Students (458:345)	X	✓	100%	X	136	153	137‡	142
Ethnicity								
American Indian or Alaska Native (4:2)	—	—	—	—	—	—	—	—
Black or African American (87:75)	X	✓	100%	X	128	148	110‡	135
Hispanic or Latino (290:215)	X	✓	100%	X	129	151	131‡	136
Asian or Native Hawaiian/Other Pacific Islander (65:43)	✓	✓	100%	✓	193	144		
White (10:9)	—	—	—	—	—	—	—	—
Multiracial (2:1)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (46:39)	✓^{SH}	✓	98%	✓^{SH}	87	143	20	98
Limited English Proficient ⁴ (161:112)	X	✓	99%	X	132	149	146	139
Economically Disadvantaged (294:249)	X	✓	100%	X	141	152	137‡	147
Final AYP Determination	X 2 of 7							

NOTES

¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For schools with fewer than 30 students in the 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For schools with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

School **BAYARD RUSTIN EDUCATION COMPLEX**
School ID **31-02-00-01-1440**

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

Graduation Rate

Accountability Status for This Indicator (2008–09)



Improvement (Year 1)

Accountability Measures

0 of 1

Student groups making AYP in graduation rate



Did not make AYP

Prospective Status

To be removed from improvement status in graduation rate, this school must make AYP in this measure for two consecutive years. If this school fails to make AYP in 2008-09, the school will be In Need of Improvement (Year 2) in 2009-10. If this school makes AYP in 2008-09, the school will remain In Need of Improvement (Year 1) in 2009-10. [104]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives State Standard	Progress Target	
	AYP	Met Criterion			2007–08	2008–09
All Students (394)	X	X	38%	55%	43%	39%
Ethnicity						
American Indian or Alaska Native (3)		–	–	–		
Black or African American (87)		X	29%	55%	34%	30%
Hispanic or Latino (220)		X	35%	55%	37%	36%
Asian or Native Hawaiian/Other Pacific Islander (70)		✓	56%	55%		
White (13)		–	–	–		
Multiracial (1)						
Other Groups		–	–	–		
Students with Disabilities (40)		✓	28%	55%	10%	29%
Limited English Proficient ³ (136)		✓	38%	55%	1%	39%
Economically Disadvantaged (390)		X	38%	55%	43%	39%
Final AYP Determination	X	0 of 1				

NOTES

¹ Graduation-rate total cohort differs from the accountability cohort in that the graduation-rate total cohort includes students who left school prior to BEDS day of the fourth year after first entering grade 9 and students who enrolled after BEDS day of the fourth year after first entering grade 9.

² Percentage of the 2003 cohort that earned a local or Regents diploma by August 31, 2007.

³ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2003 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2007 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2007–08.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2003 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

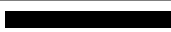

The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2007 is below the Graduation-Rate Standard in 2007–08 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

School **BAYARD RUSTIN EDUCATION COMPLEX**
School ID **31-02-00-01-1440**

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

Summary of 2007–08 School Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

Secondary Level	Percentage of students that scored at or above Level 3		2004 Total Cohort
	0%	50%	
English	44%		417
Mathematics	42%		417

About the Performance

Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.emsc.nysed.gov/irts.

What are Similar Schools?

In this section, this school's performance is compared with that of similar schools.

Within each N/RC category, the Department identifies Similar Schools: schools that serve similar students and have similar resources. Each school report card compares the school's performance with that of similar schools. The following factors are considered in grouping schools: a) the grade level served by the school and b) rates of student poverty and limited English proficiency. Student poverty levels are indicated by determining the percentage of children in each school who participate in the free-lunch program. By combining these factors, a measure of student need is created and used to place schools into relatively low (lowest quartile), relatively high (highest quartile), and typical (mid-range) groups.

This School's Similar Schools

Group: 79

All schools in this group are secondary level schools in New York City.

School **BAYARD RUSTIN EDUCATION COMPLEX**
School ID **31-02-00-01-1440**

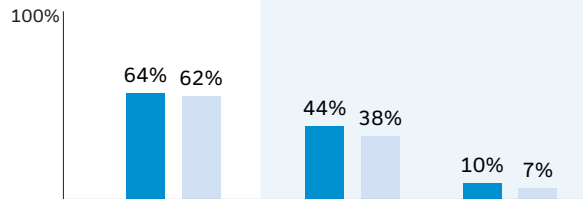
District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

This School's Total Cohort* Results in Secondary-Level English after Four Years of Instruction

This School

Percentage scoring at level(s):

2-4 3-4 4

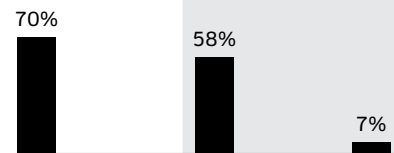


■ 2004 Cohort
■ 2003 Cohort

Similar Schools

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2004 Cohort

Number of Students Percentage scoring at level(s):
2-4 3-4 4

2003 Cohort**

Number of Students Percentage scoring at level(s):
2-4 3-4 4

	2004 Cohort		2003 Cohort**	
	Number of Students	Percentage scoring at level(s):	Number of Students	Percentage scoring at level(s):
		2-4 3-4 4		2-4 3-4 4
All Students	417	64% 44% 10%	417	62% 38% 7%
Female	206	73% 52% 14%	216	70% 44% 9%
Male	211	55% 37% 6%	201	54% 32% 6%
American Indian or Alaska Native	2	— — —	2	— — —
Black or African American	92	62% 43% 10%	86	57% 34% 12%
Hispanic or Latino	262	65% 42% 10%	241	59% 32% 5%
Asian or Native Hawaiian/Other Pacific Islander	49	67% 53% 6%	73	79% 64% 12%
White	11	— — —	14	— — —
Multiracial	1	— — —	1	— — —
Small Group Totals	14	64% 57% 29%	17	59% 24% 6%
General-Education Students	364	71% 50% 11%	384	67% 41% 8%
Students with Disabilities	53	19% 4% 2%	33	12% 6% 0%
English Proficient	294	67% 50% 13%	309	63% 42% 10%
Limited English Proficient	123	57% 32% 2%	108	61% 26% 1%
Economically Disadvantaged	314	64% 44% 11%	411	63% 38% 8%
Not Disadvantaged	103	64% 45% 8%	6	0% 0% 0%
Migrant				
Not Migrant	417	64% 44% 10%		

NOTES

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

2004 Cohort

Number of Students Number scoring at level(s):
2-4 3-4 4

2003 Cohort

Number of Students Number scoring at level(s):
2-4 3-4 4

New York State Alternate Assessment (NYSAA): High School Equivalent ***	0		0	
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* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

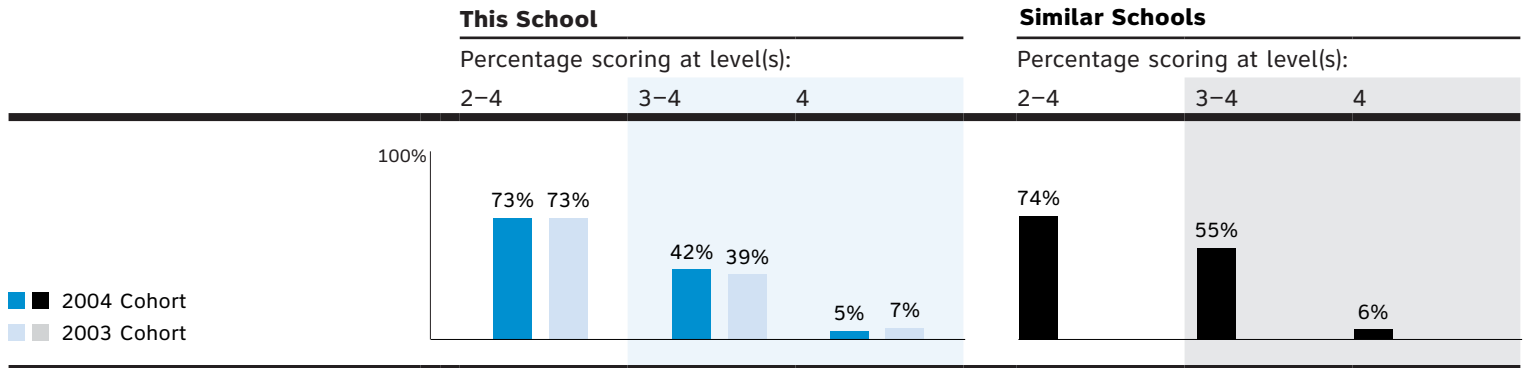
** 2003 cohort data are those reported in the 2006-07 Accountability and Overview Report.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

School **BAYARD RUSTIN EDUCATION COMPLEX**
School ID **31-02-00-01-1440**

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 2**

This School's Total Cohort* Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group

	2004 Cohort				2003 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	417	73%	42%	5%	417	73%	39%	7%
Female	206	80%	47%	5%	216	77%	43%	7%
Male	211	67%	38%	5%	201	68%	34%	7%
American Indian or Alaska Native	2	—	—	—	2	—	—	—
Black or African American	92	67%	37%	1%	86	57%	26%	2%
Hispanic or Latino	262	72%	35%	2%	241	73%	31%	0%
Asian or Native Hawaiian/Other Pacific Islander	49	94%	90%	31%	73	90%	85%	33%
White	11	—	—	—	14	—	—	—
Multiracial	1	—	—	—	1	—	—	—
Small Group Totals	14	64%	36%	7%	17	71%	18%	12%
General-Education Students	364	79%	47%	6%	384	78%	42%	8%
Students with Disabilities	53	38%	9%	0%	33	12%	3%	0%
English Proficient	294	72%	42%	2%	309	65%	35%	6%
Limited English Proficient	123	76%	43%	12%	108	94%	49%	11%
Economically Disadvantaged	314	74%	43%	6%	411	74%	39%	7%
Not Disadvantaged	103	72%	39%	3%	6	0%	0%	0%
Migrant								
Not Migrant	417	73%	42%	5%				

NOTES

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

Other Assessments	2004 Cohort				2003 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

** 2003 cohort data are those reported in the 2006-07 Accountability and Overview Report.

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