



The New York State School Report Card

**Accountability
and Overview Report
2008 – 09**

School **SAMUEL GOMPERS CAREER AND
TECHNICAL EDUCATION HIGH
SCHOOL**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT # 7**

School ID **32-07-00-01-1655**

Principal **JOYCE MILLS-KITRELL**

Telephone **(718) 665-0950**

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.

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 the school's accountability status.

3 Review an Overview of School Performance.

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

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

School **SAMUEL GOMPERS CAREER AND TECHNICAL EDUCATION HIGH SCHOOL**District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**
 School ID **32-07-00-01-1655**

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

	2006-07	2007-08	2008-09
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	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	541	490	319
Grade 10	344	373	348
Grade 11	282	296	315
Grade 12	148	131	108
Ungraded Secondary	222	214	212
Total K-12	1537	1504	1302

Average Class Size

	2006-07	2007-08	2008-09
Common Branch			
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English	34	34	32
Mathematics			26
Science			30
Social Studies			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 **SAMUEL GOMPERS CAREER AND TECHNICAL EDUCATION HIGH SCHOOL**District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**
 School ID **32-07-00-01-1655**

Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	1311	85%	1063	71%	981	75%
Reduced-Price Lunch	89	6%	103	7%	98	8%
Student Stability*		78%		100%		100%
Limited English Proficient	177	12%	236	16%	226	17%
Racial/Ethnic Origin						
American Indian or Alaska Native	12	1%	17	1%	12	1%
Black or African American	446	29%	429	29%	371	28%
Hispanic or Latino	1047	68%	1024	68%	892	69%
Asian or Native Hawaiian/Other Pacific Islander	23	1%	21	1%	17	1%
White	9	1%	13	1%	10	1%
Multiracial	0	0%	0	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate		78%		77%		76%
Student Suspensions	174	11%	174	11%	198	13%

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 **SAMUEL GOMPERS CAREER AND TECHNICAL EDUCATION HIGH SCHOOL**District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**
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Teacher Qualifications

	2006-07	2007-08	2008-09
Total Number of Teachers	104	97	92
Percent with No Valid Teaching Certificate	11%	3%	4%
Percent Teaching Out of Certification	12%	5%	20%
Percent with Fewer Than Three Years of Experience	12%	9%	7%
Percentage with Master's Degree Plus 30 Hours or Doctorate	48%	54%	57%
Total Number of Core Classes	121	90	350
Percent Not Taught by Highly Qualified Teachers	23%	6%	19%
Total Number of Classes	135	98	386
Percent Taught by Teachers Without Appropriate Certification	29%	5%	20%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	16%	18%	19%
Turnover Rate of All Teachers	7%	13%	15%

Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	11	0	13
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	9	0	9
Principals	1	0	1

* 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. 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.

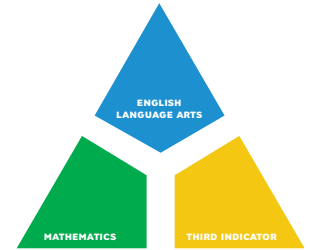
Staff Counts Information

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 2008–09, 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: <http://www.emsc.nysed.gov/irts/accountability/>



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 2008–09 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 2005 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, if it has 30 or more students, 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 group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2004 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2008 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 2004 graduation-rate total cohort earning a local or Regents diploma by August 31, 2008 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 2005 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, who were enrolled on October 1, 2008 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, 2009, are not included in the 2005 school accountability cohort. The 2005 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:

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

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

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

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 2008–09 safe harbor targets were calculated using the following equation:

$$2007-08 \text{ PI} + (200 - \text{the } 2007-08 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI. The 2008–09 target is provided for groups whose PI was below the State Science Standard in 2008–09.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2008–09, 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.

School **SAMUEL GOMPERS CAREER AND TECHNICAL EDUCATION HIGH SCHOOL**District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**
School ID **32-07-00-01-1655**

Understanding Your School Accountability Status

New York State has been approved by the United States Department of Education to participate in a differentiated accountability pilot program. Under this program, each public school in the state is assigned an accountability status “phase” (good standing, improvement, corrective action, or restructuring) based on its history of making Adequate Yearly Progress (AYP) and its AYP status in 2008–09. If the school is identified for improvement, corrective action, or restructuring under this program, the school is also assigned to an accountability “category” (basic, focused, or comprehensive) based on the student groups whose failure to make AYP caused the school to be identified or the “measures” for which it was identified.

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 in a different accountability status phase for each measure. The school’s overall status is its most advanced New York State accountability phase and its highest category within that phase.

For more information on this program and for this school’s 2009–10 accountability status, see <http://www.emsc.nysed.gov/irts/accountability/designations/>.

School **SAMUEL GOMPERS CAREER AND TECHNICAL EDUCATION HIGH SCHOOL**District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**
 School ID **32-07-00-01-1655**

Summary

Overall Accountability Status (2009–10)

For this school's 2009–10 accountability status, see <http://www.emsc.nysed.gov/irts/accountability/designations/>.

Title I Part A Funding	Years the School Received Title I Part A Funding		
	2007–08	2008–09	2009–10
	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				X	X	X
Ethnicity						
American Indian or Alaska Native				—	—	
Black or African American				X	X	
Hispanic or Latino				X	X	
Asian or Native Hawaiian/Other Pacific Islander				—	—	
White				—	—	
Multiracial						
Other Groups						
Students with Disabilities				X	X	
Limited English Proficient				X	X	
Economically Disadvantaged				X	X	
Student groups making AYP in each subject				X 0 of 6	X 0 of 6	X 0 of 1

AYP Status

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

School **SAMUEL GOMPERS CAREER AND TECHNICAL EDUCATION HIGH SCHOOL**District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**
School ID **32-07-00-01-1655**

Secondary-Level English Language Arts

Accountability Status for This Subject (2009–10)

For this school's 2009–10 accountability status,
see <http://www.emsc.nysed.gov/irts/accountability/designations/>.

Accountability Measures 0 of 6 Student groups making AYP in English language arts
X Did not make AYP

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

Student Group	AYP Status	Participation ²		Test Performance ³		Performance Objectives		
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
(12th Graders: 2005 Cohort) ¹								
All Students (187:296)	X	✓	100%	X	138	165	150‡	144
Ethnicity								
American Indian or Alaska Native (1:2)	–	–	–	–	–	–	–	–
Black or African American (54:83)	X	✓	100%	X	140	160	151	146
Hispanic or Latino (128:206)	X	✓	100%	X	138	163	149‡	144
Asian or Native Hawaiian/Other Pacific Islander (3:3)	–	–	–	–	–	–	–	–
White (1:2)	–	–	–	–	–	–	–	–
Multiracial (0:0)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities ⁴ (19:63)	X	–	–	X	68	159	76‡	81
Limited English Proficient ⁵ (14:41)	X	–	–	X	112	156	118‡	121
Economically Disadvantaged (143:235)	X	✓	100%	X	141	164	147‡	147
Final AYP Determination	X 0 of 6							

NOTES

- ¹ These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For schools with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort are not required to meet the performance criterion.
 - ⁴ If the school failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the school is considered to have made AYP for students with disabilities.
 - ⁵ 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
- ✓SH** Made AYP Using Safe Harbor Target
- X** Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

School **SAMUEL GOMPERS CAREER AND TECHNICAL EDUCATION HIGH SCHOOL**District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**
School ID **32-07-00-01-1655**

Secondary-Level Mathematics

Accountability Status for This Subject (2009–10)

For this school's 2009–10 accountability status,
see <http://www.emsc.nysed.gov/irts/accountability/designations/>.

Accountability Measures	0 of 6	Student groups making AYP in mathematics
	X	Did not make AYP

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

Student Group	AYP Status	Participation ²		Test Performance ³		Performance Objectives		
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
(12th Graders: 2005 Cohort) ¹								
All Students (187:296)	X	✓	99%	X	145	160	160‡	151
Ethnicity								
American Indian or Alaska Native (1:2)	–	–	–	–	–	–	–	–
Black or African American (54:83)	X	✓	100%	X	140	155	155	146
Hispanic or Latino (128:206)	X	✓	99%	X	148	158	158‡	153
Asian or Native Hawaiian/Other Pacific Islander (3:3)	–	–	–	–	–	–	–	–
White (1:2)	–	–	–	–	–	–	–	–
Multiracial (0:0)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities ⁴ (19:63)	X	–	–	X	78	154	90‡	90
Limited English Proficient ⁵ (14:41)	X	–	–	X	144	151	145‡	150
Economically Disadvantaged (143:235)	X	✓	99%	X	149	159	159‡	154
Final AYP Determination	X	0 of 6						

NOTES

- ¹ These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For schools with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort are not required to meet the performance criterion.
 - ⁴ If the school failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the school is considered to have made AYP for students with disabilities.
 - ⁵ 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
- ✓SH** Made AYP Using Safe Harbor Target
- X** Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

School **SAMUEL GOMPERS CAREER AND TECHNICAL EDUCATION HIGH SCHOOL**District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**
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Graduation Rate

Accountability Status for This Indicator (2009–10)

For this school's 2009–10 accountability status,
see <http://www.emsc.nysed.gov/irts/accountability/designations/>.

Accountability Measures	0 of 1	Student groups making AYP in graduation rate
	X	Did not make AYP

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

Student Group (Cohort Count)	Graduation		Graduation Rate ¹	Objectives State Standard	Progress Target	
	AYP	Met Criterion			2008–09	2009–10
All Students (318)	X	X	51%	55%	54%	52%
Ethnicity						
American Indian or Alaska Native (5)	–	–	–	–	–	–
Black or African American (82)	✓	–	54%	55%	53%	55%
Hispanic or Latino (223)	–	X	50%	55%	54%	51%
Asian or Native Hawaiian/Other Pacific Islander (5)	–	–	–	–	–	–
White (3)	–	–	–	–	–	–
Multiracial (0)	–	–	–	–	–	–
Other Groups						
Students with Disabilities (64)	–	X	17%	55%	19%	18%
Limited English Proficient ² (66)	–	X	35%	55%	54%	36%
Economically Disadvantaged (233)	–	X	51%	55%	52%	52%
Final AYP Determination	X	0 of 1				

NOTES

¹ Percentage of the 2004 cohort that earned a local or Regents diploma by August 31, 2008.

² 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 2004 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2008 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2008–09.



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 2004 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2009–10 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2008 is below the Graduation-Rate Standard in 2008–09 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

School **SAMUEL GOMPERS CAREER AND TECHNICAL EDUCATION HIGH SCHOOL** District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**
 School ID **32-07-00-01-1655**

Summary of 2008–09 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			2005 Total Cohort
	0%	50%	100%	
English	58%			349
Mathematics	57%			349

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: 80

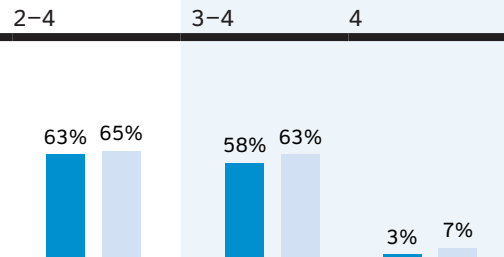
All schools in this group are secondary level schools in New York City.

School **SAMUEL GOMPERS CAREER AND TECHNICAL EDUCATION HIGH SCHOOL**District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**
School ID **32-07-00-01-1655**

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

This School

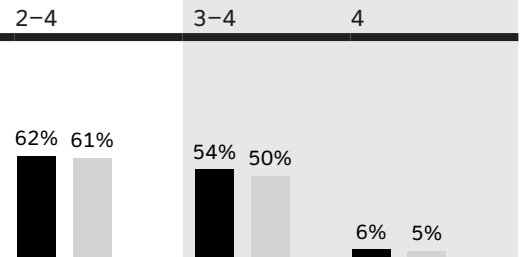
Percentage scoring at level(s):



■ 2005 Cohort
■ 2004 Cohort

Similar Schools

Percentage scoring at level(s):



Results by Student Group

2005 Cohort

Number of Students Percentage scoring at level(s):

	Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4
All Students	349	63%	58%	3%
Female	61	62%	61%	2%
Male	288	63%	57%	3%
American Indian or Alaska Native	2	–	–	–
Black or African American	96	67%	63%	2%
Hispanic or Latino	244	61%	56%	2%
Asian or Native Hawaiian/Other Pacific Islander	5	–	–	–
White	2	–	–	–
Multiracial				
Small Group Totals	9	56%	56%	11%
General-Education Students	267	73%	69%	3%
Students with Disabilities	82	29%	22%	0%
English Proficient	304	66%	61%	3%
Limited English Proficient	45	40%	38%	0%
Economically Disadvantaged	275	65%	60%	2%
Not Disadvantaged	74	55%	50%	4%
Migrant				
Not Migrant	349	63%	58%	3%

2004 Cohort**

Number of Students Percentage scoring at level(s):

	Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4
All Students	313	65%	63%	7%
Female	91	67%	65%	9%
Male	222	64%	62%	6%
American Indian or Alaska Native	5	–	–	–
Black or African American	81	63%	63%	7%
Hispanic or Latino	219	66%	63%	6%
Asian or Native Hawaiian/Other Pacific Islander	5	80%	80%	20%
White	3	–	–	–
Multiracial				
Small Group Totals	8	50%	50%	0%
General-Education Students	249	76%	73%	8%
Students with Disabilities	64	23%	22%	0%
English Proficient	264	69%	68%	8%
Limited English Proficient	49	43%	37%	0%
Economically Disadvantaged	233	63%	61%	8%
Not Disadvantaged	80	71%	70%	4%
Migrant				
Not Migrant	313	65%	63%	7%

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

2005 Cohort

Number of Students Number scoring at level(s):

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

2004 Cohort

Number of Students Number scoring at level(s):

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

* 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.

** 2004 cohort data are those reported in the 2007-08 *Accountability and Overview Report*.

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

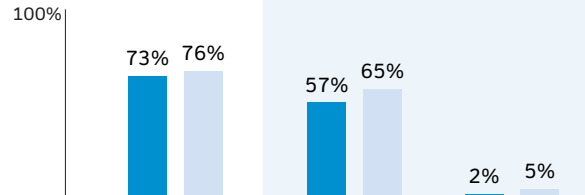
School **SAMUEL GOMPERS CAREER AND TECHNICAL EDUCATION HIGH SCHOOL**District **NEW YORK CITY GEOGRAPHIC DISTRICT # 7**
School ID **32-07-00-01-1655**

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

This School

Percentage scoring at level(s):

2-4 3-4 4

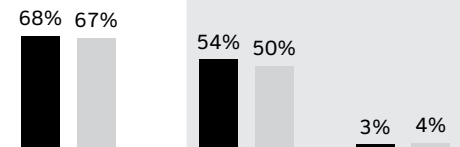


■ 2005 Cohort
■ 2004 Cohort

Similar Schools

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2005 Cohort

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

2004 Cohort**

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

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	349	73%	57%	2%	313	76%	65%	5%
Female	61	72%	56%	0%	91	78%	63%	4%
Male	288	73%	57%	2%	222	75%	65%	5%
American Indian or Alaska Native	2	-	-	-	5	-	-	-
Black or African American	96	75%	53%	1%	81	75%	65%	1%
Hispanic or Latino	244	73%	59%	2%	219	76%	64%	6%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	5	80%	80%	20%
White	2	-	-	-	3	-	-	-
Multiracial								
Small Group Totals	9	67%	44%	11%	8	63%	50%	13%
General-Education Students	267	83%	67%	2%	249	85%	75%	6%
Students with Disabilities	82	40%	23%	0%	64	39%	23%	2%
English Proficient	304	75%	57%	2%	264	78%	67%	6%
Limited English Proficient	45	60%	53%	0%	49	63%	51%	0%
Economically Disadvantaged	275	76%	59%	2%	233	74%	62%	6%
Not Disadvantaged	74	64%	47%	1%	80	80%	71%	4%
Migrant								
Not Migrant	349	73%	57%	2%	313	76%	65%	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

2005 Cohort

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

2004 Cohort

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

New York State Alternate Assessment (NYSAA): High School Equivalent ***

* 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.

** 2004 cohort data are those reported in the 2007-08 *Accountability and Overview Report*.

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