



The New York State Accountability Report 2011-12

SCHOOL:	JUAN MOREL CAMPOS SECONDARY SCHOOL
SCHOOL ID:	331400011071
DISTRICT:	NYC GEOG DIST #14 - BROOKLYN
DISTRICT ID:	331400010000
PRINCIPAL:	HOWARD FINEMAN
SUPERINTENDENT:	JAMES QUAIL
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Data in this report are those reported by districts in the Student Information Repository System as of August 24, 2012.

On May 29, 2012, the United States Department of Education (USDE) approved New York's Elementary and Secondary Education Act (ESEA) waiver. This waiver provides New York with increased flexibility to help close the achievement gap and assist students in becoming college and career ready. New York's waiver introduced a system of identifying districts and/or schools as **Reward**, **Focus**, or **Priority**, based on performance in English language arts (ELA), mathematics, and science at the elementary/middle level and in ELA, mathematics, and graduation rate at the secondary level. More information on the waiver is available at <http://www.p12.nysed.gov/esea-waiver/>.

Data in The New York State Accountability Report are those used to determine **Performance Indices (PIs)** and make **Adequate Yearly Progress (AYP)** determinations which, in turn, are used to assist in identifying districts and schools as Reward, Focus, and Priority. Explanations of how the data are used to make the determinations are available at <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.

More Information:
Office of Accountability
New York State Education Department
55 Hanson Place
Brooklyn, NY 11217
Email: accountinfo@mail.nysed.gov

Adequate Yearly Progress and Performance Indices

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

- 1) Elementary/middle-level (grades 3 - 8) English Language Arts (ELA)
- 2) Elementary/middle-level (grades 3 - 8) Mathematics
- 3) Elementary/middle-level (grades 4 and 8) Science
- 4) Secondary-level (grades 9-12) ELA
- 5) Secondary-level (grades 9-12) Mathematics
- 6) Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

Standards for English Language Arts, Mathematics, and Science

Participation: In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

Performance: In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target**." In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target**."

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see "Determining AYP in 2011-12" under Understanding Accountability in New York State at <http://www.p12.nysed.gov/irs/accountability/>.

Elementary/Middle-Level ELA: AYP

SCHOOL: JUAN MOREL CAMPOS SECONDARY SCHOOL

SCHOOL ID: 331400011071
DISTRICT: NYC GEOG DIST #14 - BROOKLYN

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): NO

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	—
White	—
Multiracial	—
Students With Disabilities	✗
Limited English Proficient	✓
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level ELA: Participation

SCHOOL: JUAN MOREL CAMPOS SECONDARY SCHOOL

SCHOOL ID: 331400011071
DISTRICT: NYC GEOG DIST #14 - BROOKLYN

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	363	97%
American Indian or Alaska Native	—	4	—
Black or African American	✓	63	98%
Hispanic or Latino	✓	287	97%
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
White	—	9	—
Multiracial	—	0	—
Students With Disabilities	✓	83	95%
Limited English Proficient	✓	90	97%
Economically Disadvantaged	✓	363	97%

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level ELA: Performance

SCHOOL: JUAN MOREL CAMPOS SECONDARY SCHOOL

SCHOOL ID: 331400011071

DISTRICT: NYC GEOG DIST #14 - BROOKLYN

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Performance Results

Student Group	PI \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	337	100	144	97
American Indian or Alaska Native	—	4	—	—	—
Black or African American	✓	57	98	117	97
Hispanic or Latino	✓	267	98	125	95
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	—	9	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	✗	78†	68†	90	77
Limited English Proficient	✓	105‡	85‡	100	83
Economically Disadvantaged	✓	337	100	128	97

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $\frac{(2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4}))}{[\text{Count of Tested Students}]} \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level ELA: Non-AYP Groups

SCHOOL: JUAN MOREL CAMPOS SECONDARY SCHOOL

SCHOOL ID: 331400011071
DISTRICT: NYC GEOG DIST #14 - BROOKLYN

Participation and performance for the following groups are **NOT** used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	359	97%
Not Black or African American	300	97%
Not Hispanic or Latino	76	99%
Not Asian or Native Hawaiian/Other Pacific Islander	363	97%
Not White	354	97%
Not Multiracial	363	97%
General Education	280	98%
English Proficient	273	97%
Not Economically Disadvantaged	0	—
Male	192	97%
Female	171	97%
Migrant	0	—
Not Migrant	363	97%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	333	100
Not Black or African American	280	100
Not Hispanic or Latino	70	109
Not Asian or Native Hawaiian/Other Pacific Islander	337	100
Not White	328	98
Not Multiracial	337	100
General Education	260	110
English Proficient	259	108
Not Economically Disadvantaged	0	—
Male	179	101
Female	158	99
Migrant	0	—
Not Migrant	337	100

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Elementary/Middle-Level Math: AYP

SCHOOL: JUAN MOREL CAMPOS SECONDARY SCHOOL

SCHOOL ID: 331400011071
DISTRICT: NYC GEOG DIST #14 - BROOKLYN

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): NO

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	—
White	—
Multiracial	—
Students With Disabilities	✗
Limited English Proficient	✓
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Math: Participation

SCHOOL: JUAN MOREL CAMPOS SECONDARY SCHOOL

SCHOOL ID: 331400011071
DISTRICT: NYC GEOG DIST #14 - BROOKLYN

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) Math Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	365	98%
American Indian or Alaska Native	—	4	—
Black or African American	✓	63	98%
Hispanic or Latino	✓	289	98%
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
White	—	9	—
Multiracial	—	0	—
Students With Disabilities	✓	83	96%
Limited English Proficient	✓	90	98%
Economically Disadvantaged	✓	365	98%

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Math: Performance

SCHOOL: JUAN MOREL CAMPOS SECONDARY SCHOOL

SCHOOL ID: 331400011071

DISTRICT: NYC GEOG DIST #14 - BROOKLYN

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

Elementary/Middle-Level (Grades 3 - 8) Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	342	116	158	104
American Indian or Alaska Native	—	4	—	—	—
Black or African American	✓	57	111	129	110
Hispanic or Latino	✓	272	115	143	100
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	—	9	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	✗	79†	67†	111	79
Limited English Proficient	✓	108‡	120‡	130	93
Economically Disadvantaged	✓	342	116	145	104

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $\frac{(2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4}))}{[\text{Count of Tested Students}]} \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level Math: Non-AYP Groups

SCHOOL: JUAN MOREL CAMPOS SECONDARY SCHOOL

SCHOOL ID: 331400011071
DISTRICT: NYC GEOG DIST #14 - BROOKLYN

Participation and performance for the following groups are **NOT** used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	361	98%
Not Black or African American	302	98%
Not Hispanic or Latino	76	99%
Not Asian or Native Hawaiian/Other Pacific Islander	365	98%
Not White	356	98%
Not Multiracial	365	98%
General Education	282	99%
English Proficient	275	98%
Not Economically Disadvantaged	0	—
Male	193	98%
Female	172	98%
Migrant	0	—
Not Migrant	365	98%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	338	115
Not Black or African American	285	117
Not Hispanic or Latino	70	120
Not Asian or Native Hawaiian/Other Pacific Islander	342	116
Not White	333	114
Not Multiracial	342	116
General Education	264	130
English Proficient	261	117
Not Economically Disadvantaged	0	—
Male	183	116
Female	159	116
Migrant	0	—
Not Migrant	342	116

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Elementary/Middle-Level Science: AYP

SCHOOL: JUAN MOREL CAMPOS SECONDARY SCHOOL

SCHOOL ID: 331400011071
DISTRICT: NYC GEOG DIST #14 - BROOKLYN

Adequate Yearly Progress: In elementary/middle-level (grades 4 & 8) science, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 80% of students in each accountability group with 40 or more members must be tested on an appropriate science assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Progress Target.

All accountability groups met the participation and performance criteria (made AYP): NO

Student Group	Made AYP
All Students	✗
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	✗
Asian or Native Hawaiian/Other Pacific Islander	—
White	—
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	✗

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Science: Participation

SCHOOL: JUAN MOREL CAMPOS SECONDARY SCHOOL

SCHOOL ID: 331400011071
DISTRICT: NYC GEOG DIST #14 - BROOKLYN

All accountability groups with 40 or more members tested at least 80% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Participation Results

Student Group	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	136	80%
American Indian or Alaska Native	—	2	—
Black or African American	—	26	—
Hispanic or Latino	✓	103	83%
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
White	—	5	—
Multiracial	—	0	—
Students With Disabilities	—	37	—
Limited English Proficient	—	30	—
Economically Disadvantaged	✓	136	80%

✓ At least 80% of students enrolled during the test administration period were tested.

✗ Less than 80% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Science: Performance

SCHOOL: JUAN MOREL CAMPOS SECONDARY SCHOOL

SCHOOL ID: 331400011071
DISTRICT: NYC GEOG DIST #14 - BROOKLYN

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Progress Target: **NO**

Elementary/Middle-Level (Grades 4 & 8) Science Performance Results

Student Group	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Progress Target
All Students	✗	102	104	169	109
American Indian or Alaska Native	—	2	—	—	—
Black or African American	—	17	—	—	—
Hispanic or Latino	✗	79	101	154	109
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	—	4	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	—	29	—	—	—
Limited English Proficient	—	23	—	—	—
Economically Disadvantaged	✗	102	104	158	109

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Progress Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{((\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4}))}{[\text{Count of Tested Students}]} \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Progress Target: A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Progress Target is calculated by adding 1 point to the previous year's PI.

Elementary/Middle-Level Science: Non-AYP Groups

SCHOOL: JUAN MOREL CAMPOS SECONDARY SCHOOL

SCHOOL ID: 331400011071
DISTRICT: NYC GEOG DIST #14 - BROOKLYN

Participation and performance for the following groups are **NOT** used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	134	80%
Not Black or African American	110	83%
Not Hispanic or Latino	33	—
Not Asian or Native Hawaiian/Other Pacific Islander	136	80%
Not White	131	80%
Not Multiracial	136	80%
General Education	99	80%
English Proficient	209	83%
Not Economically Disadvantaged	0	—
Male	144	83%
Female	66	83%
Migrant	0	—
Not Migrant	136	80%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	100	103
Not Black or African American	85	107
Not Hispanic or Latino	23	—
Not Asian or Native Hawaiian/Other Pacific Islander	102	104
Not White	98	100
Not Multiracial	102	104
General Education	73	111
English Proficient	79	108
Not Economically Disadvantaged	0	—
Male	50	102
Female	52	106
Migrant	0	—
Not Migrant	102	104

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Secondary-Level ELA: AYP

SCHOOL: JUAN MOREL CAMPOS SECONDARY SCHOOL

SCHOOL ID: 331400011071
DISTRICT: NYC GEOG DIST #14 - BROOKLYN

Adequate Yearly Progress: In secondary-level English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): NO

Student Group	Made AYP
All Students	✗
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	—
White	—
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	✗

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level ELA: Participation

SCHOOL: JUAN MOREL CAMPOS SECONDARY SCHOOL

SCHOOL ID: 331400011071
DISTRICT: NYC GEOG DIST #14 - BROOKLYN

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

Secondary-Level English Language Arts (ELA) Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✓	126	98%
American Indian or Alaska Native	—	0	—
Black or African American	—	18	—
Hispanic or Latino	✓	107	97%
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
White	—	1	—
Multiracial	—	0	—
Students With Disabilities	—	29	—
Limited English Proficient	—	29	—
Economically Disadvantaged	✓	126	98%

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.

Secondary-Level ELA: Performance

SCHOOL: JUAN MOREL CAMPOS SECONDARY SCHOOL

SCHOOL ID: 331400011071
DISTRICT: NYC GEOG DIST #14 - BROOKLYN

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

Secondary-Level English Language Arts (ELA) Performance Results

Student Group	PI \geq EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✗	100	107	149	109
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	15	—	—	—
Hispanic or Latino	✓	84	105	126	104
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	—	1	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	—	28	—	—	—
Limited English Proficient	—	20	—	—	—
Economically Disadvantaged	✗	100	107	131	109

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

2008 Accountability Cohort: The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{((\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4}))}{[\text{Count of Cohort Members}]} \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

Secondary-Level ELA: Non-AYP Groups

SCHOOL: JUAN MOREL CAMPOS SECONDARY SCHOOL

SCHOOL ID: 331400011071
DISTRICT: NYC GEOG DIST #14 - BROOKLYN

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	126	98%
Not Black or African American	108	97%
Not Hispanic or Latino	19	—
Not Asian or Native Hawaiian/Other Pacific Islander	126	98%
Not White	125	98%
Not Multiracial	126	98%
General Education	97	98%
English Proficient	97	98%
Not Economically Disadvantaged	0	—
Male	76	97%
Female	50	98%
Migrant	0	—
Not Migrant	126	98%

— There were fewer than 40 12th graders in the group.

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	100	107
Not Black or African American	85	106
Not Hispanic or Latino	16	—
Not Asian or Native Hawaiian/Other Pacific Islander	100	107
Not White	99	106
Not Multiracial	100	107
General Education	72	132
English Proficient	80	118
Not Economically Disadvantaged	0	—
Male	62	92
Female	38	132
Migrant	0	—
Not Migrant	100	107

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

SCHOOL: JUAN MOREL CAMPOS SECONDARY SCHOOL

SCHOOL ID: 331400011071
DISTRICT: NYC GEOG DIST #14 - BROOKLYN

Adequate Yearly Progress: In secondary-level mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): NO

Student Group	Made AYP
All Students	✗
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	✗
Asian or Native Hawaiian/Other Pacific Islander	—
White	—
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	✗

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level Math: Participation

SCHOOL: JUAN MOREL CAMPOS SECONDARY SCHOOL

SCHOOL ID: 331400011071
DISTRICT: NYC GEOG DIST #14 - BROOKLYN

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

Secondary-Level Math Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✓	126	99%
American Indian or Alaska Native	—	0	—
Black or African American	—	18	—
Hispanic or Latino	✓	107	100%
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
White	—	1	—
Multiracial	—	0	—
Students With Disabilities	—	29	—
Limited English Proficient	—	29	—
Economically Disadvantaged	✓	126	99%

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.

Secondary-Level Math: Performance

SCHOOL: JUAN MOREL CAMPOS SECONDARY SCHOOL

SCHOOL ID: 331400011071
DISTRICT: NYC GEOG DIST #14 - BROOKLYN

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

Secondary-Level Math Performance Results

Student Group	PI \geq EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✗	100	70	126	88
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	15	—	—	—
Hispanic or Latino	✗	84	67	97	86
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	—	1	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	—	28	—	—	—
Limited English Proficient	—	20	—	—	—
Economically Disadvantaged	✗	100	70	105	88

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

2008 Accountability Cohort: The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Cohort Members}]} \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

Secondary-Level Math: Non-AYP Groups

SCHOOL: JUAN MOREL CAMPOS SECONDARY SCHOOL

SCHOOL ID: 331400011071
DISTRICT: NYC GEOG DIST #14 - BROOKLYN

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	126	99%
Not Black or African American	108	100%
Not Hispanic or Latino	19	—
Not Asian or Native Hawaiian/Other Pacific Islander	126	99%
Not White	125	99%
Not Multiracial	126	99%
General Education	97	100%
English Proficient	97	99%
Not Economically Disadvantaged	0	—
Male	76	99%
Female	50	100%
Migrant	0	—
Not Migrant	126	99%

— There were fewer than 40 12th graders in the group.

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	100	70
Not Black or African American	85	68
Not Hispanic or Latino	16	—
Not Asian or Native Hawaiian/Other Pacific Islander	100	70
Not White	99	69
Not Multiracial	100	70
General Education	72	86
English Proficient	80	76
Not Economically Disadvantaged	0	—
Male	62	69
Female	38	71
Migrant	0	—
Not Migrant	100	70

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

SCHOOL: JUAN MOREL CAMPOS SECONDARY SCHOOL

SCHOOL ID: 331400011071
DISTRICT: NYC GEOG DIST #14 - BROOKLYN

Unweighted Combined ELA and Math Performance Indices (PIs)

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	100	116	107	70	98
American Indian or Alaska Native	—	—	—	—	—
Black or African American	98	111	—	—	105
Hispanic or Latino	98	115	105	67	96
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
White	—	—	—	—	—
Multiracial	—	—	—	—	—
Students With Disabilities	68	67	—	—	68
Limited English Proficient	85	120	—	—	103
Economically Disadvantaged	100	116	107	70	98

— There was not enough students to determine a Performance Index.

Graduation Rate: AYP

SCHOOL: JUAN MOREL CAMPOS SECONDARY SCHOOL

SCHOOL ID: 331400011071
DISTRICT: NYC GEOG DIST #14 - BROOKLYN

Adequate Yearly Progress: To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort **OR** the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target.

All accountability groups made AYP: NO

Student Group	Made AYP
All Students	✗
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	—
White	—
Multiracial	—
Students With Disabilities	—
Limited English Proficient	—
Economically Disadvantaged	✗

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Graduation Rate: 4-Year Graduation-Rate Total Cohort

SCHOOL: JUAN MOREL CAMPOS SECONDARY SCHOOL

SCHOOL ID: 331400011071
DISTRICT: NYC GEOG DIST #14 - BROOKLYN

All accountability groups with 30 or more members met the graduation-rate criterion for the four-year graduation-rate total cohort: **NO**

Four-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✗	100	47%	80%	48%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	18	—	—	—
Hispanic or Latino	✓	78	51%	80%	46%
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	—	4	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	—	19	—	—	—
Limited English Proficient	—	21	—	—	—
Economically Disadvantaged	✗	100	47%	80%	49%

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

2007 Four-Year Graduation-Rate Total Cohort

The 2007 four-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2007 and June 30, 2008. Four-year graduation-rate results for these students are captured as of August 31, 2011.

Graduation Rate

The graduation rate for the 2007 four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

Progress Target

The Progress Target for the 2007 four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the 2006 four-year graduation-rate total cohort as of August 31, 2010. The following equation is used to determine the 2007 four-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2006 four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the 2006 four-year graduation-rate total cohort}$

Graduation Rate: 5-Year Graduation-Rate Total Cohort

SCHOOL: JUAN MOREL CAMPOS SECONDARY SCHOOL

SCHOOL ID: 331400011071
DISTRICT: NYC GEOG DIST #14 - BROOKLYN

All accountability groups with 30 or more members met the graduation-rate criterion for the five-year graduation-rate total cohort: **NO**

Five-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✗	95	53%	80%	74%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	—	11	—	—	—
Hispanic or Latino	✗	83	51%	80%	75%
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
White	—	1	—	—	—
Multiracial	—	0	—	—	—
Students With Disabilities	—	18	—	—	—
Limited English Proficient	—	19	—	—	—
Economically Disadvantaged	✗	95	53%	80%	74%

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

2006 Five-Year Graduation-Rate Total Cohort

The 2006 five-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2006 and June 30, 2007. Five-year graduation-rate results for these students are captured as of August 31, 2011.

Graduation Rate

The graduate rate for the 2006 five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

Progress Target

The Progress Target for the 2006 five-year graduation-rate total cohort is a 20% gap reduction in the graduation rate of the 2005 five-year graduation-rate total cohort as of June 30, 2010. The following equation is used to determine the 2006 five-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2005 five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the 2005 five-year graduation-rate total cohort}$

Graduation Rate: Non-AYP

SCHOOL: JUAN MOREL CAMPOS SECONDARY SCHOOL

SCHOOL ID: 331400011071
DISTRICT: NYC GEOG DIST #14 - BROOKLYN

Graduation Rates for the following groups are **NOT** used to determine AYP.

Student Group	Four-Year Graduation-Rate Total Cohort		Five-Year Graduation-Rate Total Cohort	
	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native	100	47%	95	53%
Not Black or African American	82	49%	84	50%
Not Hispanic or Latino	22	—	12	—
Not Asian or Native Hawaiian/Other Pacific Islander	100	47%	95	53%
Not White	96	49%	94	53%
Not Multiracial	100	47%	95	53%
General Education	81	54%	77	58%
English Proficient	79	53%	76	61%
Not Economically Disadvantaged	0	—	0	—
Male	39	36%	49	55%
Female	61	54%	46	50%
Migrant	0	—	0	—
Not Migrant	100	47%	95	53%

— There were fewer than 30 students in the cohort.

Graduation Rates for Select Diploma Types

Regents with Advanced Designation

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with an Advanced Designation is 0%, which did not exceed the State average of 31%.

Regents with CTE Endorsement

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with CTE Endorsement is 0%, which did not exceed the State average of 3%.