



The New York State Report Card 2011–12

School **LOUIS D BRANDEIS HIGH SCHOOL**
School ID **31-03-00-01-1470**
District **NEW YORK CITY GEOGRAPHIC
DISTRICT # 3**
Principal **ARLENE LIQUORI**
Telephone **(917) 441-5600**
Grades **9-12**

The New York State 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 school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district'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 supports.

This report includes:

- 1 Profile**
This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.
- 2 Student Performance**
This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.
- 3 Student Outcomes**
This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
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1 Profile

School **LOUIS D BRANDEIS HIGH SCHOOL**
School ID **31-03-00-01-1470**

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

	2009-10	2010-11	2011-12
Pre-K	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	376	119	12
Grade 10	595	229	34
Grade 11	223	181	31
Grade 12	375	290	211
Ungraded Secondary	0	0	0
Total K-12	1569	819	288

Average Class Size

	2009-10	2010-11	2011-12
Common Branch			
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English	29		
Mathematics	21		14
Science	21		
Social Studies	30		

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 and district'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 or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

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.

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Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	1079	69%	562	69%	162	56%
Reduced Price Lunch	122	8%	63	8%	11	4%
Limited English Proficient	518	33%	268	33%	82	28%
Racial/Ethnic Origin						
American Indian or Alaska Native	6	0%	1	0%	0	0%
Black or African American	421	27%	227	28%	85	30%
Hispanic or Latino	1095	70%	567	69%	194	67%
Asian or Native Hawaiian/Other Pacific Islander	30	2%	15	2%	6	2%
White	17	1%	9	1%	3	1%
Multiracial	0	0%	0	0%	0	0%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		73%		70%		70%
Student Suspensions	355	16%	243	15%	67	8%

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.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) 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 (or schools) was open during the school year. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates.

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.

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Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	91	47	29
Percent with No Valid Teaching Certificate	1%	0%	0%
Percent Teaching Out of Certification	7%	4%	3%
Percent with Fewer than Three Years of Experience	1%	0%	0%
Percentage with Master's Degree Plus 30 Hours or Doctorate	49%	53%	62%
Total Number of Core Classes	349	177	101
Percent Not Taught by Highly Qualified Teachers in This School*	5%	2%	0%
Percent Not Taught by Highly Qualified Teachers in This District**	8%	7%	7%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	4%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
Total Number of Classes	399	208	117
Percent Taught by Teachers Without Appropriate Certification	7%	2%	3%

*Not available at the district or statewide level.

**Not available for charter schools or at the statewide level.

Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	70%	83%	50%
Turnover Rate of All Teachers	36%	53%	38%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	15	10	9
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	6	3	2
Principals	1	1	1

*Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* for public schools is the percent doing so on more than 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 or otherwise in accordance with state standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as *Highly Qualified* if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered *Highly Qualified* if they meet all remaining criteria.

High-poverty and *low-poverty* schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

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.

2 Student Performance

School **LOUIS D BRANDEIS HIGH SCHOOL**
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This section contains annual assessment data for students at the elementary, middle, and commencement levels as well as the performance of secondary-level cohorts on standardized achievement assessments.

New York State Testing Program (NYSTP) Assessments

The New York State Testing Program assessments are administered in English language arts (ELA) and mathematics in grades 3 through 8. The Performance Level Descriptors for these assessments are provided below:

English Language Arts

Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

New York State Alternate Assessment (NYSAA)

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only.

New York State English as a Second Language Achievement Tests (NYSESLAT)

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

Secondary-Level Cohorts

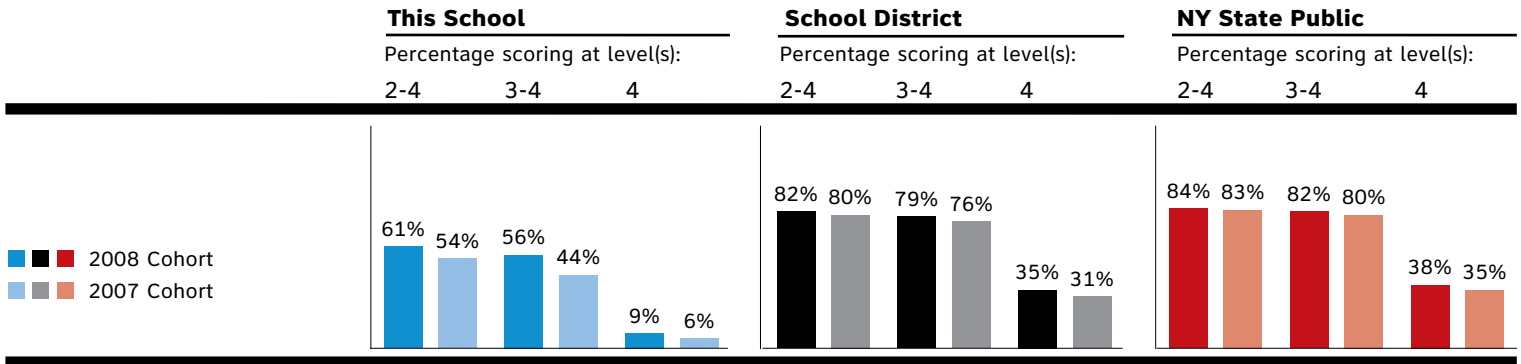
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 2007 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2007 and June 30, 2008. For more detailed information on cohort definitions, see *Secondary-Level Cohort Definitions* at <http://www.p12.nysed.gov/irs/sirs/>.

2 Student Performance

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Total Cohort Results in Secondary-Level English Language Arts after Four Years of Instruction



Results by Student Group	2008 Cohort				2007 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	293	61%	56%	9%	452	54%	44%	6%
Female	143	69%	64%	14%	222	60%	51%	9%
Male	150	53%	48%	4%	230	48%	37%	4%
American Indian or Alaska Native					2	–	–	–
Black or African American	81	69%	68%	9%	115	61%	54%	8%
Hispanic or Latino	203	58%	51%	8%	323	51%	40%	5%
Asian or Native Hawaiian/Other Pacific Islander	5	–	–	–	7	86%	86%	43%
White	4	–	–	–	5	–	–	–
Multiracial								
Small Group Totals	9	67%	67%	22%	7	43%	43%	0%
General-Education Students	246	68%	64%	11%	395	56%	48%	7%
Students with Disabilities	47	26%	15%	0%	57	40%	19%	0%
English Proficient	206	69%	66%	12%	278	59%	53%	10%
Limited English Proficient	87	41%	33%	1%	174	47%	30%	1%
Economically Disadvantaged	222	57%	52%	8%	427	57%	47%	7%
Not Disadvantaged	71	75%	68%	11%	25	0%	0%	0%
Migrant								
Not Migrant	293	61%	56%	9%	452	54%	44%	6%

NOTES

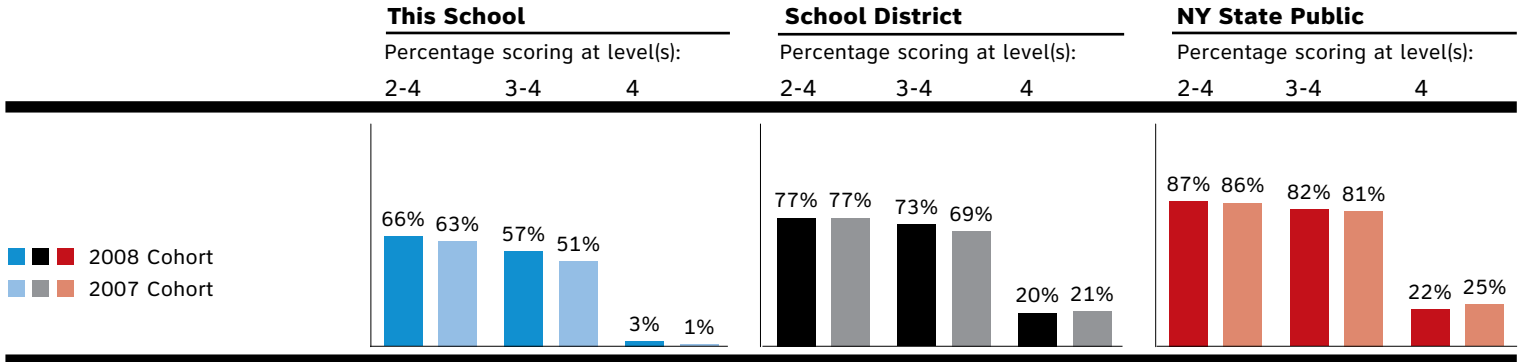
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2 Student Performance

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Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group	2008 Cohort				2007 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	293	66%	57%	3%	452	63%	51%	1%
Female	143	71%	66%	4%	222	64%	55%	1%
Male	150	60%	49%	1%	230	62%	47%	1%
American Indian or Alaska Native					2	–	–	–
Black or African American	81	73%	68%	1%	115	68%	57%	1%
Hispanic or Latino	203	63%	53%	2%	323	61%	48%	1%
Asian or Native Hawaiian/Other Pacific Islander	5	–	–	–	7	100%	86%	14%
White	4	–	–	–	5	–	–	–
Multiracial								
Small Group Totals	9	67%	56%	22%	7	57%	43%	0%
General-Education Students	246	72%	64%	3%	395	66%	55%	1%
Students with Disabilities	47	32%	19%	0%	57	47%	25%	0%
English Proficient	206	71%	66%	4%	278	65%	56%	2%
Limited English Proficient	87	52%	36%	0%	174	60%	43%	0%
Economically Disadvantaged	222	60%	53%	3%	427	67%	54%	1%
Not Disadvantaged	71	82%	70%	3%	25	8%	4%	0%
Migrant								
Not Migrant	293	66%	57%	3%	452	63%	51%	1%

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2008 Total Cohort Results in Secondary-Level Global History and Geography, U.S. History and Government, and Science after Four Years of Instruction

	All Students				General-Education Students				Students with Disabilities			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:		
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100
Global History and Geography	293	8%	47%	2%	246	8%	54%	2%	47	6%	15%	2%
U.S. History and Government	293	5%	42%	7%	246	4%	48%	9%	47	11%	11%	0%
Science	293	6%	44%	6%	246	6%	51%	7%	47	6%	11%	0%

New York State Alternate Assessments (NYSAA) 2011-12

Secondary Level	All Students				
	Total Tested	Number of students scoring at Level:			
		1	2	3	4
English Language Arts	0				
Mathematics	0				
Social Studies	0				
Science	0				

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2 Student Performance

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Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011-12	100	58%	40%	3%	80	63%	45%	4%	20	40%	20%	0%
	2010-11	326	65%	42%	2%	285	69%	46%	2%	41	34%	12%	2%
	2009-10	568	64%	47%	7%	520	67%	50%	8%	48	38%	17%	0%
Integrated Algebra	2011-12	66	74%	35%	0%	61	77%	36%	0%	5	40%	20%	0%
	2010-11	128	55%	27%	0%	113	56%	29%	0%	15	53%	13%	0%
	2009-10	381	74%	52%	0%	345	75%	54%	0%	36	64%	33%	0%
Geometry	2011-12	23	48%	17%	0%	23	48%	17%	0%	0			
	2010-11	59	68%	37%	0%	59	68%	37%	0%	0			
	2009-10	123	92%	67%	4%	118	93%	69%	4%	5	60%	40%	0%
Algebra 2/Trigonometry	2011-12	35	54%	31%	0%	35	54%	31%	0%	0			
	2010-11	62	53%	39%	2%	61	—	—	—	1	—	—	—
	2009-10	46	57%	24%	4%	46	57%	24%	4%	0			
Global History and Geography	2011-12	127	74%	45%	2%	116	78%	47%	2%	11	36%	18%	0%
	2010-11	316	55%	29%	0%	275	56%	29%	0%	41	51%	29%	0%
	2009-10	611	52%	33%	2%	558	54%	35%	2%	53	28%	11%	2%
U.S. History and Government	2011-12	157	79%	61%	3%	141	82%	65%	3%	16	50%	19%	0%
	2010-11	336	69%	47%	9%	298	72%	49%	10%	38	50%	34%	0%
	2009-10	400	72%	53%	6%	368	76%	56%	7%	32	25%	19%	0%
Living Environment	2011-12	71	76%	45%	0%	61	82%	51%	0%	10	40%	10%	0%
	2010-11	167	74%	49%	0%	146	75%	52%	0%	21	62%	24%	0%
	2009-10	356	66%	42%	1%	317	69%	46%	1%	39	36%	10%	0%
Physical Setting/Earth Science	2011-12	57	61%	37%	2%	52	65%	40%	2%	5	20%	0%	0%
	2010-11	136	50%	30%	1%	125	52%	33%	1%	11	27%	0%	0%
	2009-10	218	58%	30%	1%	210	58%	30%	1%	8	50%	25%	0%
Physical Setting/Chemistry	2011-12	1	—	—	—	1	—	—	—	0	—	—	—
	2010-11	32	81%	41%	0%	32	81%	41%	0%	0			
	2009-10	101	83%	51%	0%	101	83%	51%	0%	0			
Physical Setting/Physics	2011-12	9	89%	33%	11%	9	89%	33%	11%	0			
	2010-11	27	48%	22%	4%	27	48%	22%	4%	0			
	2009-10	53	53%	30%	2%	52	—	—	—	1	—	—	—

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2 Student Performance

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Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2011-12	7	43%	0		7	43%
	2010-11	17	35%	0		17	35%
	2009-10	30	30%	0		30	30%
Science	2011-12	7	43%	0		7	43%
	2010-11	17	71%	0		17	71%
	2009-10	38	39%	1	—	37	—
Reading	2011-12	13	15%	1	—	12	—
	2010-11	10	0%	0		10	0%
	2009-10	17	6%	0		17	6%
Writing	2011-12	3	—	0		3	—
	2010-11	15	100%	1	—	14	—
	2009-10	11	73%	0		11	73%
Global Studies	2011-12	10	30%	1	—	9	—
	2010-11	41	27%	1	—	40	—
	2009-10	39	21%	1	—	38	—
U.S. History and Government	2011-12	10	50%	0		10	50%
	2010-11	30	53%	1	—	29	—
	2009-10	16	19%	1	—	15	—

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New York State English as a Second Language Achievement Test (NYSESLAT)

		All Students					General-Education Students					Students with Disabilities				
		Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:			
			Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
Listening and Speaking (Grades K–1)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades K–1)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 2–4)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades 2–4)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 5–6)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades 5–6)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 7–8)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades 7–8)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 9–12)	2011–12	48	6%	31%	19%	44%	38	5%	34%	18%	42%	10	10%	20%	20%	50%
	2010–11	130	5%	38%	28%	28%	113	6%	42%	25%	27%	17	0%	12%	47%	41%
	2009–10	203	11%	41%	15%	33%	194	12%	43%	15%	30%	9	0%	0%	11%	89%
Reading and Writing (Grades 9–12)	2011–12	48	8%	69%	6%	17%	38	8%	66%	8%	18%	10	10%	80%	0%	10%
	2010–11	130	15%	58%	15%	12%	113	16%	59%	14%	11%	17	12%	47%	24%	18%
	2009–10	203	17%	50%	20%	13%	194	18%	52%	19%	12%	9	0%	22%	44%	33%

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3 Student Outcomes

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High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
Total Graduates	2011–12	204		186		18	
	2010–11	238		228		10	
	2009–10	281		266		15	
Receiving a Regents Diploma	2011–12	134	66%	132	71%	2	11%
	2010–11	123	52%	122	54%	1	10%
	2009–10	140	50%	137	52%	3	20%
Receiving a Regents Diploma with Advanced Designation	2011–12	22	11%	22	12%	0	0%
	2010–11	18	8%	18	8%	0	0%
	2009–10	21	7%	21	8%	0	0%
Receiving an Individualized Education Program (IEP) Diploma	2011–12	2	N/A	0		2	N/A
	2010–11	11	N/A	0		11	N/A
	2009–10	3	N/A	0		3	N/A

NOTE

Students receiving Regents diplomas and Regents diplomas with advanced designation are considered graduates; recipients of IEP diplomas are not.

High School Non-completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Dropped Out	2011–12	109	35%	90	34%	19	41%
	2010–11	225	29%	189	29%	36	35%
	2009–10	216	15%	178	14%	38	20%
Entered Approved High School Equivalency Preparation Program	2011–12	15	5%	9	3%	6	13%
	2010–11	37	5%	28	4%	9	9%
	2009–10	46	3%	30	2%	16	8%
Total Non-completers	2011–12	124	40%	99	37%	25	54%
	2010–11	262	34%	217	33%	45	43%
	2009–10	262	18%	208	16%	54	29%

Post-secondary Plans of 2011–12 Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
To 4-year College		26	13%	26	14%	0	0%
To 2-year College		23	11%	22	12%	1	5%
To Other Post-secondary		0	0%	0	0%	0	0%
To the Military		1	0%	0	0%	1	5%
To Employment		0	0%	0	0%	0	0%
To Adult Services		0	0%	0	0%	0	0%
To Other Known Plans		1	0%	1	1%	0	0%
Plan Unknown		155	75%	137	74%	18	90%