



# The New York State Report Card 2011–12

School **EDWARD R MURROW HIGH SCHOOL**  
School ID **33-21-00-01-1525**  
District **NEW YORK CITY GEOGRAPHIC  
DISTRICT #21**  
Principal **ALLEN BARGE**  
Telephone **(718) 258-9283**  
Grades **9-12, US**

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  
Email: [dataquest@mail.nysed.gov](mailto:dataquest@mail.nysed.gov)

# 1 Profile

School **EDWARD R MURROW HIGH SCHOOL**  
 School ID **33-21-00-01-1525**

District **NEW YORK CITY GEOGRAPHIC DISTRICT**  
**#21**

## 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	1203	1219	1202
Grade 10	1257	1234	1247
Grade 11	693	722	732
Grade 12	751	799	766
Ungraded Secondary	49	62	67
<b>Total K-12</b>	<b>3953</b>	<b>4036</b>	<b>4014</b>

## Average Class Size

	2009-10	2010-11	2011-12
<b>Common Branch</b>			
<b>Grade 8</b>			
English			
Mathematics			
Science			
Social Studies			
<b>Grade 10</b>			
English	33	29	31
Mathematics	18	17	
Science	30		
Social Studies	31	31	31

## 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.

# 1 Profile

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## Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	771	20%	1148	28%	1592	40%
Reduced Price Lunch	3	0%	71	2%	206	5%
Limited English Proficient	327	8%	369	9%	384	10%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	13	0%	9	0%	16	0%
Black or African American	1025	26%	1013	25%	966	24%
Hispanic or Latino	620	16%	684	17%	708	18%
Asian or Native Hawaiian/Other Pacific Islander	1033	26%	1027	25%	1089	27%
White	1262	32%	1303	32%	1235	31%
Multiracial	0	0%	0	0%	0	0%

## Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		91%		91%		90%
Student Suspensions	225	6%	228	6%	248	6%

## 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.

# 1 Profile

School **EDWARD R MURROW HIGH SCHOOL**  
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

## Teacher Qualifications

	2009-10	2010-11	2011-12
<b>Total Number of Teachers</b>	204	201	201
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	14%	9%	8%
Percent with Fewer than Three Years of Experience	3%	0%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	68%	69%	67%
<b>Total Number of Core Classes</b>	768	761	777
Percent Not Taught by Highly Qualified Teachers in This School*	11%	7%	8%
Percent Not Taught by Highly Qualified Teachers in This District**	8%	8%	6%
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%
<b>Total Number of Classes</b>	931	928	929
Percent Taught by Teachers Without Appropriate Certification	11%	7%	8%

\*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	11%	0%	7%
Turnover Rate of All Teachers	11%	8%	10%

## Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	29	29	29
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	13	11	13
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 HOUSSE 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 **EDWARD R MURROW HIGH SCHOOL**  
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District **NEW YORK CITY GEOGRAPHIC DISTRICT**  
**#21**

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

School **EDWARD R MURROW HIGH SCHOOL**  
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

## Results in Grade 8 English Language Arts

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

\*Range:



Number of Tested Students:

### Results by Student Group

	2011-12 School Year			2010-11 School Year				
	Total Tested	Percentage scoring at level(s):		Total Tested	Percentage scoring at level(s):			
		2-4	3-4	4		2-4	3-4	4
All Students								
Female								
Male								
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students								
Students with Disabilities								
English Proficient								
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant								

### 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.

\* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 *Accountability and Overview Reports*.

Other Assessments	2011-12 School Year			2010-11 School Year				
	Total Tested	Number scoring at level(s):		Total Tested	Number scoring at level(s):			
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	–	–	–	5	5	5	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A
<b>Total</b>					<b>Total</b>			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

# 2 Student Performance

School **EDWARD R MURROW HIGH SCHOOL**  
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

## Results in Grade 8 Mathematics

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

\*Range:



Number of Tested Students:

### Results by Student Group

	2011-12 School Year			2010-11 School Year				
	Total Tested	Percentage scoring at level(s):		Total Tested	Percentage scoring at level(s):			
		2-4	3-4	4		2-4	3-4	4
All Students								
Female								
Male								
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students								
Students with Disabilities								
English Proficient								
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant								

#### NOTES

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### Other Assessments

	2011-12 School Year			2010-11 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	–	–	–	5	3	2	1

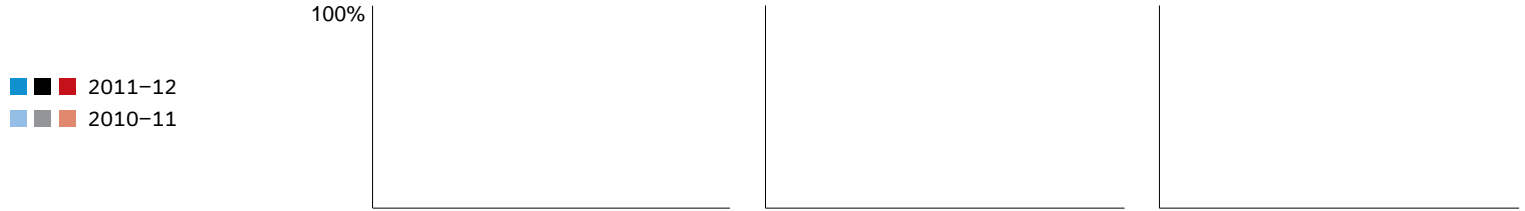
# 2 Student Performance

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District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

## Results in Grade 8 Science

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4



Number of Tested Students:

### Results by Student Group

	2011-12 School Year			2010-11 School Year				
	Total Tested	Percentage scoring at level(s):		Total Tested	Percentage scoring at level(s):			
		2-4	3-4	4		2-4	3-4	4
All Students								
Female								
Male								
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students								
Students with Disabilities								
English Proficient								
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant								

#### NOTES

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### Other Assessments

	2011-12 School Year			2010-11 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	-	-	-	5	5	5	4
Regents Science	0				0			

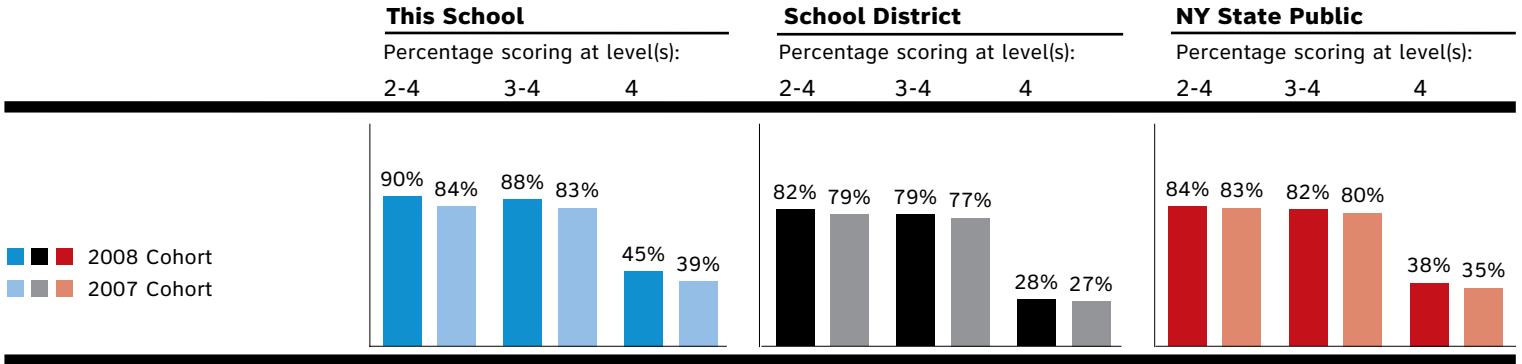


# 2 Student Performance

School **EDWARD R MURROW HIGH SCHOOL**  
 School ID **33-21-00-01-1525**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

## 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
<b>All Students</b>	<b>892</b>	<b>90%</b>	<b>88%</b>	<b>45%</b>	<b>987</b>	<b>84%</b>	<b>83%</b>	<b>39%</b>
Female	519	93%	92%	54%	583	89%	88%	48%
Male	373	85%	82%	34%	404	78%	75%	26%
American Indian or Alaska Native	2	-	-	-				
Black or African American	213	90%	86%	40%	247	78%	76%	27%
Hispanic or Latino	121	-	-	-	160	81%	78%	33%
Asian or Native Hawaiian/Other Pacific Islander	263	95%	94%	42%	244	90%	88%	40%
White	293	91%	90%	55%	336	87%	86%	49%
Multiracial								
Small Group Totals	123	77%	76%	38%				
General-Education Students	793	94%	93%	50%	846	91%	90%	44%
Students with Disabilities	99	61%	52%	5%	141	46%	38%	5%
English Proficient	838	93%	91%	48%	927	87%	86%	41%
Limited English Proficient	54	43%	37%	0%	60	45%	38%	3%
Economically Disadvantaged	387	87%	84%	39%	981	85%	83%	39%
Not Disadvantaged	505	92%	91%	50%	6	0%	0%	0%
Migrant								
Not Migrant	892	90%	88%	45%	987	84%	83%	39%

### NOTES

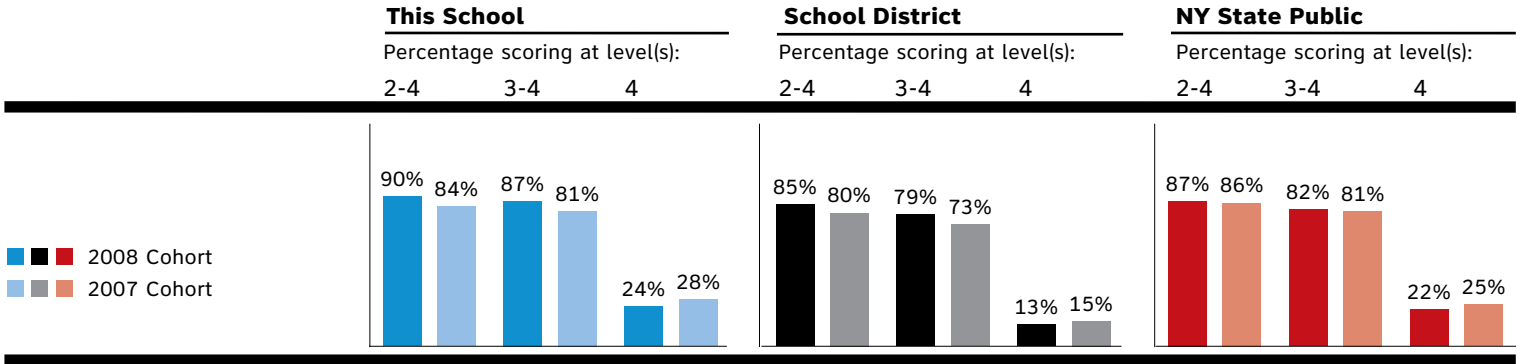
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# 2 Student Performance

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District **NEW YORK CITY GEOGRAPHIC DISTRICT #21**

## 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
<b>All Students</b>	<b>892</b>	<b>90%</b>	<b>87%</b>	<b>24%</b>	<b>987</b>	<b>84%</b>	<b>81%</b>	<b>28%</b>
Female	519	93%	90%	23%	583	89%	86%	32%
Male	373	86%	83%	24%	404	78%	73%	23%
American Indian or Alaska Native	2	-	-	-				
Black or African American	213	86%	81%	10%	247	76%	70%	11%
Hispanic or Latino	121	-	-	-	160	83%	75%	13%
Asian or Native Hawaiian/Other Pacific Islander	263	96%	95%	38%	244	91%	90%	44%
White	293	92%	90%	26%	336	86%	85%	37%
Multiracial								
Small Group Totals	123	81%	73%	10%				
General-Education Students	793	95%	94%	26%	846	92%	90%	33%
Students with Disabilities	99	51%	34%	2%	141	39%	26%	1%
English Proficient	838	93%	90%	25%	927	86%	84%	29%
Limited English Proficient	54	56%	43%	6%	60	52%	33%	8%
Economically Disadvantaged	387	88%	84%	29%	981	85%	81%	28%
Not Disadvantaged	505	92%	90%	20%	6	0%	0%	0%
Migrant								
Not Migrant	892	90%	87%	24%	987	84%	81%	28%

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District **NEW YORK CITY GEOGRAPHIC DISTRICT**  
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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
<b>Global History and Geography</b>	892	3%	46%	39%	793	3%	47%	43%	99	8%	34%	8%
<b>U.S. History and Government</b>	892	4%	34%	52%	793	3%	34%	57%	99	15%	31%	13%
<b>Science</b>	892	4%	57%	29%	793	3%	59%	33%	99	13%	42%	2%

### New York State Alternate Assessments (NYSAA) 2011-12

	All Students				
	Total Tested	Number of students scoring at Level:			
Secondary Level		1	2	3	4
English Language Arts	6	0	0	0	6
Mathematics	6	0	0	1	5
Social Studies	6	0	2	4	0
Science	6	0	0	0	6

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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	1057	93%	83%	29%	934	95%	88%	33%	123	72%	46%	2%
	2010-11	928	95%	91%	45%	810	98%	95%	50%	118	75%	63%	8%
	2009-10	983	94%	90%	39%	867	98%	96%	43%	116	59%	44%	4%
Integrated Algebra	2011-12	896	89%	73%	10%	717	95%	83%	13%	179	64%	34%	0%
	2010-11	833	88%	76%	8%	679	96%	87%	10%	154	53%	29%	0%
	2009-10	761	85%	75%	6%	609	94%	86%	7%	152	52%	31%	1%
Geometry	2011-12	865	89%	72%	13%	820	91%	75%	13%	45	53%	31%	2%
	2010-11	706	91%	76%	13%	672	92%	78%	14%	34	76%	47%	3%
	2009-10	754	92%	81%	13%	724	94%	83%	14%	30	53%	37%	0%
Algebra 2/Trigonometry	2011-12	549	73%	53%	13%	540	73%	54%	14%	9	56%	11%	0%
	2010-11	578	81%	62%	19%	572	81%	62%	19%	6	100%	67%	17%
	2009-10	152	82%	70%	26%	151	—	—	—	1	—	—	—
Global History and Geography	2011-12	1154	85%	71%	20%	986	89%	77%	23%	168	60%	36%	3%
	2010-11	1102	85%	73%	24%	968	89%	79%	27%	134	50%	33%	4%
	2009-10	1112	86%	77%	33%	967	90%	81%	37%	145	60%	45%	6%
U.S. History and Government	2011-12	964	94%	88%	48%	839	98%	93%	52%	125	70%	53%	18%
	2010-11	921	94%	85%	51%	800	97%	90%	57%	121	71%	46%	16%
	2009-10	952	93%	88%	44%	842	96%	93%	48%	110	64%	50%	12%
Living Environment	2011-12	896	90%	78%	19%	751	94%	83%	22%	145	67%	49%	3%
	2010-11	1048	92%	81%	19%	922	94%	85%	21%	126	70%	50%	2%
	2009-10	884	89%	76%	17%	771	93%	82%	19%	113	58%	35%	3%
Physical Setting/Earth Science	2011-12	610	69%	49%	9%	539	75%	53%	10%	71	24%	13%	0%
	2010-11	460	67%	43%	4%	385	72%	49%	5%	75	36%	15%	0%
	2009-10	517	79%	59%	10%	465	83%	63%	11%	52	40%	19%	4%
Physical Setting/Chemistry	2011-12	431	91%	61%	8%	420	91%	62%	8%	11	82%	45%	0%
	2010-11	434	97%	79%	12%	432	—	—	—	2	—	—	—
	2009-10	469	92%	70%	6%	461	92%	70%	6%	8	88%	75%	0%
Physical Setting/Physics	2011-12	121	86%	64%	10%	120	—	—	—	1	—	—	—
	2010-11	134	84%	73%	18%	131	—	—	—	3	—	—	—
	2009-10	148	83%	71%	14%	147	—	—	—	1	—	—	—

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## 2 Student Performance

School **EDWARD R MURROW HIGH SCHOOL**  
School ID **33-21-00-01-1525**

District **NEW YORK CITY GEOGRAPHIC DISTRICT**  
**#21**

### 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	94	34%	0		94	34%
	2010-11	161	37%	0		161	37%
	2009-10	162	27%	0		162	27%
Science	2011-12	94	45%	0		94	45%
	2010-11	150	33%	0		150	33%
	2009-10	190	34%	0		190	34%
Reading	2011-12	88	44%	0		88	44%
	2010-11	154	40%	0		154	40%
	2009-10	112	43%	0		112	43%
Writing	2011-12	47	89%	0		47	89%
	2010-11	123	82%	0		123	82%
	2009-10	98	71%	0		98	71%
Global Studies	2011-12	119	55%	1	—	118	—
	2010-11	101	49%	0		101	49%
	2009-10	115	54%	0		115	54%
U.S. History and Government	2011-12	67	60%	0		67	60%
	2010-11	74	58%	0		74	58%
	2009-10	75	45%	0		75	45%

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# 2 Student Performance

School **EDWARD R MURROW HIGH SCHOOL**  
School ID **33-21-00-01-1525**

District **NEW YORK CITY GEOGRAPHIC DISTRICT**  
**#21**

## 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	338	0%	8%	19%	73%	238	0%	7%	19%	74%	100	0%	11%	17%	72%	
	2010-11	312	3%	13%	28%	56%	232	3%	12%	30%	56%	80	5%	16%	23%	56%	
	2009-10	284	1%	13%	25%	61%	213	0%	11%	27%	62%	71	4%	17%	18%	61%	
Reading and Writing (Grades 9-12)	2011-12	338	4%	29%	28%	40%	238	3%	26%	31%	40%	100	5%	35%	19%	41%	
	2010-11	312	8%	36%	28%	28%	232	4%	33%	31%	31%	80	21%	44%	19%	16%	
	2009-10	284	4%	44%	29%	23%	213	1%	37%	33%	30%	71	14%	66%	15%	4%	

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# 3 Student Outcomes

School **EDWARD R MURROW HIGH SCHOOL**  
School ID **33-21-00-01-1525**

District **NEW YORK CITY GEOGRAPHIC DISTRICT**  
**#21**

## 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
<b>Total Graduates</b>	2011-12	771		708		63	
	2010-11	797		727		70	
	2009-10	796		741		55	
<b>Receiving a Regents Diploma</b>	2011-12	723	94%	693	98%	30	48%
	2010-11	733	92%	705	97%	28	40%
	2009-10	723	91%	699	94%	24	44%
<b>Receiving a Regents Diploma with Advanced Designation</b>	2011-12	317	41%	314	44%	3	5%
	2010-11	288	36%	283	39%	5	7%
	2009-10	313	39%	308	42%	5	9%
<b>Receiving an Individualized Education Program (IEP) Diploma</b>	2011-12	24	N/A	0		24	N/A
	2010-11	23	N/A	0		23	N/A
	2009-10	16	N/A	0		16	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
<b>Dropped Out</b>	2011-12	118	3%	81	2%	37	6%
	2010-11	112	3%	94	3%	18	3%
	2009-10	117	3%	87	3%	30	6%
<b>Entered Approved High School Equivalency Preparation Program</b>	2011-12	21	1%	16	0%	5	1%
	2010-11	21	1%	17	0%	4	1%
	2009-10	21	1%	17	0%	4	1%
<b>Total Non-completers</b>	2011-12	139	3%	97	3%	42	7%
	2010-11	133	3%	111	3%	22	4%
	2009-10	138	3%	104	3%	34	6%

## 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
<b>To 4-year College</b>	0	0%	0	0%	0	0%
<b>To 2-year College</b>	0	0%	0	0%	0	0%
<b>To Other Post-secondary</b>	0	0%	0	0%	0	0%
<b>To the Military</b>	0	0%	0	0%	0	0%
<b>To Employment</b>	0	0%	0	0%	0	0%
<b>To Adult Services</b>	0	0%	0	0%	0	0%
<b>To Other Known Plans</b>	0	0%	0	0%	0	0%
<b>Plan Unknown</b>	795	100%	708	100%	87	100%