



The New York State Report Card 2011–12

School **FOREST HILLS HIGH SCHOOL**
School ID **34-28-00-01-1440**
District **NEW YORK CITY GEOGRAPHIC
DISTRICT #28**
Principal **SAUL GOOTNICK**
Telephone **(718) 268-3137**
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

1 Profile

School **FOREST HILLS HIGH SCHOOL**
 School ID **34-28-00-01-1440**

District **NEW YORK CITY GEOGRAPHIC DISTRICT
 #28**

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	1028	873	914
Grade 10	980	1123	932
Grade 11	956	958	1029
Grade 12	894	948	959
Ungraded Secondary	2	0	2
Total K-12	3860	3902	3836

Average Class Size

	2009-10	2010-11	2011-12
Common Branch			
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English	32		32
Mathematics	30		
Science	31		
Social Studies	32		32

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	1516	39%	1634	42%	1723	45%
Reduced Price Lunch	429	11%	339	9%	434	11%
Limited English Proficient	368	10%	336	9%	350	9%
Racial/Ethnic Origin						
American Indian or Alaska Native	17	0%	19	0%	19	0%
Black or African American	361	9%	346	9%	348	9%
Hispanic or Latino	1146	30%	1146	29%	1157	30%
Asian or Native Hawaiian/Other Pacific Islander	937	24%	1022	26%	1016	26%
White	1399	36%	1369	35%	1296	34%
Multiracial	0	0%	0	0%	0	0%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		90%		90%		89%
Student Suspensions	174	5%	145	4%	173	4%

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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District **NEW YORK CITY GEOGRAPHIC DISTRICT #28**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	190	194	196
Percent with No Valid Teaching Certificate	2%	1%	0%
Percent Teaching Out of Certification	3%	2%	5%
Percent with Fewer than Three Years of Experience	6%	4%	8%
Percentage with Master's Degree Plus 30 Hours or Doctorate	59%	61%	57%
Total Number of Core Classes	733	763	767
Percent Not Taught by Highly Qualified Teachers in This School*	2%	1%	3%
Percent Not Taught by Highly Qualified Teachers in This District**	5%	6%	5%
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	853	947	920
Percent Taught by Teachers Without Appropriate Certification	2%	1%	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	3%	3%	11%
Turnover Rate of All Teachers	7%	8%	14%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	19	19	23
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	10	9	11
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 **FOREST HILLS 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

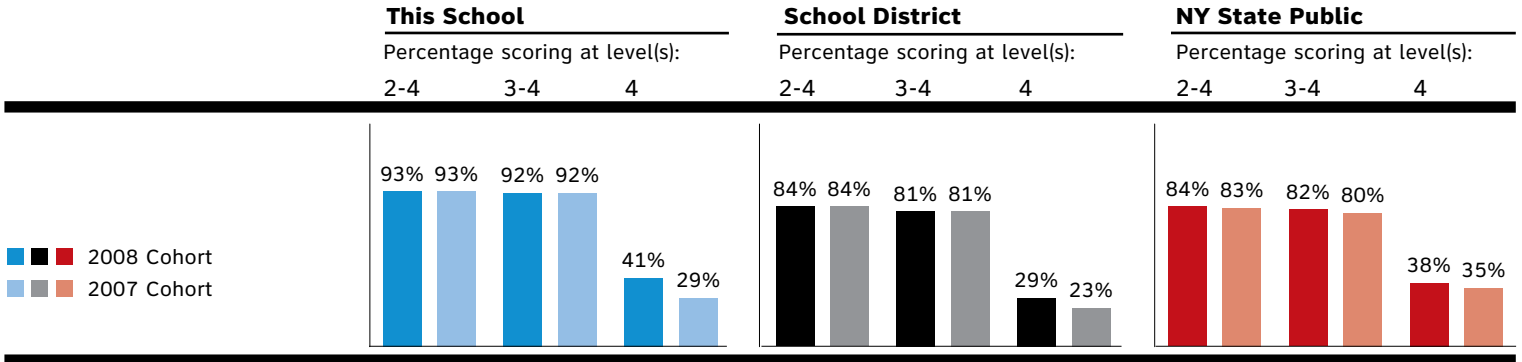
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded 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/>.

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District **NEW YORK CITY GEOGRAPHIC DISTRICT #28**

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	987	93%	92%	41%	1014	93%	92%	29%
Female	488	95%	94%	45%	496	95%	94%	33%
Male	499	92%	90%	37%	518	91%	89%	25%
American Indian or Alaska Native	7	86%	86%	29%	5	100%	100%	40%
Black or African American	94	93%	91%	29%	98	90%	88%	20%
Hispanic or Latino	296	91%	90%	35%	310	92%	90%	27%
Asian or Native Hawaiian/Other Pacific Islander	264	96%	95%	49%	246	95%	95%	35%
White	326	94%	92%	44%	355	93%	92%	28%
Multiracial								
Small Group Totals								
General-Education Students	889	95%	94%	44%	930	95%	93%	31%
Students with Disabilities	98	80%	77%	8%	84	77%	74%	10%
English Proficient	900	95%	95%	45%	931	94%	93%	31%
Limited English Proficient	87	72%	67%	1%	83	81%	76%	6%
Economically Disadvantaged	536	94%	93%	43%	459	95%	94%	31%
Not Disadvantaged	451	92%	91%	38%	555	91%	90%	27%
Migrant								
Not Migrant	987	93%	92%	41%	1014	93%	92%	29%

NOTES

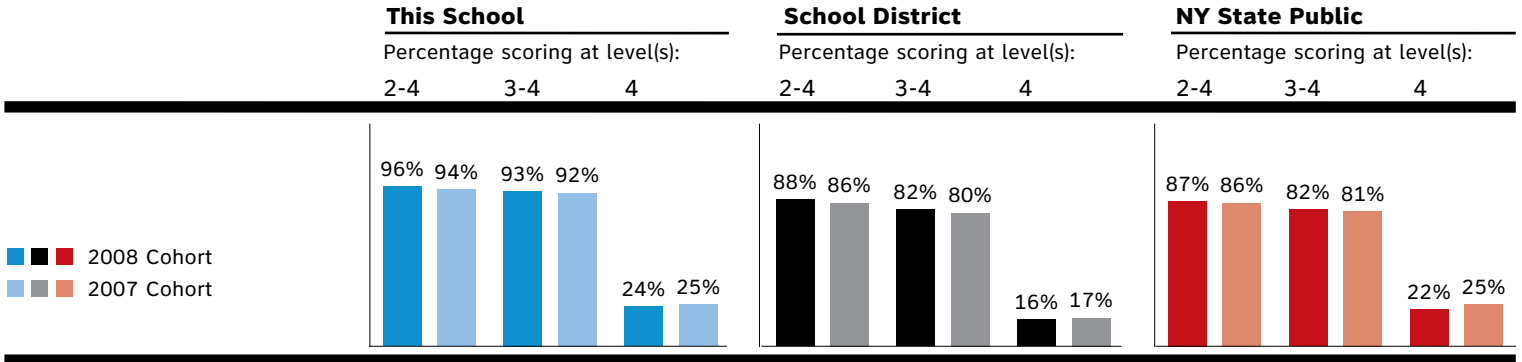
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2 Student Performance

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



Results by Student Group

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	987	96%	93%	24%	1014	94%	92%	25%
Female	488	97%	93%	26%	496	95%	94%	26%
Male	499	96%	92%	22%	518	93%	90%	24%
American Indian or Alaska Native	7	71%	71%	29%	5	100%	80%	20%
Black or African American	94	91%	82%	5%	98	89%	86%	15%
Hispanic or Latino	296	95%	90%	11%	310	91%	87%	13%
Asian or Native Hawaiian/Other Pacific Islander	264	99%	98%	50%	246	98%	98%	44%
White	326	98%	94%	20%	355	95%	93%	25%
Multiracial								
Small Group Totals								
General-Education Students	889	98%	97%	26%	930	96%	95%	27%
Students with Disabilities	98	78%	52%	2%	84	69%	52%	2%
English Proficient	900	97%	93%	25%	931	95%	92%	25%
Limited English Proficient	87	91%	85%	15%	83	87%	84%	23%
Economically Disadvantaged	536	97%	93%	30%	459	95%	93%	32%
Not Disadvantaged	451	96%	91%	16%	555	93%	91%	19%
Migrant								
Not Migrant	987	96%	93%	24%	1014	94%	92%	25%

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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	987	4%	57%	27%	889	3%	58%	30%	98	15%	44%	5%
U.S. History and Government	987	4%	48%	42%	889	2%	48%	45%	98	16%	41%	14%
Science	987	4%	66%	25%	889	3%	65%	27%	98	9%	67%	6%

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	1155	94%	86%	40%	1036	95%	89%	44%	119	78%	66%	7%
	2010-11	1087	95%	91%	38%	964	96%	93%	41%	123	85%	73%	8%
	2009-10	1167	93%	86%	26%	1051	95%	89%	27%	116	71%	54%	9%
Integrated Algebra	2011-12	844	90%	75%	15%	687	94%	84%	19%	157	70%	37%	0%
	2010-11	958	89%	73%	10%	776	93%	79%	12%	182	74%	46%	3%
	2009-10	1219	88%	75%	13%	1039	92%	81%	15%	180	67%	39%	1%
Geometry	2011-12	984	85%	67%	22%	929	85%	68%	23%	55	80%	53%	5%
	2010-11	1178	84%	66%	18%	1120	85%	68%	19%	58	64%	40%	0%
	2009-10	757	95%	86%	19%	750	95%	86%	20%	7	100%	100%	0%
Algebra 2/Trigonometry	2011-12	770	78%	60%	28%	757	78%	61%	28%	13	62%	31%	0%
	2010-11	658	84%	73%	28%	654	—	—	—	4	—	—	—
	2009-10	522	91%	84%	36%	518	—	—	—	4	—	—	—
Global History and Geography	2011-12	1117	86%	75%	26%	985	88%	78%	28%	132	67%	54%	11%
	2010-11	1293	86%	75%	24%	1116	90%	80%	27%	177	65%	46%	6%
	2009-10	1197	81%	69%	23%	1057	83%	73%	25%	140	62%	38%	4%
U.S. History and Government	2011-12	1165	94%	88%	50%	1049	96%	91%	53%	116	81%	66%	20%
	2010-11	1594	95%	88%	45%	1465	97%	91%	48%	129	76%	55%	15%
	2009-10	977	93%	86%	37%	890	95%	90%	39%	87	71%	55%	10%
Living Environment	2011-12	1025	88%	73%	23%	868	91%	78%	27%	157	72%	48%	1%
	2010-11	1014	91%	81%	24%	900	93%	83%	26%	114	77%	64%	10%
	2009-10	1132	88%	77%	26%	1010	90%	80%	29%	122	77%	54%	3%
Physical Setting/Earth Science	2011-12	579	79%	64%	13%	486	80%	64%	13%	93	74%	59%	16%
	2010-11	698	82%	65%	8%	601	82%	65%	9%	97	87%	66%	4%
	2009-10	676	80%	67%	11%	590	82%	68%	12%	86	69%	56%	8%
Physical Setting/Chemistry	2011-12	597	96%	76%	10%	583	96%	76%	10%	14	86%	64%	0%
	2010-11	551	94%	73%	12%	541	94%	74%	12%	10	80%	30%	0%
	2009-10	449	95%	78%	8%	446	—	—	—	3	—	—	—
Physical Setting/Physics	2011-12	421	86%	71%	21%	416	86%	71%	22%	5	80%	60%	0%
	2010-11	50	88%	74%	22%	49	—	—	—	1	—	—	—
	2009-10	84	87%	76%	33%	83	—	—	—	1	—	—	—

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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	41	63%	2	—	39	—
	2010-11	88	65%	2	—	86	—
	2009-10	73	55%	2	—	71	—
Science	2011-12	30	47%	1	—	29	—
	2010-11	77	74%	0	—	77	74%
	2009-10	66	67%	1	—	65	—
Reading	2011-12	68	62%	2	—	66	—
	2010-11	54	46%	1	—	53	—
	2009-10	56	73%	1	—	55	—
Writing	2011-12	27	96%	1	—	26	—
	2010-11	85	92%	0	—	85	92%
	2009-10	41	93%	1	—	40	—
Global Studies	2011-12	39	33%	2	—	37	—
	2010-11	72	56%	4	—	68	—
	2009-10	76	50%	4	—	72	—
U.S. History and Government	2011-12	25	40%	1	—	24	—
	2010-11	40	48%	5	80%	35	43%
	2009-10	30	53%	1	—	29	—

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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	310	5%	23%	26%	46%	241	6%	28%	27%	39%	69	1%	6%	22%	71%
	2010-11	308	4%	35%	26%	35%	259	5%	39%	22%	34%	49	0%	14%	45%	41%
	2009-10	355	4%	30%	23%	44%	308	5%	31%	21%	44%	47	0%	21%	32%	47%
Reading and Writing (Grades 9-12)	2011-12	310	5%	37%	29%	30%	241	5%	37%	28%	31%	69	3%	38%	33%	26%
	2010-11	308	4%	40%	27%	29%	259	5%	37%	26%	32%	49	0%	57%	31%	12%
	2009-10	355	7%	37%	29%	27%	308	7%	32%	31%	30%	47	2%	68%	17%	13%

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3 Student Outcomes

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District **NEW YORK CITY GEOGRAPHIC DISTRICT**
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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	893		820		73	
	2010-11	910		834		76	
	2009-10	889		853		36	
Receiving a Regents Diploma	2011-12	838	94%	798	97%	40	55%
	2010-11	802	88%	774	93%	28	37%
	2009-10	659	74%	647	76%	12	33%
Receiving a Regents Diploma with Advanced Designation	2011-12	329	37%	327	40%	2	3%
	2010-11	340	37%	339	41%	1	1%
	2009-10	213	24%	210	25%	3	8%
Receiving an Individualized Education Program (IEP) Diploma	2011-12	4	N/A	0		4	N/A
	2010-11	5	N/A	0		5	N/A
	2009-10	0		0		0	

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	117	3%	95	3%	22	5%
	2010-11	103	3%	75	2%	28	6%
	2009-10	30	1%	26	1%	4	1%
Entered Approved High School Equivalency Preparation Program	2011-12	8	0%	6	0%	2	0%
	2010-11	20	1%	17	0%	3	1%
	2009-10	23	1%	18	1%	5	1%
Total Non-completers	2011-12	125	3%	101	3%	24	5%
	2010-11	123	3%	92	3%	31	7%
	2009-10	53	1%	44	1%	9	2%

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	458	51%	448	55%	10	13%
To 2-year College	239	27%	204	25%	35	45%
To Other Post-secondary	6	1%	5	1%	1	1%
To the Military	16	2%	15	2%	1	1%
To Employment	19	2%	14	2%	5	6%
To Adult Services	0	0%	0	0%	0	0%
To Other Known Plans	2	0%	2	0%	0	0%
Plan Unknown	157	18%	132	16%	25	32%