



The New York State Report Card 2011–12

School **WILLIAM CULLEN BRYANT HIGH
SCHOOL**

School ID **34-30-00-01-1445**

District **NEW YORK CITY GEOGRAPHIC
DISTRICT #30**

Principal **NAMITA DWARKA**

Telephone **(718) 721-5404**

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 **WILLIAM CULLEN BRYANT HIGH SCHOOL**
School ID **34-30-00-01-1445**

District **NEW YORK CITY GEOGRAPHIC DISTRICT
#30**

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	1065	1016	904
Grade 10	883	860	855
Grade 11	549	571	569
Grade 12	593	564	608
Ungraded Secondary	8	8	8
Total K-12	3098	3019	2944

Average Class Size

	2009-10	2010-11	2011-12
Common Branch			
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English			
Mathematics			
Science			
Social Studies	34		

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	885	29%	1017	34%	1665	57%
Reduced Price Lunch	47	2%	40	1%	218	7%
Limited English Proficient	632	20%	590	20%	530	18%
Racial/Ethnic Origin						
American Indian or Alaska Native	5	0%	11	0%	11	0%
Black or African American	260	8%	242	8%	216	7%
Hispanic or Latino	1554	50%	1512	50%	1436	49%
Asian or Native Hawaiian/Other Pacific Islander	826	27%	817	27%	855	29%
White	453	15%	437	14%	426	14%
Multiracial	0	0%	0	0%	0	0%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		86%		89%		89%
Student Suspensions	144	5%	188	6%	182	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 **WILLIAM CULLEN BRYANT HIGH SCHOOL**
School ID **34-30-00-01-1445**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	163	157	154
Percent with No Valid Teaching Certificate	1%	2%	2%
Percent Teaching Out of Certification	4%	2%	10%
Percent with Fewer than Three Years of Experience	2%	1%	3%
Percentage with Master's Degree Plus 30 Hours or Doctorate	62%	66%	68%
Total Number of Core Classes	143	138	136
Percent Not Taught by Highly Qualified Teachers in This School*	5%	2%	12%
Percent Not Taught by Highly Qualified Teachers in This District**	5%	3%	4%
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	163	157	152
Percent Taught by Teachers Without Appropriate Certification	4%	2%	11%

*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	26%	9%	0%
Turnover Rate of All Teachers	10%	8%	6%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	19	17	18
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	11	11	10
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 **WILLIAM CULLEN BRYANT HIGH SCHOOL**
School ID **34-30-00-01-1445**

District **NEW YORK CITY GEOGRAPHIC DISTRICT**
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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

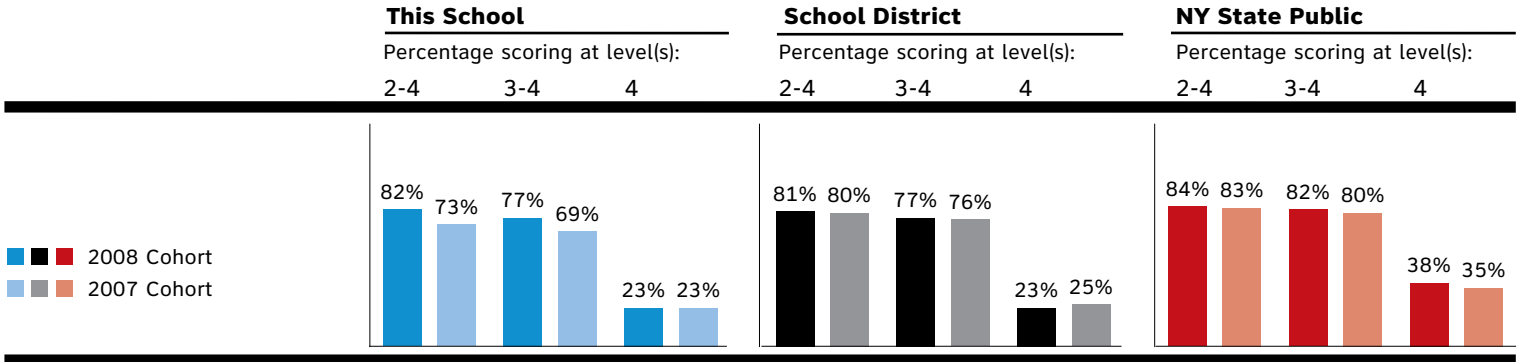
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded 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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District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

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	749	82%	77%	23%	748	73%	69%	23%
Female	352	88%	85%	30%	339	79%	75%	29%
Male	397	77%	70%	16%	409	67%	63%	18%
American Indian or Alaska Native	5	100%	100%	20%	1	–	–	–
Black or African American	66	67%	64%	20%	49	–	–	–
Hispanic or Latino	368	81%	74%	16%	350	66%	63%	18%
Asian or Native Hawaiian/Other Pacific Islander	207	88%	84%	32%	222	83%	78%	30%
White	103	84%	83%	30%	124	82%	75%	31%
Multiracial					2	–	–	–
Small Group Totals					52	54%	54%	8%
General-Education Students	646	87%	83%	26%	673	77%	73%	25%
Students with Disabilities	103	53%	39%	2%	75	36%	28%	1%
English Proficient	625	87%	83%	27%	592	80%	77%	28%
Limited English Proficient	124	61%	48%	3%	156	46%	37%	3%
Economically Disadvantaged	465	80%	74%	22%	723	75%	71%	24%
Not Disadvantaged	284	87%	82%	24%	25	0%	0%	0%
Migrant								
Not Migrant	749	82%	77%	23%	748	73%	69%	23%

NOTES

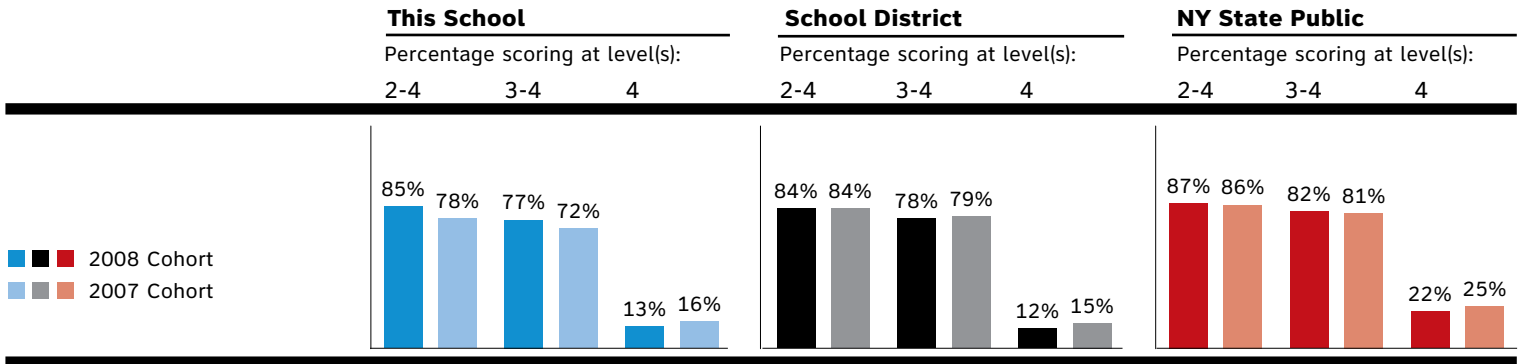
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2 Student Performance

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District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

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	749	85%	77%	13%	748	78%	72%	16%
Female	352	88%	82%	13%	339	84%	76%	21%
Male	397	82%	73%	12%	409	73%	69%	12%
American Indian or Alaska Native	5	100%	100%	20%	1	–	–	–
Black or African American	66	73%	64%	3%	49	–	–	–
Hispanic or Latino	368	80%	70%	7%	350	73%	65%	9%
Asian or Native Hawaiian/Other Pacific Islander	207	94%	90%	27%	222	89%	85%	29%
White	103	90%	85%	10%	124	83%	78%	17%
Multiracial					2	–	–	–
Small Group Totals					52	58%	52%	2%
General-Education Students	646	89%	83%	14%	673	82%	77%	18%
Students with Disabilities	103	55%	39%	1%	75	40%	27%	0%
English Proficient	625	87%	80%	14%	592	82%	77%	19%
Limited English Proficient	124	74%	65%	4%	156	63%	53%	5%
Economically Disadvantaged	465	83%	76%	14%	723	80%	75%	17%
Not Disadvantaged	284	88%	79%	10%	25	12%	4%	0%
Migrant								
Not Migrant	749	85%	77%	13%	748	78%	72%	16%

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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
Global History and Geography	749	9%	56%	14%	646	8%	61%	16%	103	18%	30%	3%
U.S. History and Government	749	5%	53%	19%	646	4%	57%	22%	103	13%	25%	4%
Science	749	6%	57%	17%	646	5%	62%	19%	103	16%	24%	3%

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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District **NEW YORK CITY GEOGRAPHIC DISTRICT**
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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	1357	88%	77%	15%	1227	90%	79%	16%	130	72%	57%	5%
	2010–11	1425	88%	77%	20%	1304	89%	80%	22%	121	74%	50%	4%
	2009–10	896	87%	77%	20%	811	89%	80%	22%	85	68%	51%	1%
Integrated Algebra	2011–12	995	90%	70%	6%	878	92%	73%	6%	117	76%	50%	2%
	2010–11	1027	89%	72%	10%	922	92%	75%	11%	105	69%	48%	4%
	2009–10	915	86%	71%	6%	801	90%	77%	7%	114	58%	33%	0%
Geometry	2011–12	504	92%	78%	20%	485	92%	78%	21%	19	84%	63%	11%
	2010–11	432	91%	79%	20%	420	93%	81%	21%	12	25%	17%	0%
	2009–10	232	97%	91%	29%	230	—	—	—	2	—	—	—
Algebra 2/Trigonometry	2011–12	215	84%	68%	23%	215	84%	68%	23%	0	—	—	—
	2010–11	167	84%	71%	34%	166	—	—	—	1	—	—	—
	2009–10	123	93%	87%	45%	123	93%	87%	45%	0	—	—	—
Global History and Geography	2011–12	1126	79%	61%	12%	1007	82%	64%	13%	119	56%	31%	1%
	2010–11	999	71%	56%	10%	883	73%	59%	11%	116	52%	32%	8%
	2009–10	928	72%	59%	11%	824	76%	62%	12%	104	38%	28%	1%
U.S. History and Government	2011–12	1102	78%	65%	19%	958	84%	69%	21%	144	43%	33%	9%
	2010–11	857	80%	70%	20%	759	84%	75%	22%	98	45%	31%	2%
	2009–10	856	80%	70%	20%	780	82%	73%	21%	76	54%	36%	8%
Living Environment	2011–12	849	85%	69%	14%	772	86%	71%	15%	77	66%	48%	4%
	2010–11	815	86%	71%	11%	751	89%	73%	12%	64	52%	38%	3%
	2009–10	762	83%	67%	12%	717	84%	69%	13%	45	60%	24%	0%
Physical Setting/Earth Science	2011–12	516	80%	60%	10%	460	84%	63%	10%	56	52%	34%	7%
	2010–11	538	84%	66%	12%	486	87%	69%	12%	52	56%	40%	8%
	2009–10	552	85%	73%	13%	499	89%	77%	14%	53	47%	38%	2%
Physical Setting/Chemistry	2011–12	269	97%	81%	13%	266	—	—	—	3	—	—	—
	2010–11	272	97%	83%	11%	271	—	—	—	1	—	—	—
	2009–10	223	92%	70%	6%	220	—	—	—	3	—	—	—
Physical Setting/Physics	2011–12	83	90%	70%	30%	83	90%	70%	30%	0	—	—	—
	2010–11	74	89%	76%	23%	74	89%	76%	23%	0	—	—	—
	2009–10	77	90%	78%	19%	76	—	—	—	1	—	—	—

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2 Student Performance

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District **NEW YORK CITY GEOGRAPHIC DISTRICT**
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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	44	55%	2	—	42	—
	2010-11	105	49%	2	—	103	—
	2009-10	113	47%	0	—	113	47%
Science	2011-12	78	45%	2	—	76	—
	2010-11	134	38%	3	—	131	—
	2009-10	172	26%	0	—	172	26%
Reading	2011-12	56	48%	3	—	53	—
	2010-11	40	35%	2	—	38	—
	2009-10	51	43%	0	—	51	43%
Writing	2011-12	37	100%	1	—	36	—
	2010-11	34	97%	2	—	32	—
	2009-10	34	76%	0	—	34	76%
Global Studies	2011-12	74	42%	2	—	72	—
	2010-11	99	31%	2	—	97	—
	2009-10	84	21%	1	—	83	—
U.S. History and Government	2011-12	50	38%	2	—	48	—
	2010-11	73	40%	2	—	71	—
	2009-10	59	41%	0	—	59	41%

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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	424	6%	25%	27%	42%	366	7%	27%	26%	41%	58	0%	12%	38%	50%
	2010–11	448	6%	23%	29%	42%	384	7%	23%	28%	42%	64	2%	19%	41%	39%
	2009–10	462	7%	26%	27%	40%	416	7%	26%	25%	42%	46	9%	26%	41%	24%
Reading and Writing (Grades 9–12)	2011–12	424	7%	43%	26%	24%	366	7%	42%	27%	25%	58	7%	53%	26%	14%
	2010–11	448	9%	44%	22%	25%	384	10%	40%	22%	28%	64	6%	66%	20%	8%
	2009–10	462	10%	48%	27%	15%	416	7%	48%	29%	16%	46	37%	50%	9%	4%

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3 Student Outcomes

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School ID **34-30-00-01-1445**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

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	576		516		60	
	2010–11	540		508		32	
	2009–10	580		543		37	
Receiving a Regents Diploma	2011–12	491	85%	472	91%	19	32%
	2010–11	428	79%	418	82%	10	31%
	2009–10	420	72%	413	76%	7	19%
Receiving a Regents Diploma with Advanced Designation	2011–12	104	18%	103	20%	1	2%
	2010–11	112	21%	112	22%	0	0%
	2009–10	135	23%	134	25%	1	3%
Receiving an Individualized Education Program (IEP) Diploma	2011–12	14	N/A	0		14	N/A
	2010–11	0		0		0	
	2009–10	10	N/A	0		10	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	168	6%	138	5%	30	8%
	2010–11	199	7%	149	6%	50	13%
	2009–10	232	7%	186	7%	46	12%
Entered Approved High School Equivalency Preparation Program	2011–12	31	1%	26	1%	5	1%
	2010–11	48	2%	44	2%	4	1%
	2009–10	40	1%	37	1%	3	1%
Total Non-completers	2011–12	199	7%	164	6%	35	10%
	2010–11	247	8%	193	7%	54	15%
	2009–10	272	9%	223	8%	49	13%

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		216	37%	213	41%	3	4%
To 2-year College		158	27%	142	28%	16	22%
To Other Post-secondary		2	0%	2	0%	0	0%
To the Military		3	1%	3	1%	0	0%
To Employment		14	2%	14	3%	0	0%
To Adult Services		0	0%	0	0%	0	0%
To Other Known Plans		0	0%	0	0%	0	0%
Plan Unknown		197	33%	142	28%	55	74%