

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 1b - November 2008)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	J.H.S. 383 Phillippa Schuyler						
District:	32	DBN:	32K383	School BEDS Code:	333200010383		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	√	11
	K		4		8	√	12
	1		5	√	9		Ungraded
	2		6	√	10		√
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2005-06	2006-07	2007-08	(As of June 30)	2005-06	2006-07*	2007-08*
Pre-K	0	0	0		94.5	95.8	94.9
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2005-06	2006-07	2007-08
Grade 3	0	0	0		98.8	98.8	99.2
Grade 4	0	0	0	Poverty Rate - % of Enrollment:			
Grade 5	105	155	130	(As of October 31)	2005-06	2006-07	2007-08
Grade 6	322	382	402		55.8	42.2	54.9
Grade 7	248	328	367	Students in Temporary Housing - Total Number:			
Grade 8	449	222	314	(As of June 30)	2005-06	2006-07	2007-08
Grade 9	0	0	0		4	2	3
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	(As of October 31)	2005-06	2006-07	2007-08
Grade 12	0	0	0		9	3	4
Ungraded	7	11	15	Special Education Enrollment:			
Total	1131	1098	1228	(As of October 31)	2005-06	2006-07	2007-08
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2005-06	2006-07	2007-08	(As of June 30)	2005-06	2006-07	2007-08
# in Self-Contained Classes	57	64	66	Principal Suspensions	39	58	37
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	25	10	15
Number all others	2	3	4	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2005-06	2006-07	2007-08
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants	0	0	0
	2005-06	2006-07	2007-08	Early College HS Program Participants	0	0	0
# in Transitional Bilingual Classes	11	10	11	Number of Staff - Includes all full-time staff:			
# in Dual Lang. Programs	0	0	0	(As of October 31)	2005-06	2006-07	2007-08
# receiving ESL services only	23	16	7	Number of Teachers	58	58	66

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# ELLs with IEPs	11	13	4	Number of Administrators and Other Professionals	24	10	21
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	1	N/A	2
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2005-06	2006-07	2007-08	(As of October 31)	2005-06	2006-07	2007-08
(As of October 31)	1	0	1	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	70.7	79.3	78.8
				% more than 5 years teaching anywhere	41.4	53.4	63.6
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	83.0	91.0	86.0
(As of October 31)	2005-06	2006-07	2007-08	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	89.7	84.7	93.7
American Indian or Alaska Native	0.3	0.4	0.2				
Black or African American	69.6	70.0	70.6				
Hispanic or Latino	26.1	24.3	24.3				
Asian or Native Hawaiian/Other Pacific Isl.	3.1	4.2	4.3				
White	1.0	1.1	0.6				
Male	45.3	46.7	47.0				
Female	54.7	53.3	53.0				
2008-09 TITLE I STATUS							
	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
√	Non-Title I						
Years the School Received Title I Part A Funding:				2005-06	2006-07	2007-08	2008-09
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	No	If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2007-08) Based on 2006-07 Performance:							
	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
√	School Requiring Academic Progress (SRAP) – Year ____						

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Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	SRAP1			ELA:			
Math:	SRAP1			Math:			
Science:	IGS			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		Grad Rate
	ELA	Math	Science	ELA	Math	
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native	-	-	-			
Black or African American	√	√	√			
Hispanic or Latino	√	√	√			
Asian or Native Hawaiian/Other Pacific Islander	√	√	-			
White	-	-	-			
Other Groups						
Students with Disabilities	X	X	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	5	5	4			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade:	B	Overall Evaluation:	W
Overall Score:	56.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment:	5.9	Quality Statement 2: Plan and Set Goals	W
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	W
School Performance:	17.3	Quality Statement 4: Align Capacity Building to Goals	W
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	W
Student Progress:	30.4		
<i>(Comprises 60% of the Overall Score)</i>			
Additional Credit:	3		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
– = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◊ = Outstanding

* = For 2006-07 & 2007-08, the PAR Attendance Rate is listed for District 75 schools; and the Progress Report Attendance Rate(s) is listed for all other schools. If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.