



The New York State Report Card 2011–12

School **PS 85 GREAT EXPECTATIONS**
School ID **32-10-00-01-0085**
District **NEW YORK CITY GEOGRAPHIC
DISTRICT #10**
Principal **TED HUSTED**
Telephone **(718) 584-5275**
Grades **K-5, UE**

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 **PS 85 GREAT EXPECTATIONS**
School ID **32-10-00-01-0085**

District **NEW YORK CITY GEOGRAPHIC DISTRICT
#10**

Enrollment

	2009-10	2010-11	2011-12
Pre-K	0	0	
Kindergarten	157	156	153
Grade 1	192	172	162
Grade 2	193	177	176
Grade 3	211	208	194
Grade 4	216	202	197
Grade 5	217	204	200
Grade 6	0	0	0
Ungraded Elementary	9	12	7
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	0	0	0
Total K-12	1195	1131	1089

Average Class Size

	2009-10	2010-11	2011-12
Common Branch	34	32	33
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English			
Mathematics			
Science			
Social Studies			

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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District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	1092	91%	1088	96%	1022	94%
Reduced Price Lunch	57	5%	25	2%	23	2%
Limited English Proficient	339	28%	308	27%	285	26%
Racial/Ethnic Origin						
American Indian or Alaska Native	4	0%	4	0%	3	0%
Black or African American	351	29%	317	28%	308	28%
Hispanic or Latino	814	68%	791	70%	757	70%
Asian or Native Hawaiian/Other Pacific Islander	16	1%	10	1%	11	1%
White	10	1%	9	1%	10	1%
Multiracial	0	0%	0	0%	0	0%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		92%		91%		91%
Student Suspensions	55	5%	39	3%	31	3%

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

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District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	112	107	107
Percent with No Valid Teaching Certificate	1%	0%	0%
Percent Teaching Out of Certification	4%	0%	0%
Percent with Fewer than Three Years of Experience	11%	1%	2%
Percentage with Master's Degree Plus 30 Hours or Doctorate	31%	32%	36%
Total Number of Core Classes	115	107	104
Percent Not Taught by Highly Qualified Teachers in This School*	3%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District**	7%	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	154	154	119
Percent Taught by Teachers Without Appropriate Certification	3%	0%	0%

*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	5%	6%	13%
Turnover Rate of All Teachers	5%	7%	4%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	13	13	13
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	4	4	4
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 HOUSS 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

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#10

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

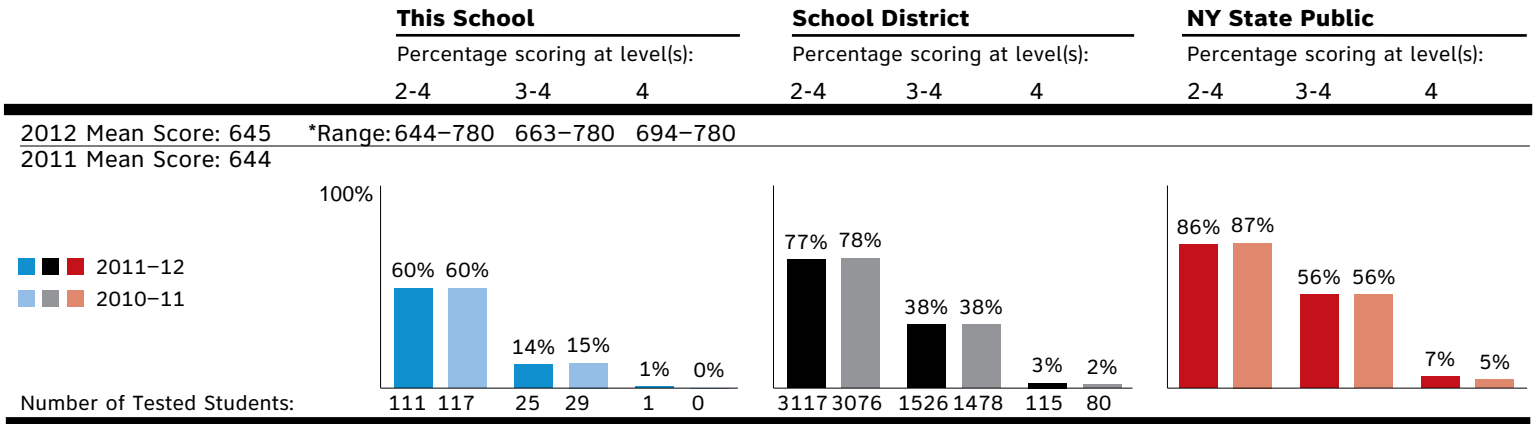
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded 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 #10**

Results in Grade 3 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	184	60%	14%	1%	194	60%	15%	0%
Female	94	70%	17%	0%	98	66%	16%	0%
Male	90	50%	10%	1%	96	54%	14%	0%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	55	–	–	–	53	–	–	–
Hispanic or Latino	127	61%	14%	1%	137	62%	18%	0%
Asian or Native Hawaiian/Other Pacific Islander								
White	1	–	–	–	3	–	–	–
Multiracial								
Small Group Totals	57	60%	12%	0%	57	56%	7%	0%
General-Education Students	143	72%	17%	1%	151	71%	19%	0%
Students with Disabilities	41	20%	2%	0%	43	23%	0%	0%
English Proficient	147	65%	16%	1%	131	69%	21%	0%
Limited English Proficient	37	41%	3%	0%	63	43%	3%	0%
Economically Disadvantaged	175	61%	14%	1%	194	60%	15%	0%
Not Disadvantaged	9	44%	0%	0%				
Migrant								
Not Migrant	184	60%	14%	1%	194	60%	15%	0%

NOTES

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* 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

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	1	–	–	–	2	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	9	N/A	N/A	N/A	6	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	9	N/A	N/A	N/A	6	N/A	N/A	N/A

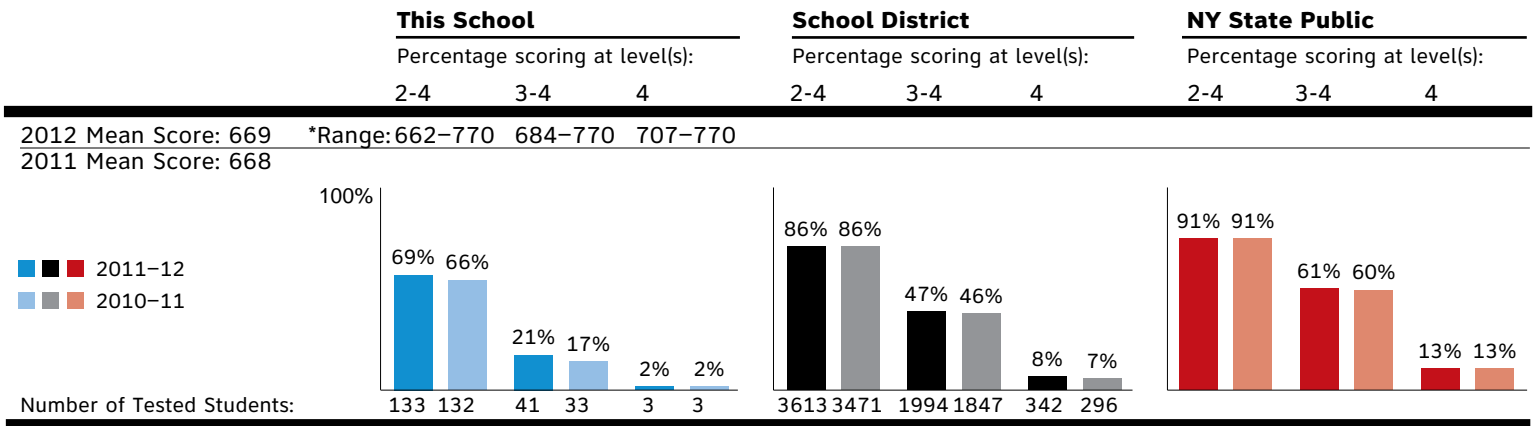
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

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District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

Results in Grade 3 Mathematics



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	193	69%	21%	2%	200	66%	17%	2%
Female	97	78%	19%	1%	102	67%	16%	1%
Male	96	59%	24%	2%	98	65%	17%	2%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	56	–	–	–	54	61%	9%	0%
Hispanic or Latino	135	68%	22%	1%	141	67%	18%	1%
Asian or Native Hawaiian/Other Pacific Islander					1	–	–	–
White	1	–	–	–	3	–	–	–
Multiracial								
Small Group Totals	58	71%	19%	2%	5	80%	40%	20%
General-Education Students	152	76%	25%	1%	157	70%	21%	2%
Students with Disabilities	41	41%	7%	2%	43	51%	0%	0%
English Proficient	147	72%	23%	2%	131	75%	22%	2%
Limited English Proficient	46	59%	15%	0%	69	49%	6%	0%
Economically Disadvantaged	184	68%	22%	2%	200	66%	17%	2%
Not Disadvantaged	9	78%	0%	0%				
Migrant								
Not Migrant	193	69%	21%	2%	200	66%	17%	2%

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Other

Assessments

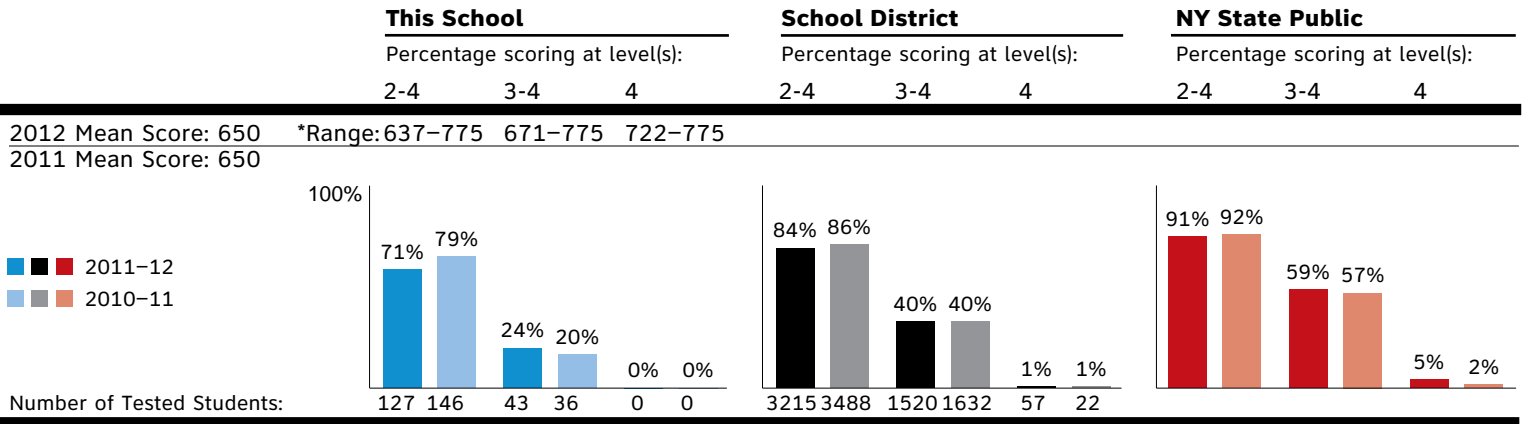
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	1	–	–	–	2	–	–	–

2 Student Performance

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District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

Results in Grade 4 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	180	71%	24%	0%	184	79%	20%	0%
Female	95	74%	24%	0%	95	82%	18%	0%
Male	85	67%	24%	0%	89	76%	21%	0%
American Indian or Alaska Native								
Black or African American	53	–	–	–	54	–	–	–
Hispanic or Latino	124	70%	26%	0%	128	77%	24%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	1	–	–	–
White	2	–	–	–	1	–	–	–
Multiracial								
Small Group Totals	56	71%	20%	0%	56	86%	9%	0%
General-Education Students	130	81%	32%	0%	147	82%	22%	0%
Students with Disabilities	50	44%	2%	0%	37	68%	8%	0%
English Proficient	124	82%	32%	0%	142	85%	24%	0%
Limited English Proficient	56	45%	5%	0%	42	60%	5%	0%
Economically Disadvantaged	175	70%	23%	0%	182	–	–	–
Not Disadvantaged	5	80%	60%	0%	2	–	–	–
Migrant								
Not Migrant	180	71%	24%	0%	184	79%	20%	0%

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Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	–	–	–	4	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	9	N/A	N/A	N/A	4	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	9	N/A	N/A	N/A	4	N/A	N/A	N/A

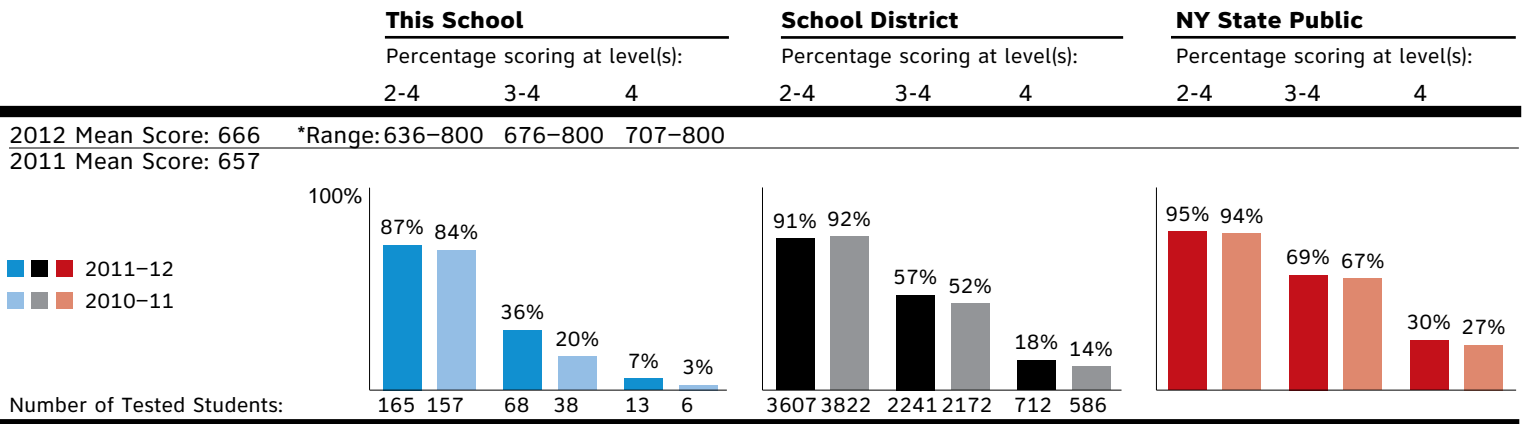
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **PS 85 GREAT EXPECTATIONS**
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

Results in Grade 4 Mathematics



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	189	87%	36%	7%	187	84%	20%	3%
Female	98	89%	34%	7%	96	84%	17%	1%
Male	91	86%	38%	7%	91	84%	24%	5%
American Indian or Alaska Native								
Black or African American	54	–	–	–	54	–	–	–
Hispanic or Latino	131	87%	36%	7%	131	85%	22%	5%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	1	–	–	–
White	2	–	–	–	1	–	–	–
Multiracial								
Small Group Totals	58	88%	36%	7%	56	82%	16%	0%
General-Education Students	139	91%	43%	9%	150	88%	23%	4%
Students with Disabilities	50	78%	16%	0%	37	68%	8%	0%
English Proficient	124	94%	48%	9%	141	87%	24%	4%
Limited English Proficient	65	75%	14%	3%	46	74%	9%	0%
Economically Disadvantaged	184	88%	35%	6%	185	–	–	–
Not Disadvantaged	5	80%	60%	40%	2	–	–	–
Migrant								
Not Migrant	189	87%	36%	7%	187	84%	20%	3%

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Other

Assessments

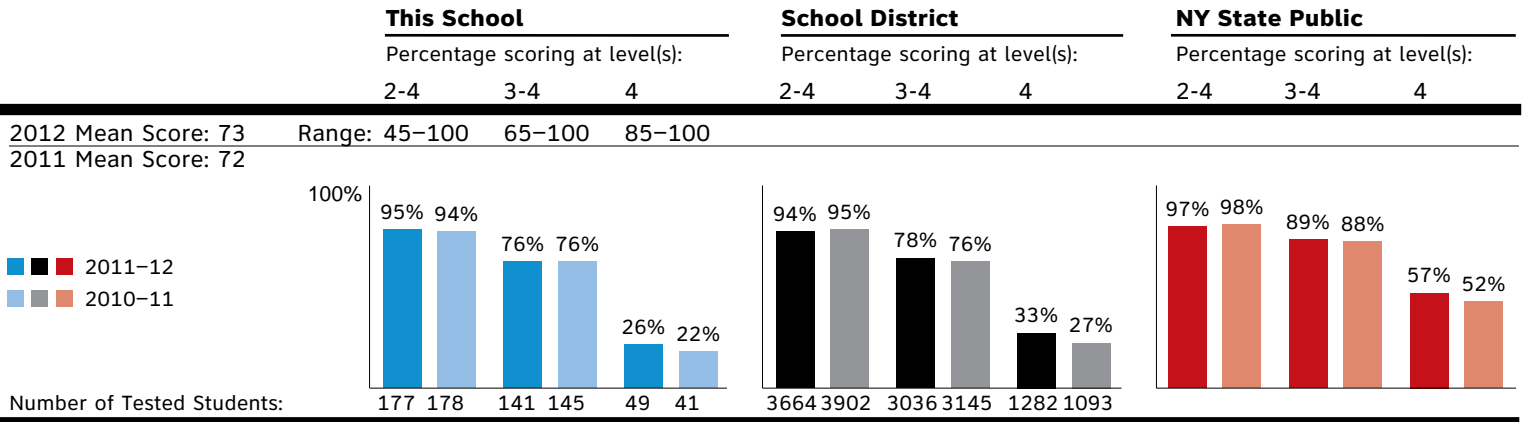
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	–	–	–	4	–	–	–

2 Student Performance

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District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

Results in Grade 4 Science



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	186	95%	76%	26%	190	94%	76%	22%
Female	96	95%	78%	26%	98	94%	78%	18%
Male	90	96%	73%	27%	92	93%	75%	25%
American Indian or Alaska Native								
Black or African American	54	-	-	-	56	-	-	-
Hispanic or Latino	128	96%	75%	27%	132	91%	77%	23%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	1	-	-	-
White	2	-	-	-	1	-	-	-
Multiracial								
Small Group Totals	58	93%	78%	24%	58	100%	76%	19%
General-Education Students	138	95%	78%	35%	151	96%	80%	25%
Students with Disabilities	48	96%	69%	2%	39	85%	62%	10%
English Proficient	123	99%	86%	33%	144	95%	81%	27%
Limited English Proficient	63	87%	56%	13%	46	89%	61%	4%
Economically Disadvantaged	181	95%	76%	26%	188	-	-	-
Not Disadvantaged	5	100%	80%	40%	2	-	-	-
Migrant								
Not Migrant	186	95%	76%	26%	190	94%	76%	22%

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Other Assessments

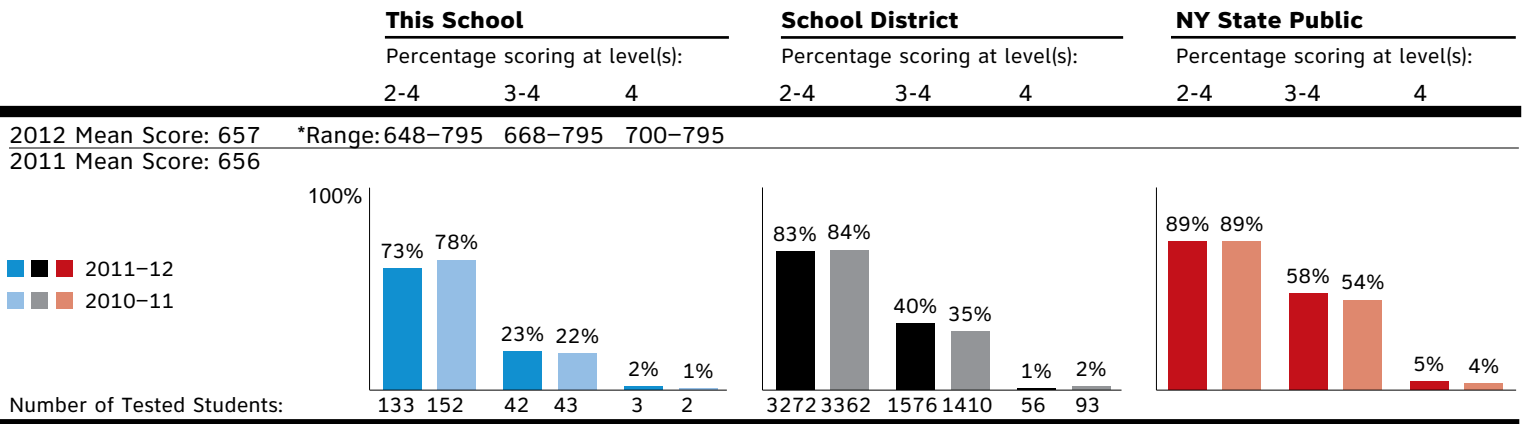
	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	-	-	-	4	-	-	-

2 Student Performance

School **PS 85 GREAT EXPECTATIONS**
School ID **32-10-00-01-0085**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

Results in Grade 5 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	183	73%	23%	2%	195	78%	22%	1%
Female	93	74%	25%	0%	94	84%	26%	1%
Male	90	71%	21%	3%	101	72%	19%	1%
American Indian or Alaska Native								
Black or African American	57	–	–	–	53	74%	15%	2%
Hispanic or Latino	124	73%	30%	2%	137	80%	24%	1%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	4	–	–	–
White	1	–	–	–	1	–	–	–
Multiracial								
Small Group Totals	59	71%	8%	0%	5	80%	40%	0%
General-Education Students	133	82%	31%	2%	152	85%	27%	1%
Students with Disabilities	50	48%	2%	0%	43	53%	5%	0%
English Proficient	141	79%	28%	2%	148	83%	28%	1%
Limited English Proficient	42	52%	5%	0%	47	62%	4%	0%
Economically Disadvantaged	176	72%	23%	2%	192	–	–	–
Not Disadvantaged	7	100%	29%	0%	3	–	–	–
Migrant								
Not Migrant	183	73%	23%	2%	195	78%	22%	1%

NOTES

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Other

Assessments

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 5 Equivalent	4	–	–	–	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	6	N/A	N/A	N/A	3	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	6	N/A	N/A	N/A	3	N/A	N/A	N/A

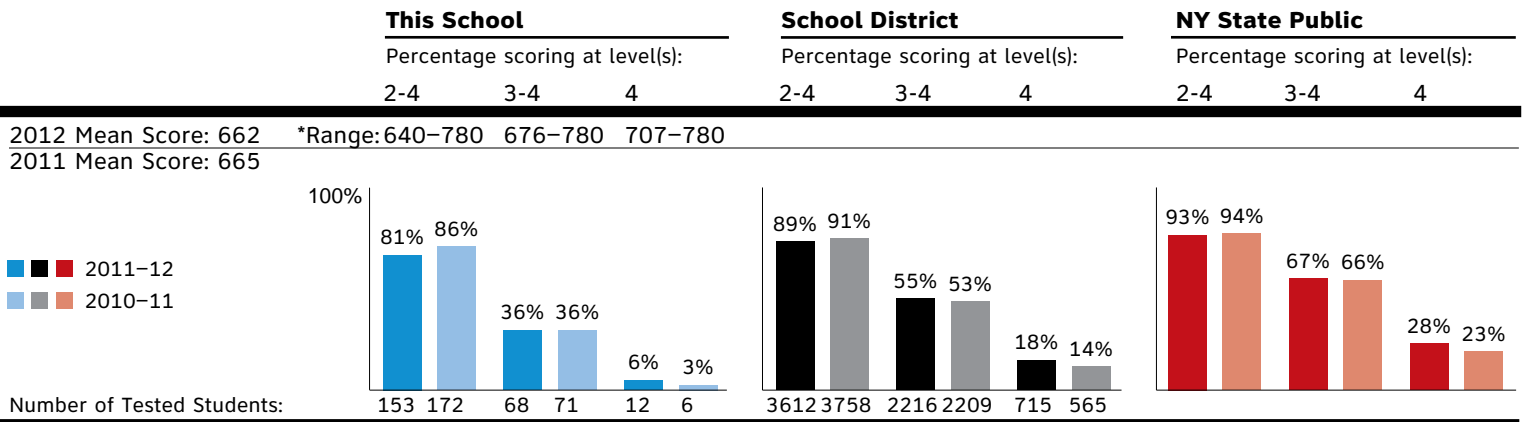
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **PS 85 GREAT EXPECTATIONS**
School ID **32-10-00-01-0085**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #10**

Results in Grade 5 Mathematics



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	190	81%	36%	6%	199	86%	36%	3%
Female	97	82%	33%	6%	98	87%	41%	6%
Male	93	78%	39%	6%	101	86%	31%	0%
American Indian or Alaska Native								
Black or African American	59	–	–	–	54	83%	37%	0%
Hispanic or Latino	128	84%	41%	9%	140	88%	35%	4%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	4	–	–	–
White	1	–	–	–	1	–	–	–
Multiracial								
Small Group Totals	62	74%	26%	2%	5	80%	40%	20%
General-Education Students	140	88%	42%	9%	156	93%	42%	4%
Students with Disabilities	50	60%	18%	0%	43	63%	14%	0%
English Proficient	142	85%	41%	7%	149	90%	40%	4%
Limited English Proficient	48	69%	21%	4%	50	76%	22%	0%
Economically Disadvantaged	180	81%	35%	6%	196	–	–	–
Not Disadvantaged	10	80%	50%	10%	3	–	–	–
Migrant								
Not Migrant	190	81%	36%	6%	199	86%	36%	3%

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Other

Assessments

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	4	–	–	–	0			

2 Student Performance

School **PS 85 GREAT EXPECTATIONS**
School ID **32-10-00-01-0085**

District **NEW YORK CITY GEOGRAPHIC DISTRICT**
#10

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	90	10%	32%	37%	21%	75	11%	29%	36%	24%	15	7%	47%	40%	7%
	2010-11	94	15%	16%	44%	26%	78	17%	14%	38%	31%	16	6%	25%	69%	0%
	2009-10	85	20%	25%	38%	18%	73	18%	25%	37%	21%	12	33%	25%	42%	0%
Reading and Writing (Grades K-1)	2011-12	90	44%	27%	12%	17%	75	41%	25%	13%	20%	15	60%	33%	7%	0%
	2010-11	94	40%	26%	16%	18%	78	37%	27%	18%	18%	16	56%	19%	6%	19%
	2009-10	85	49%	25%	6%	20%	73	47%	23%	7%	23%	12	67%	33%	0%	0%
Listening and Speaking (Grades 2-4)	2011-12	156	10%	12%	38%	40%	116	13%	9%	36%	41%	40	0%	20%	43%	38%
	2010-11	162	7%	10%	38%	45%	124	8%	10%	34%	48%	38	3%	11%	50%	37%
	2009-10	190	4%	7%	35%	53%	148	4%	9%	30%	57%	42	5%	2%	55%	38%
Reading and Writing (Grades 2-4)	2011-12	156	21%	40%	32%	6%	116	23%	34%	34%	9%	40	15%	58%	28%	0%
	2010-11	162	19%	37%	34%	10%	124	20%	35%	32%	12%	38	13%	42%	39%	5%
	2009-10	190	14%	44%	32%	11%	148	11%	43%	32%	14%	42	21%	48%	29%	2%
Listening and Speaking (Grades 5-6)	2011-12	50	8%	22%	32%	38%	38	8%	24%	29%	39%	12	8%	17%	42%	33%
	2010-11	50	2%	6%	40%	52%	36	3%	8%	39%	50%	14	0%	0%	43%	57%
	2009-10	65	6%	6%	35%	52%	46	9%	4%	28%	59%	19	0%	11%	53%	37%
Reading and Writing (Grades 5-6)	2011-12	50	16%	24%	44%	16%	38	16%	21%	45%	18%	12	17%	33%	42%	8%
	2010-11	50	16%	18%	44%	22%	36	19%	11%	44%	25%	14	7%	36%	43%	14%
	2009-10	65	8%	18%	52%	22%	46	7%	15%	50%	28%	19	11%	26%	58%	5%
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	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Reading and Writing (Grades 9-12)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				

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