



The New York State Report Card 2011–12

School **PS 94 KINGS COLLEGE SCHOOL**
School ID **32-10-00-01-0094**
District **NEW YORK CITY GEOGRAPHIC
DISTRICT #10**
Principal **DIANE DAPROCIDA**
Telephone **(718) 405-6345**
Grades **K-5, UE, 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 **PS 94 KINGS COLLEGE SCHOOL**
School ID **32-10-00-01-0094**

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

Enrollment

	2009–10	2010–11	2011–12
Pre-K	0	0	
Kindergarten	136	198	229
Grade 1	154	188	224
Grade 2	148	163	199
Grade 3	151	173	181
Grade 4	157	164	163
Grade 5	148	148	165
Grade 6	0	0	0
Ungraded Elementary	5	5	1
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	1
Total K–12	899	1039	1163

Average Class Size

	2009–10	2010–11	2011–12
Common Branch	25	28	29
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	749	83%	909	87%	1018	88%
Reduced Price Lunch	51	6%	63	6%	78	7%
Limited English Proficient	234	26%	294	28%	352	30%
Racial/Ethnic Origin						
American Indian or Alaska Native	5	1%	4	0%	3	0%
Black or African American	193	21%	219	21%	234	20%
Hispanic or Latino	555	62%	657	63%	757	65%
Asian or Native Hawaiian/Other Pacific Islander	131	15%	133	13%	146	13%
White	15	2%	26	3%	21	2%
Multiracial	0	0%	0	0%	2	0%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		91%		92%		91%
Student Suspensions	20	2%	21	2%	13	1%

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 **PS 94 KINGS COLLEGE SCHOOL**
School ID **32-10-00-01-0094**

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

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	66	68	72
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	9%	10%
Percent with Fewer than Three Years of Experience	8%	0%	14%
Percentage with Master's Degree Plus 30 Hours or Doctorate	36%	41%	39%
Total Number of Core Classes	88	58	59
Percent Not Taught by Highly Qualified Teachers in This School*	0%	3%	2%
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	100	68	70
Percent Taught by Teachers Without Appropriate Certification	0%	9%	7%

*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%	10%	36%
Turnover Rate of All Teachers	6%	5%	19%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	8	8	9
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 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 **PS 94 KINGS COLLEGE SCHOOL**
School ID **32-10-00-01-0094**

District **NEW YORK CITY GEOGRAPHIC DISTRICT**
#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

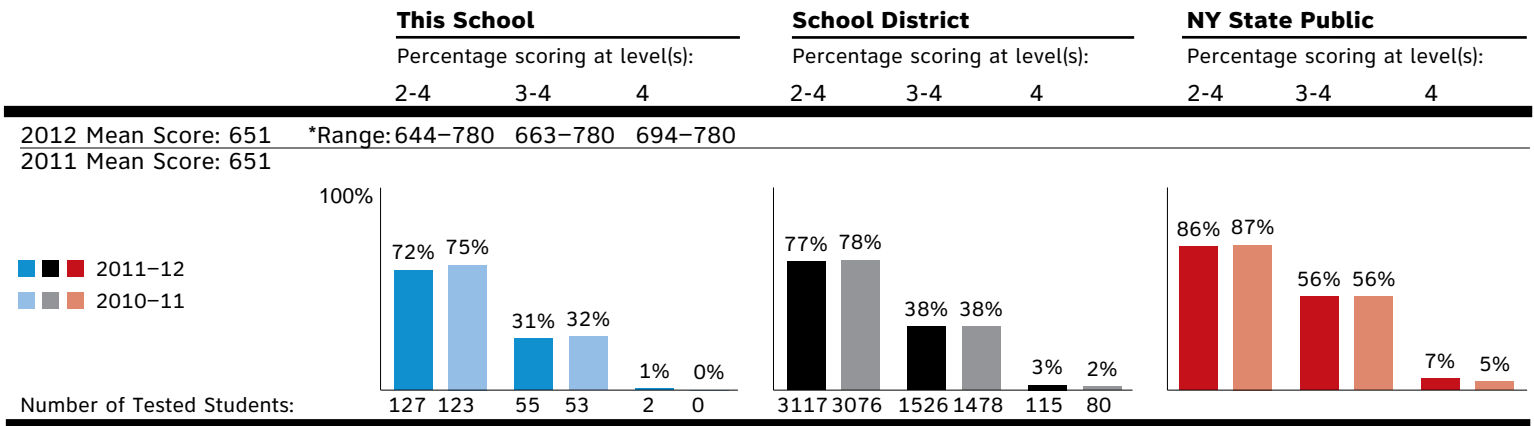
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded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

	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	176	72%	31%	1%	164	75%	32%	0%
Female	83	77%	34%	1%	83	82%	40%	0%
Male	93	68%	29%	1%	81	68%	25%	0%
American Indian or Alaska Native	1	–	–	–				
Black or African American	28	82%	50%	0%	43	77%	33%	0%
Hispanic or Latino	119	68%	26%	1%	100	70%	30%	0%
Asian or Native Hawaiian/Other Pacific Islander	23	74%	26%	4%	21	95%	43%	0%
White	5	–	–	–				
Multiracial								
Small Group Totals	6	100%	67%	0%				
General-Education Students	150	79%	35%	1%	141	84%	38%	0%
Students with Disabilities	26	35%	12%	0%	23	22%	0%	0%
English Proficient	120	88%	43%	2%	127	82%	39%	0%
Limited English Proficient	56	38%	7%	0%	37	51%	11%	0%
Economically Disadvantaged	166	72%	31%	1%	156	74%	32%	0%
Not Disadvantaged	10	80%	30%	0%	8	100%	38%	0%
Migrant								
Not Migrant	176	72%	31%	1%	164	75%	32%	0%

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

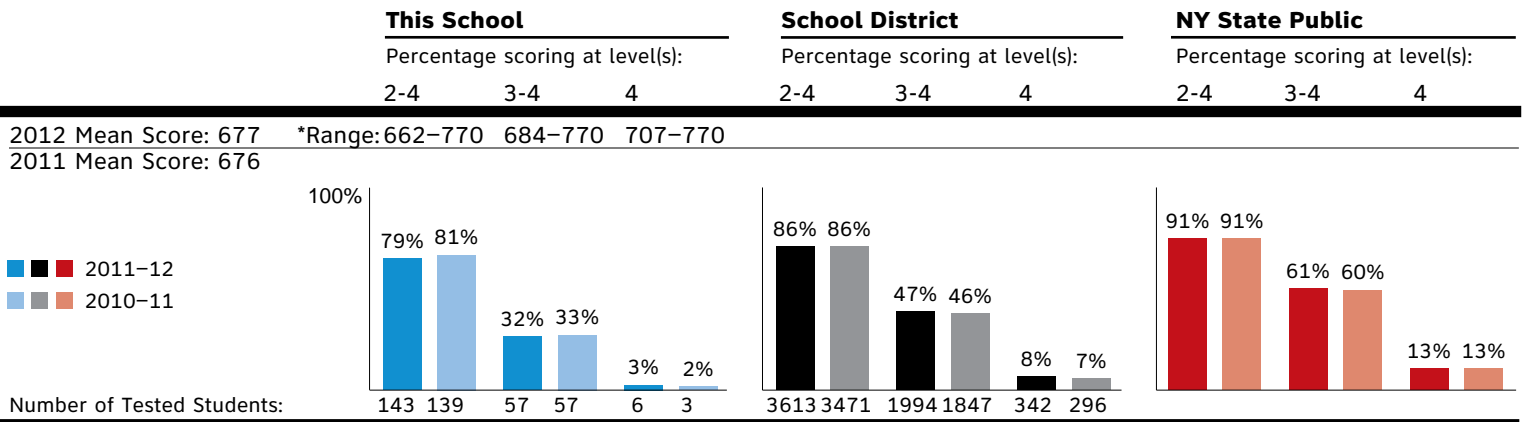
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

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	180	79%	32%	3%	172	81%	33%	2%
Female	86	79%	27%	3%	86	84%	31%	0%
Male	94	80%	36%	3%	86	78%	35%	3%
American Indian or Alaska Native	1	–	–	–				
Black or African American	29	86%	45%	7%	43	79%	40%	0%
Hispanic or Latino	121	77%	27%	2%	106	79%	25%	2%
Asian or Native Hawaiian/Other Pacific Islander	23	87%	39%	4%	23	91%	57%	4%
White	6	–	–	–				
Multiracial								
Small Group Totals	7	71%	29%	14%				
General-Education Students	154	81%	34%	4%	149	86%	38%	2%
Students with Disabilities	26	69%	15%	0%	23	48%	4%	0%
English Proficient	121	88%	39%	5%	129	87%	40%	2%
Limited English Proficient	59	63%	17%	0%	43	63%	14%	0%
Economically Disadvantaged	170	79%	32%	4%	164	80%	34%	1%
Not Disadvantaged	10	80%	30%	0%	8	88%	25%	13%
Migrant								
Not Migrant	180	79%	32%	3%	172	81%	33%	2%

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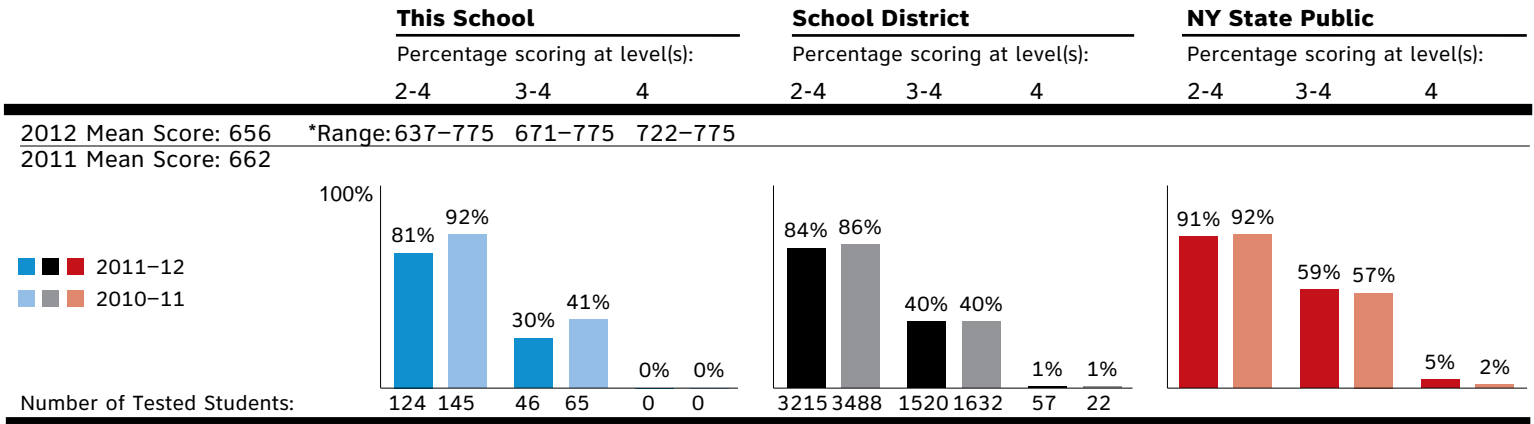
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				0			

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	154	81%	30%	0%	157	92%	41%	0%
Female	75	91%	39%	0%	79	96%	47%	0%
Male	79	71%	22%	0%	78	88%	36%	0%
American Indian or Alaska Native								
Black or African American	38	79%	24%	0%	37	97%	46%	0%
Hispanic or Latino	95	78%	25%	0%	96	90%	40%	0%
Asian or Native Hawaiian/Other Pacific Islander	21	95%	62%	0%	23	–	–	–
White					1	–	–	–
Multiracial								
Small Group Totals					24	96%	42%	0%
General-Education Students	127	87%	36%	0%	130	95%	45%	0%
Students with Disabilities	27	48%	0%	0%	27	78%	22%	0%
English Proficient	124	89%	34%	0%	124	96%	47%	0%
Limited English Proficient	30	47%	13%	0%	33	79%	21%	0%
Economically Disadvantaged	147	80%	29%	0%	149	93%	42%	0%
Not Disadvantaged	7	86%	43%	0%	8	75%	38%	0%
Migrant								
Not Migrant	154	81%	30%	0%	157	92%	41%	0%

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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	0				0			
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

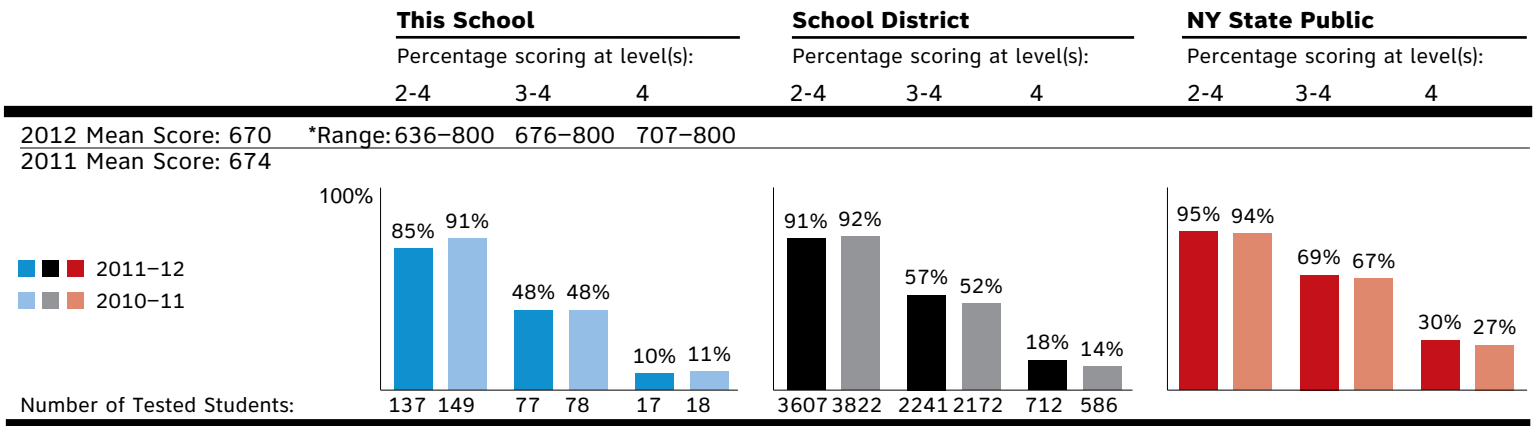
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **PS 94 KINGS COLLEGE SCHOOL**
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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	162	85%	48%	10%	163	91%	48%	11%
Female	80	85%	49%	8%	79	92%	48%	9%
Male	82	84%	46%	13%	84	90%	48%	13%
American Indian or Alaska Native								
Black or African American	38	89%	45%	11%	37	95%	46%	14%
Hispanic or Latino	100	79%	40%	8%	100	89%	47%	8%
Asian or Native Hawaiian/Other Pacific Islander	24	100%	83%	21%	25	–	–	–
White					1	–	–	–
Multiracial								
Small Group Totals					26	96%	54%	19%
General-Education Students	135	89%	57%	13%	136	96%	52%	13%
Students with Disabilities	27	63%	0%	0%	27	70%	26%	4%
English Proficient	123	93%	55%	14%	124	94%	52%	14%
Limited English Proficient	39	56%	23%	0%	39	85%	33%	3%
Economically Disadvantaged	155	85%	47%	10%	155	92%	48%	10%
Not Disadvantaged	7	86%	57%	14%	8	88%	50%	25%
Migrant								
Not Migrant	162	85%	48%	10%	163	91%	48%	11%

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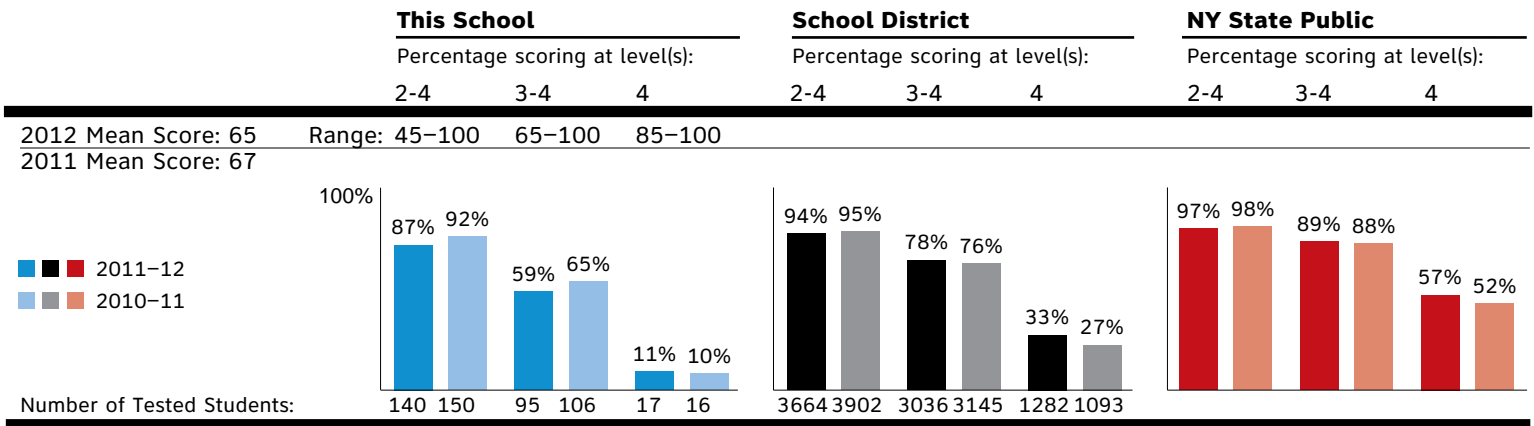
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			

2 Student Performance

School **PS 94 KINGS COLLEGE SCHOOL**
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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	161	87%	59%	11%	163	92%	65%	10%
Female	79	89%	61%	9%	80	91%	66%	11%
Male	82	85%	57%	12%	83	93%	64%	8%
American Indian or Alaska Native								
Black or African American	37	95%	68%	8%	36	97%	75%	14%
Hispanic or Latino	100	84%	53%	9%	100	91%	63%	8%
Asian or Native Hawaiian/Other Pacific Islander	24	88%	71%	21%	26	—	—	—
White					1	—	—	—
Multiracial								
Small Group Totals					27	89%	59%	11%
General-Education Students	134	88%	67%	13%	135	93%	67%	12%
Students with Disabilities	27	81%	19%	0%	28	89%	57%	0%
English Proficient	122	96%	69%	13%	123	97%	75%	12%
Limited English Proficient	39	59%	28%	3%	40	78%	35%	3%
Economically Disadvantaged	154	86%	58%	11%	155	92%	65%	10%
Not Disadvantaged	7	100%	86%	0%	8	100%	63%	13%
Migrant								
Not Migrant	161	87%	59%	11%	163	92%	65%	10%

NOTES

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Other Assessments

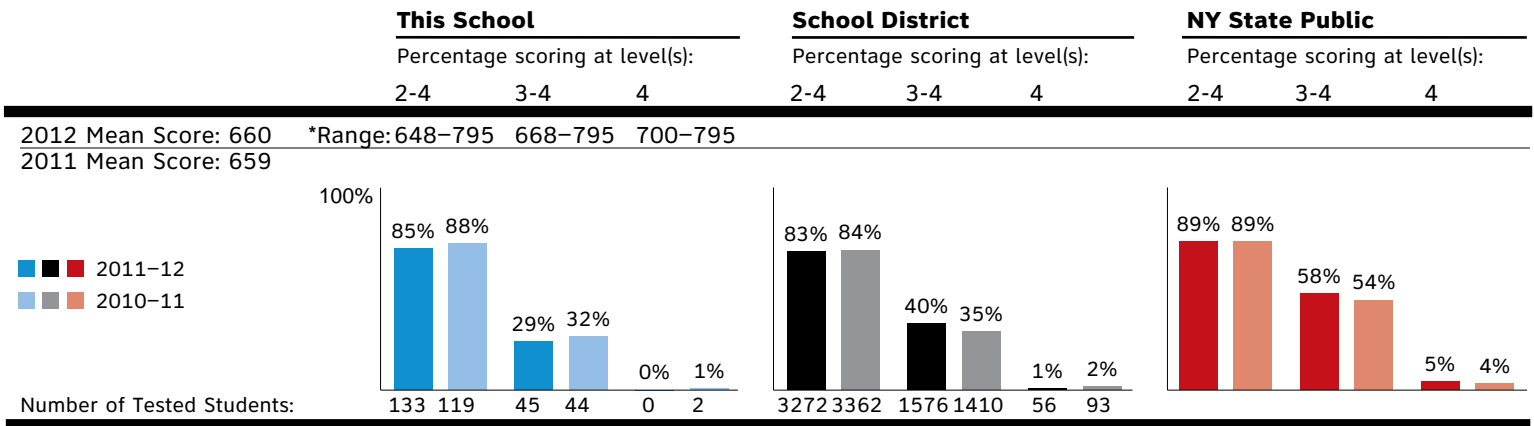
	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			

2 Student Performance

School **PS 94 KINGS COLLEGE SCHOOL**
School ID **32-10-00-01-0094**

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

Results in Grade 5 English Language Arts



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	157	85%	29%	0%	136	88%	32%	1%
Female	81	88%	33%	0%	78	90%	33%	3%
Male	76	82%	24%	0%	58	84%	31%	0%
American Indian or Alaska Native								
Black or African American	38	89%	24%	0%	29	97%	28%	0%
Hispanic or Latino	94	85%	29%	0%	78	82%	26%	0%
Asian or Native Hawaiian/Other Pacific Islander	25	76%	36%	0%	28	–	–	–
White					1	–	–	–
Multiracial								
Small Group Totals					29	93%	55%	7%
General-Education Students	131	89%	33%	0%	115	93%	37%	2%
Students with Disabilities	26	65%	8%	0%	21	57%	5%	0%
English Proficient	128	93%	34%	0%	110	94%	38%	2%
Limited English Proficient	29	48%	7%	0%	26	62%	8%	0%
Economically Disadvantaged	149	84%	28%	0%	119	87%	34%	1%
Not Disadvantaged	8	100%	38%	0%	17	88%	24%	6%
Migrant								
Not Migrant	157	85%	29%	0%	136	88%	32%	1%

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 5 Equivalent	0				1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	2	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 5	2	N/A	N/A	N/A	6	N/A	N/A	N/A

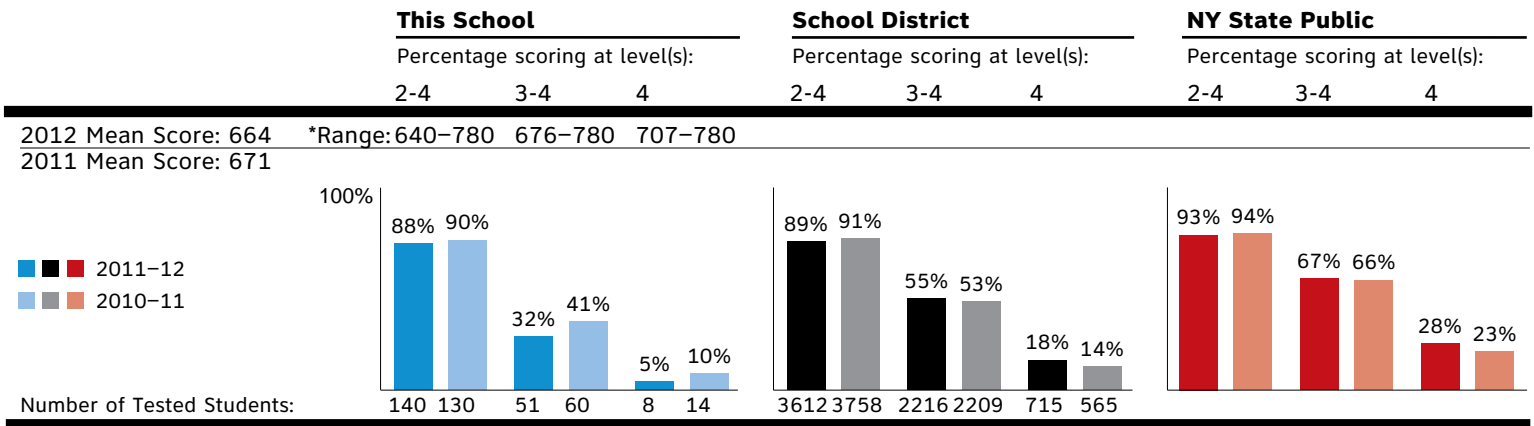
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **PS 94 KINGS COLLEGE SCHOOL**
School ID **32-10-00-01-0094**

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	159	88%	32%	5%	145	90%	41%	10%
Female	81	88%	31%	6%	85	89%	48%	12%
Male	78	88%	33%	4%	60	90%	32%	7%
American Indian or Alaska Native								
Black or African American	38	87%	18%	3%	29	–	–	–
Hispanic or Latino	96	86%	33%	4%	84	88%	35%	2%
Asian or Native Hawaiian/Other Pacific Islander	25	96%	48%	12%	31	87%	55%	32%
White					1	–	–	–
Multiracial								
Small Group Totals					30	97%	47%	7%
General-Education Students	133	91%	36%	6%	124	91%	46%	11%
Students with Disabilities	26	73%	12%	0%	21	81%	14%	0%
English Proficient	128	89%	36%	6%	110	96%	50%	13%
Limited English Proficient	31	84%	16%	0%	35	69%	14%	0%
Economically Disadvantaged	150	89%	31%	5%	128	91%	42%	10%
Not Disadvantaged	9	78%	44%	0%	17	82%	35%	6%
Migrant								
Not Migrant	159	88%	32%	5%	145	90%	41%	10%

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 5 Equivalent	0				1	–	–	–

2 Student Performance

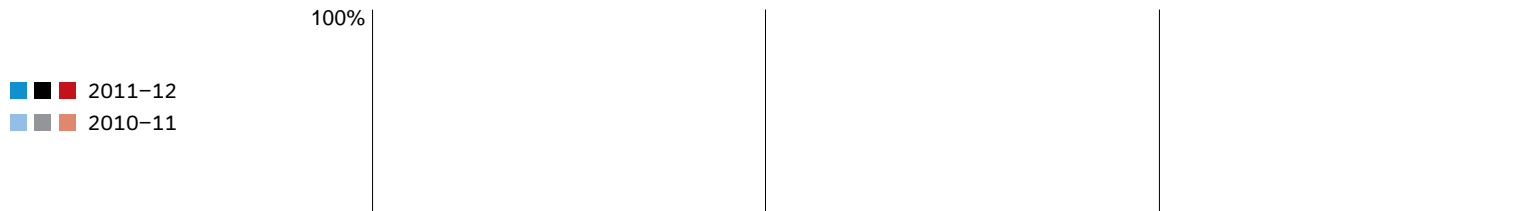
School **PS 94 KINGS COLLEGE SCHOOL**
School ID **32-10-00-01-0094**

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

Results in Grade 7 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

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								
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	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 7 Equivalent	1	–	–	–	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	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 **PS 94 KINGS COLLEGE SCHOOL**
School ID **32-10-00-01-0094**

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

Results in Grade 7 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:

100%

■ ■ ■ 2011-12
■ ■ ■ 2010-11

Number of Tested Students:

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						
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

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 7 Equivalent	1	–	–	–	0			

2 Student Performance

School **PS 94 KINGS COLLEGE SCHOOL**
School ID **32-10-00-01-0094**

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	153	3%	29%	40%	28%	136	4%	26%	40%	30%	17	0%	47%	41%	12%
	2010–11	133	5%	23%	50%	22%	114	5%	20%	51%	24%	19	5%	37%	47%	11%
	2009–10	98	4%	21%	49%	26%	83	4%	18%	49%	29%	15	7%	40%	47%	7%
Reading and Writing (Grades K–1)	2011–12	153	45%	20%	11%	24%	136	43%	22%	10%	25%	17	65%	6%	18%	12%
	2010–11	133	40%	28%	17%	16%	114	40%	28%	16%	16%	19	37%	26%	21%	16%
	2009–10	98	44%	28%	10%	18%	83	40%	29%	12%	19%	15	67%	20%	0%	13%
Listening and Speaking (Grades 2–4)	2011–12	168	1%	7%	34%	59%	138	1%	8%	30%	61%	30	0%	0%	50%	50%
	2010–11	138	6%	7%	31%	56%	119	7%	8%	29%	56%	19	0%	0%	47%	53%
	2009–10	113	5%	8%	27%	59%	98	6%	8%	27%	59%	15	0%	7%	33%	60%
Reading and Writing (Grades 2–4)	2011–12	168	20%	39%	32%	10%	138	18%	36%	35%	12%	30	27%	53%	20%	0%
	2010–11	138	23%	39%	27%	11%	119	24%	37%	28%	12%	19	21%	53%	21%	5%
	2009–10	113	16%	35%	36%	12%	98	14%	36%	37%	13%	15	27%	33%	33%	7%
Listening and Speaking (Grades 5–6)	2011–12	30	3%	7%	13%	77%	24	4%	4%	17%	75%	6	0%	17%	0%	83%
	2010–11	36	0%	14%	47%	39%	30	0%	17%	43%	40%	6	0%	0%	67%	33%
	2009–10	34	3%	0%	50%	47%	24	4%	0%	42%	54%	10	0%	0%	70%	30%
Reading and Writing (Grades 5–6)	2011–12	30	10%	7%	53%	30%	24	8%	8%	58%	25%	6	17%	0%	33%	50%
	2010–11	36	22%	31%	31%	17%	30	20%	33%	30%	17%	6	33%	17%	33%	17%
	2009–10	34	6%	38%	44%	12%	24	4%	29%	50%	17%	10	10%	60%	30%	0%
Listening and Speaking (Grades 7–8)	2011–12	1	—	—	—	—	0					1	—	—	—	—
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades 7–8)	2011–12	1	—	—	—	—	0					1	—	—	—	—
	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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