

The New York State Report Card 2011–12 School PS 66 SCHOOL OF HIGHER EXPECTATIONS School ID 32-12-00-01-0066 District NEW YORK CITY GEOGRAPHIC DISTRICT #12 Principal THOMAS DEGRAZIA Telephone (718) 542-2974 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 noncompleters, including postgraduation 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 66 SCHOOL OF HIGHER EXPECTATIONS School ID 32-12-00-01-0066

Enrollment

	2009-10	2010-11	2011-12
Pre-K	53	52	
Kindergarten	86	112	116
Grade 1	113	103	125
Grade 2	81	102	84
Grade 3	82	73	85
Grade 4	97	93	77
Grade 5	85	94	94
Grade 6	0	0	0
Ungraded Elementary	3	8	3
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	2	0	0
Total K-12	549	585	584

Average Class Size

	2009-10	2010-11	2011-12
Common Branch	19	17	21
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English			
Mathematics			
Science			
Social Studies			

District NEW YORK CITY GEOGRAPHIC DISTRICT #12

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 halfand 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

School PS 66 SCHOOL OF HIGHER EXPECTATIONS School ID 32-12-00-01-0066

Demographic Factors

	200	9–10	2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	503	92%	473	81%	472	81%
Reduced Price Lunch	25	5%	21	4%	21	4%
Limited English Proficient	136	25%	131	22%	133	23%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	0	0%	2	0%
Black or African American	148	27%	150	26%	148	25%
Hispanic or Latino	401	73%	434	74%	424	73%
Asian or Native Hawaiian/Other Pacific Islander	0	0%	0	0%	2	0%
White	0	0%	1	0%	8	1%
Multiracial	0	0%	0	0%	0	0%

Attendance and Suspensions

	200	8-09	200	9-10	201	0-11
	#	%	#	%	#	%
Annual Attendance Rate		91%		92%		92%
Student Suspensions	28	5%	28	5%	25	4%

District NEW YORK CITY GEOGRAPHIC DISTRICT #12

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 districtlevel attendance rates.

Student Suspension rate is determined by dividing the number of students who were suspended from school (not including inschool 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.

Teacher Qualifications

	2009–10	2010-11	2011-12
Total Number of Teachers	54	53	56
Percent with No Valid Teaching Certificate	2%	2%	2%
Percent Teaching Out of Certification	13%	8%	5%
Percent with Fewer than Three Years of Experience	17%	2%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	31%	38%	45%
Total Number of Core Classes	68	61	54
Percent Not Taught by Highly Qualified Teachers in This School*	3%	11%	13%
Percent Not Taught by Highly Qualified Teachers in This District**	11%	8%	9%
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	124	118	93
Percent Taught by Teachers Without Appropriate Certification	27%	7%	8%

*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	16%	15%	12%
Turnover Rate of All Teachers	13%	13%	6%

Staff Counts

	2009–10	2010-11	2011-12
Total Other Professional Staff	7	7	6
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	3	3	3
Principals	1	1	1

*Not available at the school level.

District NEW YORK CITY GEOGRAPHIC DISTRICT #12

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 nonteaching duties.

2 Student Performance

School PS 66 SCHOOL OF HIGHER EXPECTATIONS School ID 32-12-00-01-0066 District NEW YORK CITY GEOGRAPHIC DISTRICT #12

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 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.pl2.nysed.gov/irs/sirs/.

Results in Grade 3 English Language Arts

	This Sch	ool		School I	District		NY Stat	e Public		
	Percentag	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	
2012 Mean Score: 655 2011 Mean Score: 655	*Range: 644-780	663-780	694-780							
2011–12 2010–11	100% 84% 81%	28%	0% 0%	72% 73%	31% 30%	1% 1%	86% 87%	56% 56%	7% 5%	
Number of Tested Students:	74 56	25 27	0 0	1323 1341	565 556	16 11				

Results by	2011-12	School Y	ear		2010–11 School Year			
-	Total	Percenta	Percentage scoring at level(s):			Percentage scoring at level(s):		
Student Group	Tested	2–4	3–4	4	Tested	2–4	3–4	4
All Students	88	84%	28%	0%	69	81%	39%	0%
Female	37	86%	35%	0%	40	95%	50%	0%
Male	51	82%	24%	0%	29	62%	24%	0%
American Indian or Alaska Native								
Black or African American	26	73%	23%	0%	19	89%	47%	0%
Hispanic or Latino	62	89%	31%	0%	50	78%	36%	0%
Asian or Native Hawaiian/Other Pacific Islander		•••••				•••••		
White								
Multiracial		•••••	••••••					
Small Group Totals								
General-Education Students	77	87%	32%	0%	58	91%	47%	0%
Students with Disabilities	11	64%	0%	0%	11	27%	0%	0%
English Proficient	69	86%	28%	0%	58	84%	45%	0%
imited English Proficient	19	79%	32%	0%	11	64%	9%	0%
Economically Disadvantaged	88	84%	28%	0%	69	81%	39%	0%
Not Disadvantaged		•••••••	•••••					
Migrant								
Not Migrant	88	84%	28%	0%	69	81%	39%	0%

NOTES

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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	2011-12	School Ye	ear		2010–11 School Year			
Assessments	Total	Number scoring at level(s):			Total	Number	scoring at le	evel(s):
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	2	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	1	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 3	1	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. July 31, 2013

District NEW YORK CITY GEOGRAPHIC DISTRICT #12

Results in Grade 3 Mathematics

	-	This Sch	ool		School [District		NY State	e Public		
	-	Percentage scoring at level(s):			Percentag	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2	2-4	3-4	4	2-4	3-4	4	2-4	3-4 4		
2012 Mean Score: 682 2011 Mean Score: 682	*Range:6	62-770	684-770	707-770							
2011–12 2010–11	100% g	0% 87%	47%	4% 6%	80% 81%	38% 36%	4% 4%	91% 91%	61% 60%		
Number of Tested Students:	5	31 59	42 38	4 4	1495 1517	710 678	79 75				

Results by	2011-12	School Y	ear	2010–11 School Year				
Student Group	Total	Percenta	Percentage scoring at level(s):			Percentage scoring at level(s):		
Student Group	Tested	2–4	3–4	4	Tested	2–4	3–4	4
All Students	90	90%	47 %	4%	68	87 %	56%	6%
Female	37	92%	41%	5%	40	98%	63%	8%
Vale	53	89%	51%	4%	28	71%	46%	4%
American Indian or Alaska Native								
Black or African American	27	81%	26%	4%	19	89%	47%	0%
Hispanic or Latino	63	94%	56%	5%	49	86%	59%	8%
Asian or Native Hawaiian/Other Pacific Islander		•••••						
White		••••••						
Multiracial		•••••		•••••				
Small Group Totals		•••••	•••••					
General-Education Students	77	92%	48%	5%	57	95%	67%	7%
Students with Disabilities	13	77%	38%	0%	11	45%	0%	0%
English Proficient	70	91%	40%	3%	57	91%	61%	7%
imited English Proficient	20	85%	70%	10%	11	64%	27%	0%
Economically Disadvantaged	90	90%	47%	4%	68	87%	56%	6%
Not Disadvantaged								
Migrant								
Not Migrant	90	90%	47%	4%	68	87%	56%	6%

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Other	2011-12	School Ye	ar	2010–11 School Year				
Assessments	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	2	-	-	-	1	-	-	-

Results in Grade 4 English Language Arts

	This Sch	ool		School I	District		NY Stat	te Public	
	Percentage scoring at level(s):			Percentag	ge scoring at	level(s):	Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4	2-4	3-4	4
2012 Mean Score: 664 2011 Mean Score: 666	*Range: 637-775	671-775	722-775						
2011–12 2010–11	95% 93%	42% 50%	0% 0%	80% 83%	33% 35%	<u>1%</u> 0%	91% 92%	59% 57%	<u>5%</u> 2%
Number of Tested Students:	62 84	27 45	0 0	1413 1501	574 639	12 2			

Results by	2011-12	School Y	ear	2010–11 School Year				
-	Total	Percentage scoring at level(s):			Total	Percentage scoring at level(s):		
Student Group	Tested	2–4	3–4	4	Tested	2–4	3–4	4
All Students	65	95%	42%	0%	90	93%	50%	0%
Female	38	100%	45%	0%	48	92%	54%	0%
Male	27	89%	37%	0%	42	95%	45%	0%
American Indian or Alaska Native								
Black or African American	19	-	-	–	19	89%	37%	0%
Hispanic or Latino	45	93%	40%	0%	71	94%	54%	0%
Asian or Native Hawaiian/Other Pacific Islander		••••••						
White	1	-						
Multiracial		•••••	•••••				• • • • • • • • • • • • • • • • • • • •	
Small Group Totals	20	100%	45%	0%				
General-Education Students	49	100%	53%	0%	71	99%	58%	0%
Students with Disabilities	16	81%	6%	0%	19	74%	21%	0%
English Proficient	56	100%	48%	0%	77	95%	51%	0%
imited English Proficient	9	67%	0%	0%	13	85%	46%	0%
Economically Disadvantaged	65	95%	42%	0%	90	93%	50%	0%
Not Disadvantaged							••••••	
Migrant								
Not Migrant	65	95%	42%	0%	90	93%	50%	0%

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Other	2011-12	School Ye	ar		2010–11 School Year				
Assessments	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				1	-	_	-	
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	3	N/A	N/A	N/A	2	N/A	N/A	N/A	
	Total				Total				
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	3	N/A	N/A	N/A	2	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. July 31, 2013

District NEW YORK CITY GEOGRAPHIC DISTRICT #12

Results in Grade 4 Mathematics

	This Sch	ool		School	District		NY Stat	e Public		
	Percentag	Percentage scoring at level(s): 2-4 3-4 4			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	
2012 Mean Score: 682 2011 Mean Score: 682	*Range: 636-800	676-800	707-800							
2011-12 2010-11	100% 93% 95%	59% 58%	24% 16%	88% 89%	45% 46%	13% 10%	95% 94%	69% 67%	30% 27%	
Number of Tested Students:	63 88	40 54	16 15	1578 1664	817 850	234 189				

Results by	2011-12	School Y	ear		2010–11 School Year				
Student Group	Total	Percentage scoring at level(s):			Total	Percentage scoring at level(s)			
Student Group	Tested	2–4	3–4	4	Tested	2–4	3–4	4	
All Students	68	93%	59%	24%	93	95%	58%	16%	
Female	39	95%	64%	26%	50	92%	60%	18%	
Male	29	90%	52%	21%	43	98%	56%	14%	
American Indian or Alaska Native									
Black or African American	19	-	-	–	19	95%	47%	5%	
Hispanic or Latino	48	94%	60%	25%	74	95%	61%	19%	
Asian or Native Hawaiian/Other Pacific Islander		••••••							
White	1			–					
Multiracial		•••••	•••••						
Small Group Totals	20	90%	55%	20%					
General-Education Students	52	94%	71%	31%	74	97%	65%	19%	
Students with Disabilities	16	88%	19%	0%	19	84%	32%	5%	
English Proficient	56	96%	64%	27%	77	96%	57%	16%	
imited English Proficient	12	75%	33%	8%	16	88%	63%	19%	
Economically Disadvantaged	68	93%	59%	24%	93	95%	58%	16%	
lot Disadvantaged									
Aigrant									
Not Migrant	68	93%	59%	24%	93	95%	58%	16%	

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Other	2011-12	School Ye	ear		2010–11 School Year				
Assessments	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				1	-	-	-	

District NEW YORK CITY GEOGRAPHIC DISTRICT #12

Results in Grade 4 Science

		This Sch	ool		School	District		NY State	e 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
2012 Mean Score: 72 2011 Mean Score: 68	Range:	45-100	65-100	85-100						
2011-12 2010-11	100%	96% 93%	75% 65%	21%	94% 94%	6 74% 72%	26% 23%	97% 98%	89% 88%	57% 52
Number of Tested Students:	L	65 87	51 61	14 9	16811726	5 1309 1323	462 422			

Results by	2011-12	School Y	ear	2010–11 School Year				
Student Group	Total	Percentage scoring at level(s):			Total	Percentage scoring at level(s)		
Student Group	Tested	2–4	3–4	4	Tested	2–4	3–4	4
All Students	68	96%	75%	21%	94	93%	65%	10%
Female	39	97%	79%	21%	50	96%	62%	14%
Male	29	93%	69%	21%	44	89%	68%	5%
American Indian or Alaska Native								
Black or African American	20	-	-	–	19	89%	47%	5%
Hispanic or Latino	47	96%	72%	17%	75	93%	69%	11%
Asian or Native Hawaiian/Other Pacific Islander				•••••			•••••	•••••
White	1	_	_	–				
Multiracial		••••••						
Small Group Totals	21	95%	81%	29%				
General-Education Students	54	96%	81%	24%	75	93%	75%	12%
Students with Disabilities	14	93%	50%	7%	19	89%	26%	0%
English Proficient	57	96%	84%	25%	78	96%	67%	10%
imited English Proficient		91%	27%	0%	16	75%	56%	6%
Economically Disadvantaged	68	96%	75%	21%	94	93%	65%	10%
Not Disadvantaged		•••••••						
Migrant								
Not Migrant	68	96%	75%	21%	94	93%	65%	10%

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Other	2011-12	School Ye	ar		2010–11 School Year				
Assessments	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				1	-	-	-	

Results in Grade 5 English Language Arts

	This Sch	ool		School I	District		NY Stat	e Public		
	Percentag	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	
2012 Mean Score: 663 2011 Mean Score: 662	*Range: 648–795	668-795	700-795							
2011-12 2010-11	100%	42% 37%	1% 2%	79% 78%	33% 30%	<u>1% 1%</u>	89% 89%	58% 54%	5% 4%	
Number of Tested Students:	75 74	38 30	1 2	14451396	602 539	17 10				

Results by	2011-12	School Y	ear		2010–11 School Year				
Student Group	Total	Percentage scoring at level(s):			Total	Percentage scoring at level(s)			
Student Group	Tested	2–4	3–4	4	Tested	2–4	3–4	4	
All Students	90	83%	42%	1%	82	90%	37%	2%	
Female	45	84%	51%	2%	42	95%	52%	5%	
Vale	45	82%	33%	0%	40	85%	20%	0%	
American Indian or Alaska Native									
Black or African American	16	81%	31%	0%	22	86%	23%	5%	
Hispanic or Latino	74	84%	45%	1%	60	92%	42%	2%	
Asian or Native Hawaiian/Other Pacific Islander		•••••							
White		••••••							
Multiracial		•••••							
Small Group Totals									
General-Education Students	74	91%	50%	1%	67	99%	43%	3%	
Students with Disabilities	16	50%	6%	0%	15	53%	7%	0%	
English Proficient	72	90%	47%	1%	69	94%	43%	3%	
imited English Proficient	18	56%	22%	0%	13	69%	0%	0%	
Economically Disadvantaged	90	83%	42%	1%	82	90%	37%	2%	
Not Disadvantaged									
Migrant									
Not Migrant	90	83%	42%	1%	82	90%	37%	2%	

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	2011-12	School Ye	ar		2010-11	2010–11 School Year					
Assessments	Total	Number	scoring at I	evel(s):	Total	Number scoring at level(s):					
	Tested	2–4 3–4 4		4	Tested	2–4	3–4	4			
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	1	-	-	-	0						
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	1	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 5	1	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. July 31, 2013

District NEW YORK CITY GEOGRAPHIC DISTRICT #12

Results in Grade 5 Mathematics

	This	s Scho	ol		School I	District		NY State Public Percentage scoring at level(s):			
	Perc	entage	scoring at	level(s):	Percentag	e scoring a	t level(s):				
	2-4		3-4	4	2-4	3-4	4	2-4	3-4	4	
2012 Mean Score: 686 2011 Mean Score: 675	*Range: 640	-780	676-780	707-780							
2011-12 2010-11	100% 93%		66% 49%	25%	85% 88%	45% 44%	12% 8%	93% 94%	67% 66%	28% _{23%}	
Number of Tested Students:	85	75	60 40	23 5	1590 1599	839 810	216 150				

Results by	2011-12	School Y	ear		2010–11 School Year					
Student Group	Total	Percenta	age scoring	at level(s):	Total	Percentage scoring at level(s):				
Student Group	Tested	2–4	3–4	4	Tested	2–4	3–4	4		
All Students	91	93%	66%	25%	82	91%	49 %	6 %		
Female	46	96%	72%	35%	42	95%	62%	12%		
Male	45	91%	60%	16%	40	88%	35%	0%		
American Indian or Alaska Native										
Black or African American	16	100%	56%	19%	22	86%	59%	9%		
Hispanic or Latino	75	92%	68%	27%	60	93%	45%	5%		
Asian or Native Hawaiian/Other Pacific Islander		•••••								
White										
Multiracial		•••••••••								
Small Group Totals		••••					•••••			
General-Education Students	75	97%	75%	28%	67	99%	55%	7%		
Students with Disabilities	16	75%	25%	13%	15	60%	20%	0%		
English Proficient	72	96%	71%	29%	69	96%	54%	7%		
imited English Proficient	19	84%	47%	11%	13	69%	23%	0%		
Economically Disadvantaged	91	93%	66%	25%	82	91%	49%	6%		
Not Disadvantaged		••••••					•••••			
Migrant										
Not Migrant	91	93%	66%	25%	82	91%	49%	6%		

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	2011-12	School Ye	ar	,	2010–11 School Year					
Assessments	Total	Number	scoring at le	vel(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	1	-	_	_	0					

New York State English as a Second Language Achievement Test (NYSESLAT)

Listening and Speaking (Grades K-1) 2011-12 54 6% 17% 48% 30% 41 5% 20% 44% 32% 13 8% 8% 62% 233 (Grades K-1) 2010-11 72 8% 24% 36% 32% 53 6% 13% 40% 42% 19 16% 53% 26% 55 Reading and Writing 2011-12 54 15% 44% 20% 22% 7% 40% 50% 13 8% 46% 15% 45% 15% 42% 24% 24% 24% 21% 23% 34% 19 53% 42% 5% 0 2009-10 55 15% 42% 24% 20% 42 7% 38% 89% 17 0% 18% 35% 47% 0% 23% 34% 19% 13% 42% 10% 14 43% 7% 5% 36 6% 17% 5%			All Students					Genera	I-Educati	Students with Disabilities							
Listening and Speaking (Grades K-1) 2011-12 54 6% 17% 48% 30% 41 5% 20% 44% 32% 13 8% 8% 62% 233 (Grades K-1) 2010-11 72 4% 13% 42% 42% 42 2% 7% 40% 50% 13 8% 8% 62% 53 Reading and Writing 2011-12 54 15% 44% 20% 20% 41 17% 44% 17% 23% 14% 19 16% 53% 6% 15% 2009-10 55 15% 42% 24% 20% 42 7% 38% 29% 26% 13 38% 5% 0% 0% 13 8% 42% 26% 13 38% 5% 0% 0% 0% 13 8% 48% 0% 0% 0% 0% 0% 13 8% 16% 0% 36% 13% 3% <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th>-</th> <th></th> <th></th> <th colspan="5">10101</th>							-			10101							
Speaking (Grades K-1) 2009-10 2010-11 72 8% 24% 36% 32% 53 6% 13% 40% 42% 19 16% 53% 26% 53 Reading and Writing (Grades K-1) 2010-11 72 15% 44% 20% 20% 41 17% 40% 50% 13 8% 31% 46% 15% Reading and Writing (Grades K-1) 2010-11 73 13% 26% 13% 25% 53 23% 21% 22% 13 8% 42% 3% 0 Listening and Speaking (Grades X-1) 2011-12 53 4% 8% 13% 75% 36 6% 3% 3% 89% 17 0% 18% 33% 5% 3% 18% 0% 33% 26% 0% 3% 3% 18% 0% 33% 26% 0% 13% 16% 14 0% 3% 3% 3% 3% 3% 16% 16% <th></th> <th></th> <th></th> <th>Begin.</th> <th>Interm.</th> <th>Adv.</th> <th>Prof.</th> <th></th> <th>Begin.</th> <th>Interm.</th> <th>.vbA</th> <th>Prof.</th> <th></th> <th>Begin.</th> <th>Interm.</th> <th>Adv.</th> <th>Prof.</th>				Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	.vbA	Prof.		Begin.	Interm.	Adv.	Prof.
(Grades K-1) 2010-11 12 0.00 24.9 3.00 0.00 1.00 4.20 19 1.00 5.00 2.00 3.00 4.00 4.20 7.00 3.00 5.00 <td></td> <td>2011-12</td> <td>54</td> <td>6%</td> <td>17%</td> <td>48%</td> <td>30%</td> <td>41</td> <td>5%</td> <td>20%</td> <td>44%</td> <td>32%</td> <td>13</td> <td>8%</td> <td>8%</td> <td>62%</td> <td>23%</td>		2011-12	54	6%	17%	48%	30%	41	5%	20%	44%	32%	13	8%	8%	62%	23%
2009-10 55 4% 13% 42% 42% 42% 20% 7% 40% 50% 13 8% 31% 46% 15' Reading and Writing (Grades K-1) 201-12 53 45% 15% 42% 20% 20% 41 17% 44% 17% 22% 13 8% 31% 46% 15' 2009-10 55 15% 42% 20% 20% 23% 34% 19 53% 42% 5% 30% 23% 34% 19 53% 42% 20% 20% 23% 34% 19 53% 44% 10% 23% 23% 34% 17 0% 18% 35% 47% Stering and Speaking 2010-11 53 15% 12% 62% 39 5% 36 6% 36% 15% 17% 56% 13% 36 6% 15% 15% 15% 15% 15% 15% 15%		2010-11	72	8%	24%	36%	32%	53	6%	13%	40%	42%	19	16%	53%	26%	5%
Writing (Grades K-1) 2010-11 72 31% 26% 18% 25% 53 23% 21% 23% 34% 19 53% 42% 5% 00 Listening and (Grades 2-4) 2001-12 53 4% 8% 13% 75% 36 6% 3% 3% 8% 17 0% 18% 36% 47% Speaking (Grades 2-4) 2009-10 60 0% 12% 77% 42 0% 5% 3% 18 0% 36% 43% 29% 26% 18 0% 33% 28% 29% 20% 20% 14% 0% 36% 43% 29% 20% 20% 20% 18 0% 33% 28% 0% 0% 14 43% 7% 50% 0% 0% 18 61% 22% 17% 0% 0% 18 61% 22% 17% 0% 0% 17% 13% 3% 3% 17%<	(Grades K-1)	2009-10	55	4%	13%	42%	42%	42	2%	7%	40%	50%	13	8%	31%	46%	15%
(Grades K-1) 2010-11 (7 21% 23% 21% 23% 21% 23% 34% 19 53% 42% 5% 00 Listening and Speaking (Grades 2-4) 2010-11 53 4% 8% 13% 75% 36 6% 3% 89% 17 0% 18% 35% 47% Speaking (Grades 2-4) 2010-11 53 4% 11% 23% 62% 39 5% 3% 15% 17 0% 18% 35% 47% Quog-10 60 0% 12% 17% 7% 42 0% 2% 5% 93% 18 0% 33% 28% 39% Virting (Grades 2-4) 201-12 53 17% 21% 49% 13% 36 6% 17% 58% 19% 17 41% 29% 29% 0% 0% Listening and Speaking (Grades 5-6) 201-11 13 0% 13% 26% 13% 3% 62% 6 33% 33% 17% 17% 17% 17% </td <td>•</td> <td>2011-12</td> <td>54</td> <td>15%</td> <td>44%</td> <td>20%</td> <td>20%</td> <td>41</td> <td>17%</td> <td>44%</td> <td>17%</td> <td>22%</td> <td>13</td> <td>8%</td> <td>46%</td> <td>31%</td> <td>15%</td>	•	2011-12	54	15%	44%	20%	20%	41	17%	44%	17%	22%	13	8%	46%	31%	15%
2009-10 55 15% 42% 24% 20% 42 7% 38% 29% 26% 13 38% 54% 8% 0' Listening and (Grades 2-4) 2011-12 53 4% 8% 13% 75% 36 6% 3% 3% 89% 17 0% 18% 35% 47% 2009-10 60 0% 12% 12% 77% 42 0% 2% 5% 93% 18 0% 33% 26% 43% 21% 2009-10 60 0% 12% 12% 7% 42 0% 21% 5% 93% 18 0% 33% 26% 21% 20% 29% 29% 29% 29% 29% 20% 20% 20% 20% 20% 20% 20% 20% 20% 20% 20% 20% 20% 20% 20% 20% 17% 30% 33% 31% 20% 20% </td <td>•</td> <td>2010-11</td> <td>72</td> <td>31%</td> <td>26%</td> <td>18%</td> <td>25%</td> <td>53</td> <td>23%</td> <td>21%</td> <td>23%</td> <td>34%</td> <td>19</td> <td>53%</td> <td>42%</td> <td>5%</td> <td>0%</td>	•	2010-11	72	31%	26%	18%	25%	53	23%	21%	23%	34%	19	53%	42%	5%	0%
Speaking (Grades 2-4) 2010-11 53 4% 11% 23% 62% 39 5% 3% 15% 77% 14 0% 36% 43% 216 2009-10 60 0% 12% 12% 77% 42 0% 2% 5% 93% 18 0% 33% 28% 39 Reading and Writing (Grades 2-4) 2011-12 53 17% 21% 49% 13% 36 6% 17% 58% 19% 14 43% 7% 50% 0% (Grades 2-4) 2010-11 53 15% 17% 55% 13% 39 5% 21% 56% 18% 14 43% 7% 50% 03 Speaking (Grades 5-6) 2010-11 13 0% 83% 15% 7% 6 0% 17% 50% 12 8% 17% 8% 67% 6 17% 33% 17% 17% 17% 17% 17	(Grades K=1)	2009-10	55	15%	42%	24%	20%	42	7%	38%	29%	26%	13	38%	54%	8%	0%
(Grades 2-4) 2010-11 53 4% 11% 25% 62% 39 5% 39% 17% 14 0% 30% 24% 39% (Grades 2-4) 201-12 53 17% 21% 49% 13% 36 6% 17% 58% 19% 11 41% 20% 23% 28% 39% Writing 201-11 53 17% 21% 49% 13% 36 6% 17% 58% 19% 11 43% 7% 50% 0% 20% 10% 11% 20% 20% 10% 11% 20% 10% 13% 36 6% 17% 55% 13% 39 5% 21% 56% 18% 114 43% 7% 50% 00 Listening and 201-12 19 0% 11% 26% 63% 13 0% 8% 15% 77% 6 0% 17% 50% 33% 33% 17% 17% 0% 10% 10% 10% 17% 10% 13% <td>•</td> <td>2011-12</td> <td>53</td> <td>4%</td> <td>8%</td> <td>13%</td> <td>75%</td> <td>36</td> <td>6%</td> <td>3%</td> <td>3%</td> <td>89%</td> <td>17</td> <td>0%</td> <td>18%</td> <td>35%</td> <td>47%</td>	•	2011-12	53	4%	8%	13%	75%	36	6%	3%	3%	89%	17	0%	18%	35%	47%
2009-10 60 0% 12% 12% 77% 42 0% 2% 5% 93% 18 0% 33% 28% 39 Reading and Writing (Grades 2-4) 2011-12 53 17% 21% 49% 13% 36 6% 17% 58% 19% 17 41% 29% 29% 00 (Grades 2-4) 2010-11 53 15% 17% 55% 13% 39 5% 21% 56% 18% 14 43% 7% 50% 00 Listening and Speaking 2010-11 13 0% 8% 31% 62% 7 0% 0% 100% 16 0% 17% 50% 33% 2009-10 18 11% 22% 17% 50% 12 8% 15% 77% 6 0% 17% 50% 13% 33% 17% 17% (Grades 5-6) 2010-11 18 8% 23% 5% <td></td> <td>2010-11</td> <td>53</td> <td>4%</td> <td>11%</td> <td>23%</td> <td>62%</td> <td>39</td> <td>5%</td> <td>3%</td> <td>15%</td> <td>77%</td> <td>14</td> <td>0%</td> <td>36%</td> <td>43%</td> <td>21%</td>		2010-11	53	4%	11%	23%	62%	39	5%	3%	15%	77%	14	0%	36%	43%	21%
Writing (Grades 2-4) 2010-11 53 15% 17% 55% 13% 39 5% 21% 56% 18% 14 43% 7% 50% 00 Listening and Speaking (Grades 5-6) 2011-12 19 0% 11% 26% 63% 13 0% 8% 15% 77% 6 0% 17% 50% 333 Speaking (Grades 5-6) 2011-12 19 0% 11% 26% 63% 13 0% 8% 15% 77% 6 0% 17% 50% 333 2009-10 18 11% 22% 17% 50% 12 8% 17% 8% 67% 6 17% 33% 33% 17% 17% Reading and Speaking (Grades 5-6) 2010-11 13 8% 23% 54% 15% 7 0% 0% 86% 14% 6 17% 17% 17% Grades 5-6) 2009-10 0	(Grades 2-4)	2009-10	60	0%	12%	12%	77%	42	0%	2%	5%	93%	18	0%	33%	28%	39%
(Grades 2-4) 2010-11 53 15% 17% 55% 13% 39 5% 21% 56% 18% 14 43% 7% 50% 0% Listening and Speaking 2011-12 19 0% 11% 26% 63% 13 0% 8% 15% 77% 6 0% 17% 50% 33% (Grades 5-6) 2010-11 13 0% 8% 31% 62% 7 0% 0% 0% 10% 10% 60% 17% 33% 33% 17% (Grades 5-6) 2010-11 13 0% 8% 17% 8% 62% 6 0% 17% 33% 33% 17% 17% (Grades 5-6) 2010-11 13 8% 23% 8% 62% 6 33% 33% 17% 17% (Grades 5-6) 2010-11 13 8% 23% 8% 62% 6 50% 33% 0% 17% 17% (Grades 7-8) 201-12 0 0 0 0 <td>•</td> <td>2011-12</td> <td>53</td> <td>17%</td> <td>21%</td> <td>49%</td> <td>13%</td> <td>36</td> <td>6%</td> <td>17%</td> <td>58%</td> <td>19%</td> <td>17</td> <td>41%</td> <td>29%</td> <td>29%</td> <td>0%</td>	•	2011-12	53	17%	21%	49%	13%	36	6%	17%	58%	19%	17	41%	29%	29%	0%
2009-10 60 20% 17% 35% 28% 42 2% 14% 43% 40% 18 61% 22% 17% 0 Listening and Speaking (Grades 5-6) 2010-11 13 0% 8% 31% 62% 7 0% 0% 10% 6 0% 17% 50% 33' 2010-11 13 0% 8% 31% 62% 7 0% 0% 10% 6 0% 17% 50% 33' 2009-10 18 11% 22% 17% 50% 12 8% 17% 8% 67% 6 17% 33' 33'' 17'' Reading and Writing 2010-11 13 8% 23% 8% 62% 6 33'' 33'' 17'' 17'' 2009-10 18 28% 11% 17% 44% 12 17% 0% 25% 58% 6 50% 33'' 0'' 1	0	2010-11	53	15%	17%	55%	13%	39	5%	21%	56%	18%	14	43%	7%	50%	0%
Speaking (Grades 5-6) 2010-11 13 0% 8% 31% 62% 7 0% 0% 100% 66 0% 17% 67% 17% Reading and Writing (Grades 5-6) 2009-10 18 11% 22% 17% 50% 12 8% 17% 8% 67% 6 17% 33% 33% 17% Reading and Writing (Grades 5-6) 2011-12 19 16% 26% 11% 47% 13 8% 23% 8% 62% 66 33% 33% 17% 17% Qando-11 13 8% 23% 54% 15% 7 0% 0% 8% 14% 66 17% 33% 33% 17% Qando-11 0 23% 11% 17% 44% 12 17% 0% 25% 58% 6 50% 33% 0% 17% Qando-11 0 201-12 0 200 201 200	(Grades 2-4)	2009-10	60	20%	17%	35%	28%	42	2%	14%	43%	40%	18	61%	22%	17%	0%
(Grades 5-6) 2010-11 13 0% 8% 31% 62% 7 0% 0% 0% 10% 6 0% 17% 67% 17 Reading and Writing 2011-12 19 16% 26% 11% 47% 13 8% 23% 8% 67% 6 17% 33% 33% 17% (Grades 5-6) 2010-11 13 8% 23% 54% 15% 7 0% 0% 8% 62% 6 33% 33% 17% 17% (Grades 5-6) 2009-10 18 28% 11% 17% 44% 12 17% 0% 8% 62% 6 33% 33% 17% 17% (Grades 5-6) 2009-10 18 28% 11% 17% 44% 12 17% 0% 25% 58% 6 50% 33% 0% 17% Listening and Speaking 2010-11 0 0 0 0 0 0 0 0 0 0 0 0 0	•	2011-12	19	0%	11%	26%	63%	13	0%	8%	15%	77%	6	0%	17%	50%	33%
2009-10 18 11% 22% 17% 50% 12 8% 17% 8% 67% 6 17% 33% 33% 17% Reading and Writing (Grades 5-6) 2011-12 19 16% 26% 11% 47% 13 8% 23% 8% 62% 6 33% 33% 17% Qinder 5-6) 2009-10 18 28% 11% 17% 44% 12 17% 0% 8% 67% 6 33% 33% 17% 17% Listening and Speaking (Grades 7-8) 2011-12 0 28% 11% 17% 44% 12 17% 0% 25% 58% 6 50% 33% 0% 17% Listening and 2010-11 2011-12 0		2010-11	13	0%	8%	31%	62%	7	0%	0%	0%	100%	6	0%	17%	67%	17%
Writing (Grades 5-6) 2010-11 13 8% 23% 54% 15% 7 0% 0% 86% 14% 6 17% 50% 17% 17% Listening and Speaking (Grades 7-8) 2011-12 0 <t< td=""><td>(Grades 5-0)</td><td>2009-10</td><td>18</td><td>11%</td><td>22%</td><td>17%</td><td>50%</td><td>12</td><td>8%</td><td>17%</td><td>8%</td><td>67%</td><td>6</td><td>17%</td><td>33%</td><td>33%</td><td>17%</td></t<>	(Grades 5-0)	2009-10	18	11%	22%	17%	50%	12	8%	17%	8%	67%	6	17%	33%	33%	17%
(Grades 5-6) 2010-11 13 8% 23% 34% 13% 1 0% 0% 0% 0% 14% 0 11% 50% 11% <t< td=""><td>•</td><td>2011-12</td><td>19</td><td>16%</td><td>26%</td><td>11%</td><td>47%</td><td>13</td><td>8%</td><td>23%</td><td>8%</td><td>62%</td><td>6</td><td>33%</td><td>33%</td><td>17%</td><td>17%</td></t<>	•	2011-12	19	16%	26%	11%	47%	13	8%	23%	8%	62%	6	33%	33%	17%	17%
2009-10 18 28% 11% 17% 44% 12 17% 0% 25% 58% 6 50% 33% 0% 17% Listening and (Grades 7-8) 2010-11 0 <td>•</td> <td>2010-11</td> <td>13</td> <td>8%</td> <td>23%</td> <td>54%</td> <td>15%</td> <td>7</td> <td>0%</td> <td>0%</td> <td>86%</td> <td>14%</td> <td>6</td> <td>17%</td> <td>50%</td> <td>17%</td> <td>17%</td>	•	2010-11	13	8%	23%	54%	15%	7	0%	0%	86%	14%	6	17%	50%	17%	17%
Speaking (Grades 7-8) 2010-11 0 0 0 2009-10 0 0 0 0 Reading and Writing 2011-12 0 0 0 0 (Grades 7-8) 2010-11 0 0 0 0 2009-10 0 0 0 0 0 Listening and Speaking 2011-12 0 0 0 0 (Grades 9-12) 2010-11 0 0 0 0 Reading and Writing 2011-12 0 0 0 0 Reading and (Grades 9-12) 2010-11 0 0 0 0 Quidout 2010-11 0 0 0 0 0 (Grades 9-12) 2010-11 0 0 0 0 0 0	(Grades 5-0)	2009-10	18	28%	11%	17%	44%	12	17%	0%	25%	58%	6	50%	33%	0%	17%
(Grades 7-8) 2009-10 0 0 0 Reading and Writing 2011-12 0 0 0 (Grades 7-8) 2010-11 0 0 0 2009-10 0 0 0 0 Listening and Speaking 2011-12 0 0 0 (Grades 9-12) 2009-10 0 0 0 2009-10 0 0 0 0 Reading and Writing 2011-12 0 0 0 2009-10 0 0 0 0 2010-11 0 0 0 0 (Grades 9-12) 2010-11 0 0 0 2010-11 0 0 0 0 (Grades 9-12) 2010-11 0 0 0	•	2011-12	0					0					0				
1 2009-10 0 0 0 Reading and Writing 2011-12 0 0 0 0 (Grades 7-8) 2009-10 0 0 0 0 0 Listening and Speaking 2010-11 0 0 0 0 0 (Grades 7-8) 2009-10 0 0 0 0 0 Listening and Speaking 2010-11 0 0 0 0 0 Reading and Writing 2011-12 0 0 0 0 0 Reading and Writing 2010-11 0 0 0 0 0 (Grades 9-12) 2010-11 0 0 0 0 0		2010-11	0					0					0				
Writing (Grades 7-8) 2010-11 0 0 0 2009-10 0 0 0 0 Listening and Speaking (Grades 9-12) 2011-12 0 0 0 2009-10 0 0 0 0 Reading and Writing (Grades 9-12) 2011-12 0 0 0 2010-11 0 0 0 0 Reading and Writing (Grades 9-12) 2010-11 0 0 0	(Grades 7-6)	2009-10	0					0					0				
(Grades 7-8) 2010-11 0 0 0 2009-10 0 0 0 0 Listening and Speaking (Grades 9-12) 2010-11 0 0 0 2009-10 0 0 0 0 Reading and Writing (Grades 9-12) 2010-11 0 0 0 0 0 0 0 0 0	•	2011-12	0					0					0				
1 2009-10 0 0 0 Listening and Speaking (Grades 9-12) 2011-12 0	•	2010-11	0					0					0				
Speaking (Grades 9-12) 2010-11 0 0 0 0 2009-10 0 0 0 0 0 0 Reading and Writing (Grades 9-12) 2011-12 0 0 0 0 0	(Grades 7-6)	2009-10	0					0					0				
(Grades 9-12) 2010-11 0 0 0 2009-10 0 0 0 Reading and Writing (Grades 9-12) 2010-11 0 0 2010-11 0 0 0	•	2011-12	0					0					0				
2009-10 0 0 0 Reading and Writing (Grades 9-12) 2010-11 0 0 0		2010-11	0					0					0				
Writing 2010–11 0 0 0	(Grades 9-12)	2009-10	0					0					0				
(Grades 9–12)		2011-12	0					0					0				
	•	2010-11	0					0					0				
2009–10 0 0 0	(Gidues 9-12)	2009-10	0					0					0				

NOTE

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.