

The New York State Report Card 2011–12 School PS 24 School ID 33-15-00-01-0024 District NEW YORK CITY GEOGRAPHIC DISTRICT #15 Principal CHRISTINA FUENTES Telephone (718) 832-9366 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 24** School ID **33-15-00-01-0024**

Enrollment

	2009-10	2010-11	2011-12
Pre-K	18	19	
Kindergarten	110	104	108
Grade 1	126	128	111
Grade 2	143	126	126
Grade 3	139	135	117
Grade 4	117	131	136
Grade 5	113	112	123
Grade 6	0	0	0
Ungraded Elementary	1	4	6
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	749	740	727

Average Class Size

	2009-10	2010-11	2011-12
Common Branch	29	26	28
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English			
Mathematics			
Science			
Social Studies			

District NEW YORK CITY GEOGRAPHIC DISTRICT #15

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.

Demographic Factors

	200	9–10	20:	10-11	2011-12		
	#	%	#	%	#	%	
Eligible for Free Lunch	667	89%	683	92%	662	91%	
Reduced Price Lunch	42	6%	26	4%	33	5%	
Limited English Proficient	340	45%	361	49%	361	50%	
Racial/Ethnic Origin							
American Indian or Alaska Native	1	0%	2	0%	1	0%	
Black or African American	12	2%	10	1%	6	1%	
Hispanic or Latino	685	91%	668	90%	663	91%	
Asian or Native Hawaiian/Other Pacific Islander	21	3%	27	4%	23	3%	
White	30	4%	33	4%	31	4%	
Multiracial	0	0%	0	0%	3	0%	

Attendance and Suspensions

	200	8-09	200	9–10	201	0-11
	#	%	#	%	#	%
Annual Attendance Rate		94%		94%		94%
Student Suspensions	0	0%	1	0%	1	0%

District NEW YORK CITY GEOGRAPHIC DISTRICT #15

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	64	63	58
Percent with No Valid Teaching Certificate	2%	2%	0%
Percent Teaching Out of Certification	6%	2%	2%
Percent with Fewer than Three Years of Experience	3%	2%	2%
Percentage with Master's Degree Plus 30 Hours or Doctorate	41%	46%	52%
Total Number of Core Classes	54	61	54
Percent Not Taught by Highly Qualified Teachers in This School*	2%	2%	0%
Percent Not Taught by Highly Qualified Teachers in This District**	10%	6%	6%
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	68	74	67
Percent Taught by Teachers Without Appropriate Certification	6%	1%	1%

*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	13%	0%	0%
Turnover Rate of All Teachers	9%	3%	13%

Staff Counts

	2009–10	2010-11	2011-12
Total Other Professional Staff	10	9	9
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	1	2	3
Principals	1	1	1

*Not available at the school level.

District NEW YORK CITY GEOGRAPHIC DISTRICT #15

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 24** School ID **33-15-00-01-0024**

District NEW YORK CITY GEOGRAPHIC DISTRICT #15

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 Scho	ool		School	District		NY State	e Public	
		Percentage	e 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: 651 2011 Mean Score: 650	*Range	:644-780	663-780	694-780						
2011-12 2010-11	100%	69% 69%	^{23%} 17%	1% 0%	87% 87%	59% 56%	10% 6%	86% 87%	56% 56%	7% 5%
Number of Tested Students:	L	82 93	27 23	1 0	2213 2149	1508 1384	266 139			

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	118	69%	23%	1%	134	69%	17%	0%
Female	60	72%	25%	2%	69	74%	16%	0%
Male	58	67%	21%	0%	65	65%	18%	0%
American Indian or Alaska Native								
Black or African American	1	-	-	–	3	–	-	-
Hispanic or Latino	106	69%	23%	1%	119	68%	16%	0%
Asian or Native Hawaiian/Other Pacific Islander	7	71%	14%	0%	3	-	-	-
White	3	-	-	–	9	78%	33%	0%
Multiracial	1	_		—				• • • • • • • • • • • • • • • • • • • •
Small Group Totals	5	80%	40%	0%	6	83%	17%	0%
General-Education Students	104	76%	25%	1%	111	76%	18%	0%
Students with Disabilities	14	21%	7%	0%	23	39%	13%	0%
English Proficient	62	89%	37%	2%	69	83%	26%	0%
Limited English Proficient	56	48%	7%	0%	65	55%	8%	0%
Economically Disadvantaged	116	-	-	-	129	68%	14%	0%
Not Disadvantaged	2	-	-	-	5	100%	100%	0%
Migrant								
Not Migrant	118	69%	23%	1%	134	69%	17%	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 Year				2010–11 School Year			
Assessments	Total	Number	scoring at I	evel(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	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	1	N/A	N/A	N/A	1	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	1	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

Results in Grade 3 Mathematics

	This Sc	hool		School	District		NY Stat	e Public		
	Percenta	age scoring at	level(s):	Percenta	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: 680 2011 Mean Score: 674	*Range: 662–77	0 684-770	707-770							
2011–12 2010–11	100% 86% 859	45% 24%	3% 1%	94% 92%	70% 65%	20% 17%	91% 91%	61% 60%	13% 13%	
Number of Tested Students:	102 117	54 33	4 2	2414 2329	1814 1636	520 430				

Results by	2011-12	School Y	ear		2010–11 School Year			
-	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	119	86%	45%	3%	137	85%	24%	1%
Female	60	87%	52%	5%	71	80%	25%	1%
Male	59	85%	39%	2%	66	91%	23%	2%
American Indian or Alaska Native								
Black or African American	1	-	-	-	3	-	-	-
Hispanic or Latino	107	85%	44%	3%	122	84%	22%	1%
Asian or Native Hawaiian/Other Pacific Islander	7	86%	57%	14%	3	-	-	-
White	3	-	-	-	9	100%	33%	0%
Multiracial	1	-					•••••	
Small Group Totals	5	100%	60%	0%	6	83%	50%	17%
General-Education Students	105	89%	50%	4%	114	88%	27%	2%
Students with Disabilities	14	64%	14%	0%	23	74%	9%	0%
English Proficient	62	94%	60%	6%	70	91%	37%	3%
imited English Proficient	57	77%	30%	0%	67	79%	10%	0%
Economically Disadvantaged	117	-	-	-	132	85%	23%	2%
Not Disadvantaged	2	-			5	100%	60%	0%
Migrant								
Not Migrant	119	86%	45%	3%	137	85%	24%	1%

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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	0				0				

Results in Grade 4 English Language Arts

	This Sch	ool		School	District		NY State 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: 650 2011 Mean Score: 658	*Range: 637-775	671-775	722-775							
2011–12 2010–11	100% 74% 83%	35% 18%	0% 0%	90% 92%	61% 63%	8% 6%	91% 92%	59% 57%	5% 2%	
Number of Tested Students:	97 104	23 44	0 0	2177 2119	1483 1453	186 134				

Results by	2011-12	School Ye	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	131	74%	18%	0%	125	83%	35%	0%	
Female	66	80%	17%	0%	60	83%	38%	0%	
Male	65	68%	18%	0%	65	83%	32%	0%	
American Indian or Alaska Native	1	_	_	_					
Black or African American	2	-	–	–	3	-	–	–	
Hispanic or Latino	116	72%	17%	0%	116	83%	33%	0%	
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	–	3	-	-	-	
White	10	90%	20%	0%	3	-	–	-	
Multiracial	1	-					•••••		
Small Group Totals	5	80%	20%	0%	9	89%	67%	0%	
General-Education Students	107	81%	21%	0%	95	91%	40%	0%	
Students with Disabilities	24	42%	0%	0%	30	60%	20%	0%	
English Proficient	69	80%	28%	0%	71	96%	52%	0%	
Limited English Proficient	62	68%	6%	0%	54	67%	13%	0%	
Economically Disadvantaged	127	-	-	-	122	-	-	-	
Not Disadvantaged	4	_	_	-	3		_	_	
Migrant									
Not Migrant	131	74%	18%	0%	125	83%	35%	0%	

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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	1	-	-	-	0				
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	1	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	1	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. July 31, 2013

Results in Grade 4 Mathematics

	This Sch	ool		School I	District		NY State	e Public	
	Percentage	e scoring at l	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: 675 2011 Mean Score: 670	*Range: 636-800	676-800	707-800						
2011-12 2010-11	100% 95% 89%	43% 45%	8% 8%	96% 96%	77% 71%	40% 34%	95% 94%	69% 67%	30% 27%
Number of Tested Students:	125 115	57 58	11 10	2365 2254	1892 1663	974 795			

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	132	95%	43%	8%	129	89%	45%	8%	
Female	66	94%	33%	8%	62	89%	44%	5%	
Male	66	95%	53%	9%	67	90%	46%	10%	
American Indian or Alaska Native	1	_	_	_					
Black or African American	2	-	-	–	3	-	–	-	
Hispanic or Latino	116	96%	42%	7%	120	88%	43%	7%	
Asian or Native Hawaiian/Other Pacific Islander	2	-			3	–	-	-	
White	10	100%	50%	10%	3	-	-	-	
Multiracial	1								
Small Group Totals	6	67%	50%	33%	9	100%	67%	22%	
General-Education Students	108	98%	47%	10%	99	95%	53%	9%	
Students with Disabilities	24	79%	25%	0%	30	70%	20%	3%	
English Proficient	69	94%	51%	13%	71	99%	62%	13%	
Limited English Proficient	63	95%	35%	3%	58	78%	24%	2%	
Economically Disadvantaged	128	-	_	-	125	-	_	_	
Not Disadvantaged	4	-			4	-			
Migrant									
Not Migrant	132	95%	43%	8%	129	89%	45%	8%	

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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	1	-	-	-	0				

District NEW YORK CITY GEOGRAPHIC DISTRICT #15

School **PS 24** School ID **33-15-00-01-0024**

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: 65 2011 Mean Score: 71	Range	: 45-100	65-100	85-100						
2011-12 2010-11	100%	95% 95%	69% 54%	8% 14%	97% 989	[%] 86% 89%	55% 53%	97% 98%	89% 88%	57% 52%
Number of Tested Students:		125 122	71 88	10 18	2375 229	4 2116 2071	1350 1249			

Results by	2011-12	School Ye	ear		2010–11 School Year				
Student Group	Total	Percenta	age scoring	at level(s):	Total	Percenta	ge scoring	at level(s):	
Student Group	Tested	2–4	3–4	4	Tested	2–4	3–4	4	
All Students	132	95%	54%	8%	128	95%	69%	14%	
Female	66	95%	48%	6%	62	97%	66%	11%	
Male	66	94%	59%	9%	66	94%	71%	17%	
American Indian or Alaska Native	1	_	_	_					
Black or African American	2	-	-	-	3	-	-	-	
Hispanic or Latino	116	95%	54%	6%	120	95%	68%	13%	
Asian or Native Hawaiian/Other Pacific Islander	2	-			2	-	-	-	
White	10	100%	60%	20%	3	-	-	-	
Multiracial	1	-	-						
Small Group Totals	6	83%	33%	17%	8	100%	75%	25%	
General-Education Students	108	94%	53%	8%	98	98%	74%	14%	
Students with Disabilities	24	96%	58%	4%	30	87%	50%	13%	
English Proficient	69	99%	68%	13%	71	99%	86%	23%	
Limited English Proficient	63	90%	38%	2%	57	91%	47%	4%	
Economically Disadvantaged	128	-	_	-	124	-	_	-	
Not Disadvantaged	4	_			4	-	_	-	
Migrant									
Not Migrant	132	95%	54%	8%	128	95%	69%	14%	

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Other Assessments	2011-12	School Ye	ar		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	-	_	_	0				

Results in Grade 5 English Language Arts

	Tł	This School Percentage scoring at level(s):			School	District		NY State Public			
	Pe				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: 659 2011 Mean Score: 658	*Range:64	18-795	668-795	700-795							
	100% 78	% 79%			91% 90%			89% 89%			
2011-12 2010-11			30% 29%		н	62% _{58%}			58% 54%		
Number of Tested Students:	89	84	34 31	0% 1% 0 1	2019 2001	1369 1287	8% 8% 182 188			5% 4%	

Results by	2011-12	School Y	ear		2010–11 School Year				
emale lale merican Indian or Alaska Native lack or African American ispanic or Latino sian or Native Hawaiian/Other Pacific Islander /hite lultiracial mall Group Totals eneral-Education Students tudents with Disabilities	Total	Percenta	age scoring a	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	114	78%	30%	0%	107	79 %	29 %	1%	
Female	57	77%	35%	0%	50	80%	26%	2%	
Male	57	79%	25%	0%	57	77%	32%	0%	
American Indian or Alaska Native					1	_	_	_	
Black or African American									
Hispanic or Latino	110	-	-	–	101	78%	27%	0%	
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	–	2	–			
White	1	-	–	–	3	-	-	-	
Multiracial	1	-		–					
Small Group Totals	114	78%	30%	0%	6	83%	67%	17%	
General-Education Students	93	86%	35%	0%	77	91%	36%	1%	
Students with Disabilities	21	43%	5%	0%	30	47%	10%	0%	
English Proficient	73	90%	47%	0%	72	90%	40%	1%	
imited English Proficient	41	56%	0%	0%	35	54%	6%	0%	
Economically Disadvantaged	111	-	-	_	101	78%	27%	1%	
Not Disadvantaged	3	-		-	6	83%	67%	0%	
Aigrant									
Not Migrant	114	78%	30%	0%	107	79%	29%	1%	

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 I	evel(s):	Total	Number	ber 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				0					
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	1	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 5	1	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 #15

School **PS 24** School ID **33-15-00-01-0024**

Results in Grade 5 Mathematics

	This Sc	nool		School	District		NY State Public Percentage scoring at level(s):			
	Percenta	ge scoring at	level(s):	Percenta	ge scoring at	level(s):				
	2-4	3-4	4	2-4	3-4	4	2-4	3-4	4	
2012 Mean Score: 678 2011 Mean Score: 672	*Range: 640-780	0 676-780	707-780							
2011–12 2010–11	100% 91% 85%	51% 44%	17% 17%	95% 96%	75% 71%	37% 29%	93% 94%	67% 66%	28% 23%	
Number of Tested Students:	105 93	59 48	19 18	2147 2179	1683 1622	834 668				

Results by	2011-12	School Y	ear	2010–11 School Year					
•	Total	Percenta	age scoring	at level(s):	Total	Percenta	ge scoring	at level(s):	
Student Group	Tested	2–4	3–4	4	Tested	2–4	3–4	4	
All Students	115	91%	51%	17%	109	85%	44%	17%	
Female	57	95%	49%	14%	51	84%	41%	16%	
Male	58	88%	53%	19%	58	86%	47%	17%	
American Indian or Alaska Native					1	_	_	_	
Black or African American									
Hispanic or Latino	111	_	_	–	102	85%	43%	15%	
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	–	3	-	-	-	
White	1	-		—	3	-	-	-	
Multiracial	1			—					
Small Group Totals	115	91%	51%	17%	7	86%	57%	43%	
General-Education Students	94	96%	59%	19%	79	95%	52%	19%	
Students with Disabilities	21	71%	19%	5%	30	60%	23%	10%	
English Proficient	73	99%	68%	23%	72	94%	58%	22%	
imited English Proficient	42	79%	21%	5%	37	68%	16%	5%	
Economically Disadvantaged	112	-	-	_	103	84%	42%	16%	
Not Disadvantaged	3			–	6	100%	83%	33%	
Migrant									
Not Migrant	115	91%	51%	17%	109	85%	44%	17%	

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	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		4	Tested	2–4	3–4	4		
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				0					

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

Speaking (Grades K-1) 2010-11 140 3% 29% 49% 19% 117 3% 28% 51% 18% 23 4% 30% 39% 2 2009-10 122 4% 29% 39% 28% 97 3% 27% 39% 31% 25 8% 36% 40% 1 Reading and Writing (Grades K-1) 2010-11 140 26% 29% 19% 27% 117 24% 28% 20% 28% 28% 30% 13% 2 Listening and Speaking (Grades 2-4) 201-12 174 1% 3% 39% 56% 146 1% 4% 36% 58% 28 0% 0% 54% 4 2010-11 184 8% 41% 53% 42% 129 2% 49% 47% 44 0% 56% 55% 58% 28 4% 54% 5% 2% 2% 10% 10% 3%			All Students					Genera	I-Educati	Students with Disabilities							
Listening and Speaking (Grades K-1) 2011-12 133 4% 19% 49% 29% 111 4% 16% 52% 28% 22 5% 32% 32% 3 (Grades K-1) 2010-11 140 3% 29% 39% 28% 51% 18% 23 4% 30% 39% 2 (Grades K-1) 201-12 133 30% 29% 117 24% 28% 20% 17% 21% 39% 28% 20% 17% 22 45% 30% 13% 2 (Grades K-1) 2009-10 122 32% 30% 13% 29% 146 1% 4% 36% 58% 28 0% 0% 56% 144 2% 3% 40% 55% 143 2% 3% 36% 59% 146 1% 4% 36% 59% 41 0% 5% 5% 28 6% 10% 5% 5% 28				•						i otai							
Speaking (Grades K-1) (Grades K-1) 2010-11 140 3% 29% 49% 19% 117 3% 28% 51% 18% 23 4% 30% 39% 2 Reading and Writing (Grades K-1) 111 21% 30% 35% 18% 17% 111 27% 36% 20% 17% 22 45% 32% 9% 1 2009-10 122 24% 29% 29% 17% 111 24% 28% 20% 23% 35% 13% 2 2009-10 122 32% 30% 13% 25% 146 1% 4% 36% 58% 28 0% 0% 64% 2 Listening and Speaking 2010-11 184 8% 41% 45% 5% 143 2% 36% 55% 5% 4 0% 5% 28 4% 5% 7% 4 0% 5% 27% 26% 146 4% <t< th=""><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>Adv.</th><th>Prof.</th><th></th><th>Begin.</th><th>Interm.</th><th>Adv.</th><th>Prof.</th></t<>				Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.
(Grades K-1) 2009-10 122 4% 29% 49% 19% 111 3% 27% 39% 23% 4% 30% 39% 111 Reading and Writing (Grades K-1) 2011-12 133 30% 35% 18% 17% 111 27% 39% 20% 12% 4% 30% 35% 40% 1 (Grades K-1) 2010-11 140 26% 29% 19% 27% 117 24% 28% 20% 28% 23 35% 30% 13% 2 (Grades K-4) 2010-11 140 26% 29% 19% 55% 146 14% 36% 58% 28 0% 0% 54% 4 2 2 25% 13% 30% 13% 2 2 2 2 44% 36% 59% 41 0% 5% 51% 4 2 2 2 2% 2% 49% 44% 6% 36% 59% 44 20% 14% 30% 5% 5% 14% 30%		2011-12	133	4%	19%	49%	29%	111	4%	16%	52%	28%	22	5%	32%	32%	32%
2009-10 122 4% 29% 39% 28% 97 3% 27% 39% 31% 25 8% 36% 40% 1 Reading and Writing (Grades K-1) 201-12 133 30% 35% 18% 17% 111 27% 36% 20% 17% 22 45% 32% 9% 1 2009-10 122 22% 30% 13% 25% 97 26% 33% 14% 27% 13% 25% 97 26% 33% 14% 27% 13% 25% 97 26% 33% 14% 27% 13% 25% 14% 36% 58% 28 0% 0% 54% 4 2009-10 173 1% 4% 55% 143 2% 3% 36% 59% 41 0% 54% 42 2009-10 173 1% 4% 53% 42% 129 2% 2% 36% <		2010-11	140	3%	29%	49%	19%	117	3%	28%	51%	18%	23	4%	30%	39%	26%
Writing (Grades K-1) 2010-11 140 26% 29% 19% 27% 117 24% 28% 20% 28% 23 35% 30% 13% 2 Listening and speaking 201-12 174 1% 3% 39% 56% 146 1% 4% 36% 58% 28 0% 0% 54% 4 (Grades 2-4) 201-11 184 2% 3% 40% 55% 143 2% 3% 36% 59% 41 0% 5% 51% 4 (Grades 2-4) 201-11 184 3% 45% 7% 143 2% 36% 5% 5% 28 4% 54% 36% 5% 5% 28 4% 4% 0% 9% 27% 20 110 5% 27% 20 14 0% 4% 26% 14% 3% 4% 26% 14 0% 4% 26% 14 0%	(Grades K=1)	2009-10	122	4%	29%	39%	28%	97	3%	27%	39%	31%	25	8%	36%	40%	16%
(Grades K-1) 2010-11 140 26% 29% 19% 27% 117 24% 28% 20% 28% 223 35% 30% 13% 2 Listening and Speaking (Grades 2-4) 2001-11 184 2% 39% 39% 55% 144 1% 4% 36% 58% 28 0% 0% 54% 4 2001-11 184 2% 3% 40% 55% 143 2% 3% 36% 58% 28 0% 0% 54% 4 2001-11 184 2% 3% 40% 55% 143 2% 3% 36% 58% 28 4% 54% 3% 36% 55% 5% 28 4% 54% 39% 2% 36% 56% 141 0% 55% 5% 28 4% 54% 39% 27% 27% (Grades 2-4) 2001-11 184 8% 19% 28 0% 14% 36% 50% 143 0% 30% 13% 28% 28	•	2011-12	133	30%	35%	18%	17%	111	27%	36%	20%	17%	22	45%	32%	9%	14%
2009-10 122 32% 30% 13% 25% 97 26% 33% 14% 27% 25 56% 16% 8% 2 Listening and Grades 2-4) 2011-12 174 1% 3% 39% 56% 146 1% 4% 36% 58% 28 0% 0% 54% 4 2009-10 173 1% 4% 53% 42% 129 2% 2% 49% 47% 44 0% 5% 143 7% 36% 5% 5% 5% 64% 3% 3% 3% 4% 4% 5% 5% 28 4% 4% 36% 5% 14 3% 3% 1% 1% 1	•	2010-11	140	26%	29%	19%	27%	117	24%	28%	20%	28%	23	35%	30%	13%	22%
Speaking (Grades 2-4) 2010-11 184 2% 3% 40% 55% 143 2% 3% 36% 59% 41 0% 5% 51% 4 2009-10 173 1% 4% 53% 42% 129 2% 2% 49% 47% 44 0% 9% 64% 2 Reading and Writing (Grades 2-4) 2011-12 174 4% 39% 52% 5% 146 4% 36% 55% 5% 28 4% 53% 27% (Grades 2-4) 2010-11 184 8% 41% 45% 7% 143 7% 36% 50% 8% 41 10% 59% 27% Listening and Speaking (Grades 5-6) 201-11 36 3% 8% 69% 19% 23 4% 4% 70% 22% 13 0% 15% 69% 1 (Grades 5-6) 2010-11 36 11% 17% 47%	(Grades K=1)	2009-10	122	32%	30%	13%	25%	97	26%	33%	14%	27%	25	56%	16%	8%	20%
(crades 2-4) 2010-11 164 2% 3% 440% 53% 143 2% 3% 36% 444 0% 9% 64% 2 Reading and writing 2011-12 174 4% 39% 52% 5% 146 4% 36% 55% 5% 28 4% 54% 39% 27% (Grades 2-4) 2010-11 184 8% 41% 45% 7% 143 7% 36% 5% 14 0% 43% 25% Listening and speaking 2010-11 36 3% 8% 69% 129 24% 4% 70% 22% 13 0% 15% 69% 1 30% 15% 69% 1 30% 15% 13% 30% 15% 13% 30% 15% 13% 30% 15% 13% <td< td=""><td>•</td><td>2011-12</td><td>174</td><td>1%</td><td>3%</td><td>39%</td><td>56%</td><td>146</td><td>1%</td><td>4%</td><td>36%</td><td>58%</td><td>28</td><td>0%</td><td>0%</td><td>54%</td><td>46%</td></td<>	•	2011-12	174	1%	3%	39%	56%	146	1%	4%	36%	58%	28	0%	0%	54%	46%
2009-10 173 1% 4% 53% 42% 129 2% 2% 4% 44 0% 9% 64% 2 Reading and (Grades 2-4) 2011-12 174 4% 39% 52% 5% 146 4% 36% 55% 5% 28 4% 54% 39% - (Grades 2-4) 2010-11 184 8% 41% 45% 7% 143 7% 36% 50% 8% 41 10% 59% 27% - Listening and Speaking 2011-12 42 0% 10% 43% 48% 28 0% 14% 6% 15% 15% 6% 1 0% 15% 5% 13 0% 15% 15% 15% 15% 15% 15% 13 0% 15% 15% 13 0% 15% 15% 14% 0% 26% 14% 15% 15% 13 16% 15% 15%		2010-11	184	2%	3%	40%	55%	143	2%	3%	36%	59%	41	0%	5%	51%	44%
Writing (Grades 2-4) 2010-11 184 8% 41% 45% 7% 143 7% 36% 50% 8% 41 10% 59% 27% Listening and Speaking (Grades 5-6) 201-11 42 0% 10% 43% 48% 28 0% 14% 36% 50% 14 0% 0% 57% 4 Speaking (Grades 5-6) 2010-11 36 3% 8% 69% 19% 23 4% 4% 70% 22% 13 0% 15% 69% 1 5 Reading and (Grades 5-6) 201-11 36 11% 17% 47% 25% 23 13% 9% 43% 35% 13 8% 31% 54% 2 Q01-11 36 11% 17% 47% 25% 23 13% 9% 43% 35% 13 8% 31% 54% 2 200-11 0 0 0 0 0 <td< td=""><td>(Grades 2-4)</td><td>2009–10</td><td>173</td><td>1%</td><td>4%</td><td>53%</td><td>42%</td><td>129</td><td>2%</td><td>2%</td><td>49%</td><td>47%</td><td>44</td><td>0%</td><td>9%</td><td>64%</td><td>27%</td></td<>	(Grades 2-4)	2009–10	173	1%	4%	53%	42%	129	2%	2%	49%	47%	44	0%	9%	64%	27%
(Grades 2-4) 2010-11 184 8% 41% 45% 7% 143 7% 36% 50% 8% 41 10% 59% 27% Listening and (Grades 5-6) 2011-12 42 0% 10% 43% 48% 28 0% 14% 36% 50% 14 0% 0% 57% 4 Speaking (Grades 5-6) 2010-11 36 3% 8% 69% 19% 23 4% 4% 70% 22% 13 0% 15% 69% 1 2009-10 35 0% 9% 29% 63% 22 0% 5% 27% 68% 13 0% 15% 69% 1 (Grades 5-6) 2009-10 35 0% 19% 57% 24% 28 0% 11% 61% 29% 14 0% 36% 50% 1 (Grades 5-6) 2009-10 35 14% 17% 40% 29% 22 5% 18% 45% 31% 15% 31% 5% 13	•	2011-12	174	4%	39%	52%	5%	146	4%	36%	55%	5%	28	4%	54%	39%	4%
2009-10 173 14% 47% 31% 8% 129 9% 49% 33% 9% 44 30% 43% 25% Listening and Speaking (Grades 5-6) 2011-12 42 0% 10% 43% 48% 28 0% 14% 36% 50% 14 0% 0% 57% 4 Speaking (Grades 5-6) 2010-11 36 3% 8% 69% 19% 23 4% 4% 70% 22% 13 0% 15% 69% 1 Cordes 5-6) 2009-10 35 0% 9% 29% 63% 22 0% 5% 27% 68% 13 0% 15% 31% 5 Reading and (Grades 5-6) 2010-11 36 11% 17% 47% 25% 23 13% 9% 43% 35% 13 8% 31% 5% Q00 2010-11 0 2010-11 0 0 0 <th< td=""><td>0</td><td>2010-11</td><td>184</td><td>8%</td><td>41%</td><td>45%</td><td>7%</td><td>143</td><td>7%</td><td>36%</td><td>50%</td><td>8%</td><td>41</td><td>10%</td><td>59%</td><td>27%</td><td>5%</td></th<>	0	2010-11	184	8%	41%	45%	7%	143	7%	36%	50%	8%	41	10%	59%	27%	5%
Speaking (Grades 5-6) 2010-11 36 3% 8% 69% 19% 23 4% 4% 70% 22% 13 0% 15% 69% 1 Reading and Writing (Grades 5-6) 201-11 42 0% 19% 57% 24% 28 0% 11% 61% 29% 14 0% 36% 50% 1 (Grades 5-6) 2010-11 36 11% 17% 47% 25% 23 13% 9% 43% 35% 13 8% 31% 5% (Grades 5-6) 2009-10 35 14% 17% 40% 29% 22 5% 18% 45% 32% 13 8% 31% 5% (Grades 5-6) 2010-11 0 2010-11 0 0 2 0 0 2 13 31% 15% 31% 2 Listening and Speaking (Grades 7-8) 2010-11 0 0 0 0 0 0 <td>(Grades 2-4)</td> <td>2009-10</td> <td>173</td> <td>14%</td> <td>47%</td> <td>31%</td> <td>8%</td> <td>129</td> <td>9%</td> <td>49%</td> <td>33%</td> <td>9%</td> <td>44</td> <td>30%</td> <td>43%</td> <td>25%</td> <td>2%</td>	(Grades 2-4)	2009-10	173	14%	47%	31%	8%	129	9%	49%	33%	9%	44	30%	43%	25%	2%
(Grades 5-6) 2010-11 36 3% 8% 69% 19% 23 4% 4% 70% 22% 13 0% 15% 69% 1 2009-10 35 0% 9% 29% 63% 22 0% 5% 27% 68% 13 0% 15% 31% 5 Reading and Writing 2010-11 36 11% 17% 24% 28 0% 11% 61% 29% 14 0% 36% 50% 1 (Grades 5-6) 2000-10 35 14% 17% 47% 25% 23 13% 9% 43% 35% 13 8% 31% 54% 26% 26 23 13% 9% 43% 35% 13 8% 31% 54% 26% 26% 13 31% 15% 31% 2 2 5% 18% 45% 32% 13 31% 15% 31% 2 2 5% 18% 45% 32% 13 31% 15% 31% 2 2 </td <td></td> <td>2011-12</td> <td>42</td> <td>0%</td> <td>10%</td> <td>43%</td> <td>48%</td> <td>28</td> <td>0%</td> <td>14%</td> <td>36%</td> <td>50%</td> <td>14</td> <td>0%</td> <td>0%</td> <td>57%</td> <td>43%</td>		2011-12	42	0%	10%	43%	48%	28	0%	14%	36%	50%	14	0%	0%	57%	43%
2009-10 35 0% 9% 29% 63% 22 0% 5% 27% 68% 13 0% 15% 31% 5 Reading and Writing (Grades 5-6) 2011-12 42 0% 19% 57% 24% 28 0% 11% 61% 29% 14 0% 36% 50% 1 (Grades 5-6) 2010-11 36 11% 17% 47% 25% 23 13% 9% 43% 35% 13 8% 31% 54% (Grades 5-6) 2009-10 35 14% 17% 40% 29% 22 5% 18% 45% 32% 13 8% 31% 5% Listening and Speaking (Grades 7-8) 2010-11 0		2010-11	36	3%	8%	69%	19%	23	4%	4%	70%	22%	13	0%	15%	69%	15%
Writing (Grades 5-6) 2010-11 36 11% 17% 47% 25% 23 13% 9% 43% 35% 13 8% 31% 54% 2 Listening and Speaking (Grades 7-8) 2011-12 0 <	(Grades 5-0)	2009-10	35	0%	9%	29%	63%	22	0%	5%	27%	68%	13	0%	15%	31%	54%
(Grades 5-6) 2010-11 36 11% 11% 11% 23% 23 13% 9% 43% 53% 13 5% 54%	•	2011-12	42	0%	19%	57%	24%	28	0%	11%	61%	29%	14	0%	36%	50%	14%
1 2009-10 35 14% 17% 40% 29% 22 5% 18% 45% 32% 13 31% 15% 31% 2 Listening and Speaking 2010-11 0	•	2010-11	36	11%	17%	47%	25%	23	13%	9%	43%	35%	13	8%	31%	54%	8%
Speaking (Grades 7-8) 2010-11 0 0 0 2009-10 0 0 0 0 0 0 Reading and Writing 2010-11 0 0 0 0 0 0 (Grades 7-8) 2010-11 0	(Grades 5=0)	2009-10	35	14%	17%	40%	29%	22	5%	18%	45%	32%	13	31%	15%	31%	23%
(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 Reading and Writing 2011-12 0 0 0 2009-10 0 0 0 0 Virging 2010-11 0 0 0 2010-11 0 0 0 0 2010-11 0 0 0 0 2010-11 0 0 0 0 Reading and Writing 2011-12 0 0 0	•	2011-12	0					0					0				
2009-10 0 0 0 Reading and Writing 2011-12 0 0 0 0 (Grades 7-8) 2010-11 0 0 0 0 0 Listening and Speaking (Grades 9-12) 2010-11 0 0 0 0 0 Reading and Writing 2010-11 0 0 0 0 0 Listening and Speaking (Grades 9-12) 2010-11 0 0 0 0 0 0 Reading and Writing 2011-12 0 0 0 0 0 0 Quiting 2010-11 0 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 2011-12 0 0 0 2009-10 0 0 0 0		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 2011-12 0 0 0	•	2011-12	0					0					0				
2009-10 0 0 0 Listening and Speaking (Grades 9-12) 2011-12 0 0 0 2009-10 0 0 0 0 Reading and Writing 2010-11 0 0 0	•	2010-11	0					0					0				
Speaking (Grades 9-12) 2010-11 0 0 0 2009-10 0 0 0 0 Reading and Writing 2011-12 0 0 0 0		2009-10	0					0					0				
(Grades 9-12) 2010-11 0 0 0 2009-10 0 0 0 Reading and Writing 2011-12 0 0 0	•	2011-12	0					0					0				
2009-10 0 0 0 Reading and Writing 2011-12 0 0 0 2010-11 0 0 0 0		2010-11	0					0					0				
Writing 2010–11 0 0 0		2009-10	0					0					0				
		2011-12	0					0					0				
	Writing (Grades 9–12)	2010-11	0					0					0				
2009–10 0 0 0	(Jiaues 3-12)	2009–10	0					0					0				

NOTE

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