



The New York State Report Card 2011–12

School **PS 160 WILLIAM T SAMPSON**
School ID **33-20-00-01-0160**
District **NEW YORK CITY GEOGRAPHIC
DISTRICT #20**
Principal **MARGARET RUSSO**
Telephone **(718) 438-0337**
Grades **K-5, UE**

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic supports.

This report includes:

- 1 Profile**
This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.
- 2 Student Performance**
This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.
- 3 Student Outcomes**
This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@mail.nysed.gov

1 Profile

School **PS 160 WILLIAM T SAMPSON**
School ID **33-20-00-01-0160**

District **NEW YORK CITY GEOGRAPHIC DISTRICT
#20**

Enrollment

	2009-10	2010-11	2011-12
Pre-K	36	36	
Kindergarten	121	130	139
Grade 1	130	151	153
Grade 2	155	152	160
Grade 3	144	161	146
Grade 4	125	140	161
Grade 5	135	127	126
Grade 6	0	0	0
Ungraded Elementary	0	1	2
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	810	862	887

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 #20**

Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	682	84%	725	84%	746	84%
Reduced Price Lunch	57	7%	60	7%	62	7%
Limited English Proficient	509	63%	561	65%	550	62%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	0	0%	0	0%
Black or African American	8	1%	12	1%	10	1%
Hispanic or Latino	149	18%	160	19%	157	18%
Asian or Native Hawaiian/Other Pacific Islander	580	72%	625	73%	650	73%
White	73	9%	65	8%	70	8%
Multiracial	0	0%	0	0%	0	0%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		96%		97%		97%
Student Suspensions	3	0%	1	0%	2	0%

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 160 WILLIAM T SAMPSON**
School ID **33-20-00-01-0160**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	60	59	62
Percent with No Valid Teaching Certificate	2%	2%	2%
Percent Teaching Out of Certification	3%	3%	3%
Percent with Fewer than Three Years of Experience	7%	2%	6%
Percentage with Master's Degree Plus 30 Hours or Doctorate	40%	47%	50%
Total Number of Core Classes	104	104	106
Percent Not Taught by Highly Qualified Teachers in This School*	6%	5%	6%
Percent Not Taught by Highly Qualified Teachers in This District**	6%	7%	4%
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	132	135	146
Percent Taught by Teachers Without Appropriate Certification	5%	4%	4%

*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	7%	0%	13%
Turnover Rate of All Teachers	10%	3%	7%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	4	5	5
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	2	2	2
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 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 non-teaching duties.

2 Student Performance

School **PS 160 WILLIAM T SAMPSON**
School ID **33-20-00-01-0160**

District **NEW YORK CITY GEOGRAPHIC DISTRICT**
#20

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

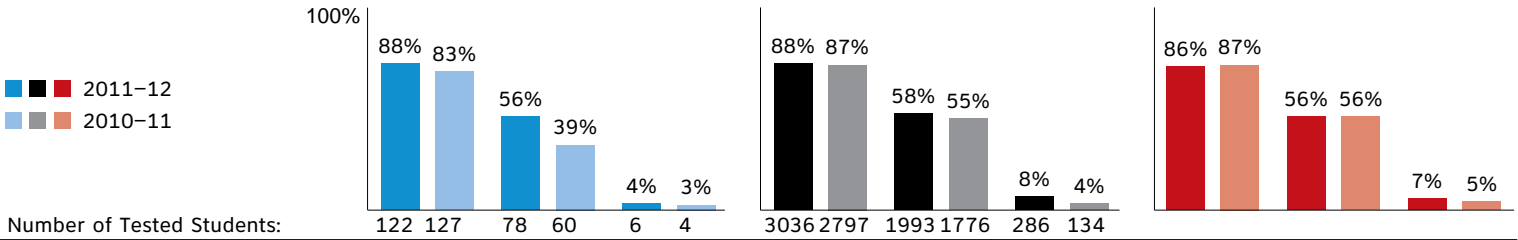
School **PS 160 WILLIAM T SAMPSON**
School ID **33-20-00-01-0160**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

Results in Grade 3 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

2012 Mean Score: 664 *Range: 644–780 663–780 694–780
2011 Mean Score: 656



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	139	88%	56%	4%	153	83%	39%	3%
Female	69	93%	59%	1%	74	95%	51%	5%
Male	70	83%	53%	7%	79	72%	28%	0%
American Indian or Alaska Native								
Black or African American	2	–	–	–	1	–	–	–
Hispanic or Latino	24	100%	50%	0%	33	82%	24%	0%
Asian or Native Hawaiian/Other Pacific Islander	103	83%	57%	6%	106	84%	44%	3%
White	10	–	–	–	13	–	–	–
Multiracial								
Small Group Totals	12	100%	58%	0%	14	79%	36%	7%
General-Education Students	134	88%	57%	4%	140	86%	43%	3%
Students with Disabilities	5	80%	20%	0%	13	54%	0%	0%
English Proficient	48	100%	77%	8%	60	97%	63%	7%
Limited English Proficient	91	81%	45%	2%	93	74%	24%	0%
Economically Disadvantaged	139	88%	56%	4%	153	83%	39%	3%
Not Disadvantaged								
Migrant								
Not Migrant	139	88%	56%	4%	153	83%	39%	3%

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 3 Equivalent	0				1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	10	N/A	N/A	N/A	6	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	10	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

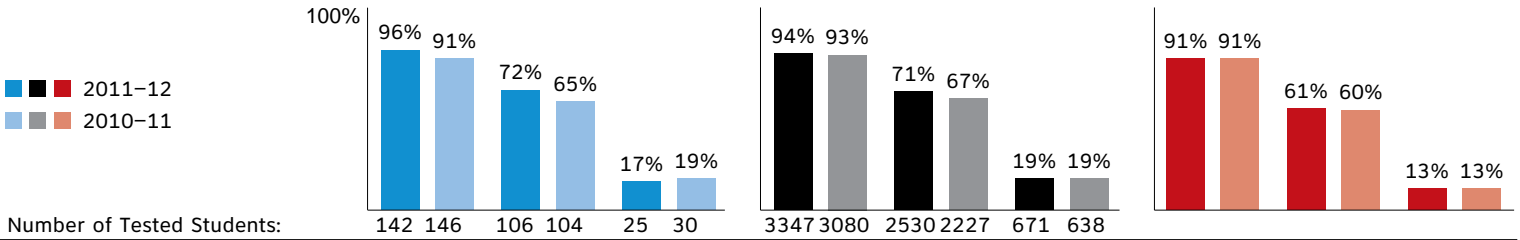
School **PS 160 WILLIAM T SAMPSON**
School ID **33-20-00-01-0160**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

Results in Grade 3 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

2012 Mean Score: 693 *Range: 662-770 684-770 707-770
2011 Mean Score: 689



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	148	96%	72%	17%	161	91%	65%	19%
Female	73	95%	74%	12%	79	94%	68%	23%
Male	75	97%	69%	21%	82	88%	61%	15%
American Indian or Alaska Native								
Black or African American	2	-	-	-	1	-	-	-
Hispanic or Latino	24	96%	46%	0%	34	79%	29%	3%
Asian or Native Hawaiian/Other Pacific Islander	111	95%	79%	23%	113	96%	77%	24%
White	11	-	-	-	13	-	-	-
Multiracial								
Small Group Totals	13	100%	54%	0%	14	71%	50%	14%
General-Education Students	143	96%	73%	17%	148	94%	69%	20%
Students with Disabilities	5	100%	20%	0%	13	54%	15%	0%
English Proficient	48	100%	81%	21%	61	92%	75%	33%
Limited English Proficient	100	94%	67%	15%	100	90%	58%	10%
Economically Disadvantaged	148	96%	72%	17%	161	91%	65%	19%
Not Disadvantaged								
Migrant								
Not Migrant	148	96%	72%	17%	161	91%	65%	19%

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 3 Equivalent	0				1	-	-	-

2 Student Performance

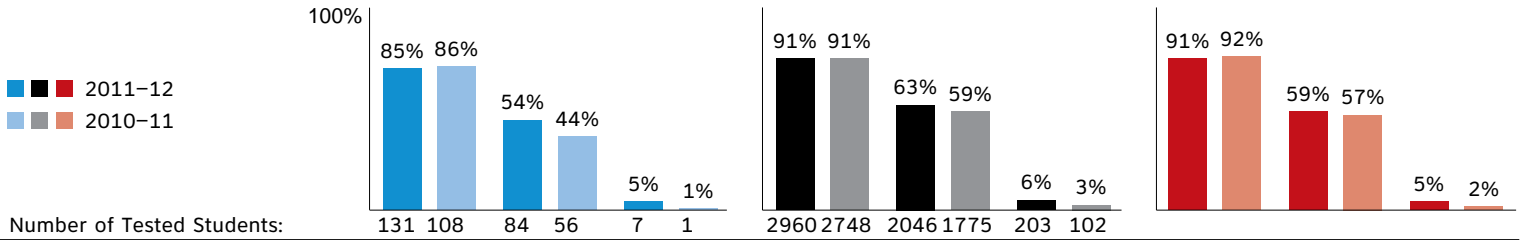
School **PS 160 WILLIAM T SAMPSON**
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

Results in Grade 4 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

2012 Mean Score: 670 *Range: 637-775 671-775 722-775
2011 Mean Score: 663



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	155	85%	54%	5%	126	86%	44%	1%
Female	79	91%	63%	9%	54	89%	46%	0%
Male	76	78%	45%	0%	72	83%	43%	1%
American Indian or Alaska Native								
Black or African American					3	-	-	-
Hispanic or Latino	34	85%	24%	0%	21	100%	43%	0%
Asian or Native Hawaiian/Other Pacific Islander	110	83%	61%	5%	91	82%	43%	1%
White	11	100%	82%	9%	11	-	-	-
Multiracial								
Small Group Totals					14	86%	57%	0%
General-Education Students	145	86%	57%	5%	122	-	-	-
Students with Disabilities	10	60%	20%	0%	4	-	-	-
English Proficient	79	96%	76%	9%	53	100%	72%	2%
Limited English Proficient	76	72%	32%	0%	73	75%	25%	0%
Economically Disadvantaged	155	85%	54%	5%	126	86%	44%	1%
Not Disadvantaged								
Migrant								
Not Migrant	155	85%	54%	5%	126	86%	44%	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 4 Equivalent	1	-	-	-	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	8	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 4	8	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

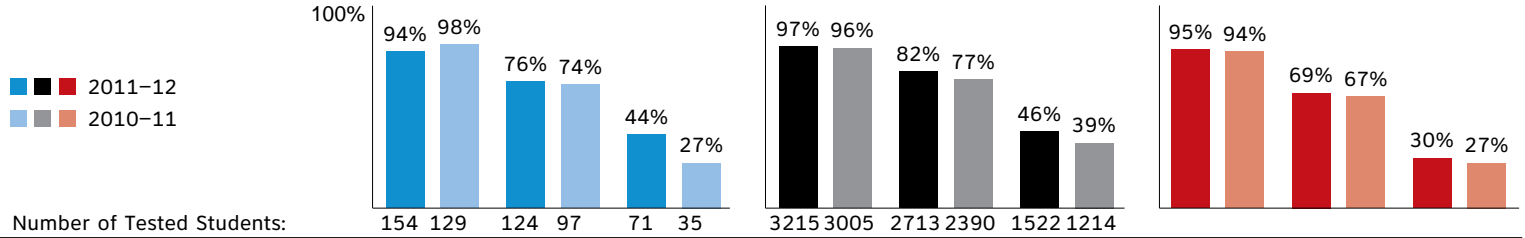
School **PS 160 WILLIAM T SAMPSON**
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

Results in Grade 4 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

2012 Mean Score: 699 *Range: 636–800 676–800 707–800
2011 Mean Score: 695



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	163	94%	76%	44%	131	98%	74%	27%
Female	84	96%	76%	43%	58	98%	71%	22%
Male	79	92%	76%	44%	73	99%	77%	30%
American Indian or Alaska Native								
Black or African American					3	–	–	–
Hispanic or Latino	34	88%	44%	3%	21	95%	48%	5%
Asian or Native Hawaiian/Other Pacific Islander	116	97%	85%	54%	96	99%	81%	35%
White	13	85%	77%	54%	11	–	–	–
Multiracial								
Small Group Totals					14	100%	64%	0%
General-Education Students	153	96%	78%	46%	127	–	–	–
Students with Disabilities	10	70%	40%	10%	4	–	–	–
English Proficient	79	97%	86%	57%	53	98%	87%	40%
Limited English Proficient	84	92%	67%	31%	78	99%	65%	18%
Economically Disadvantaged	163	94%	76%	44%	131	98%	74%	27%
Not Disadvantaged								
Migrant								
Not Migrant	163	94%	76%	44%	131	98%	74%	27%

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Other Assessments

	2011–12 School Year			2010–11 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	–	–	–	0	–	–	–

2 Student Performance

School **PS 160 WILLIAM T SAMPSON**
School ID **33-20-00-01-0160**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

Results in Grade 4 Science

This School

Percentage scoring at level(s):

2-4 3-4 4

School District

Percentage scoring at level(s):

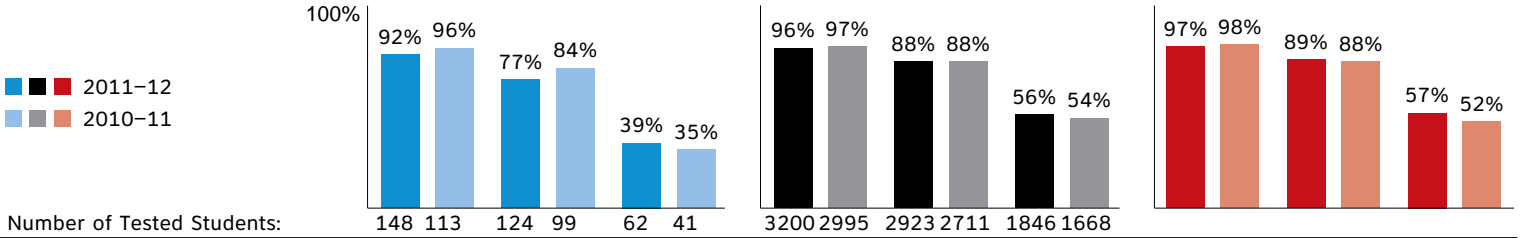
2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4

2012 Mean Score: 75 Range: 45–100 65–100 85–100
2011 Mean Score: 78



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	92%	77%	39%	118	96%	84%	35%
Female	83	94%	80%	42%	51	96%	86%	33%
Male	78	90%	74%	35%	67	96%	82%	36%
American Indian or Alaska Native								
Black or African American					3	–	–	–
Hispanic or Latino	34	91%	71%	15%	21	100%	86%	38%
Asian or Native Hawaiian/Other Pacific Islander	114	93%	79%	45%	84	95%	83%	31%
White	13	85%	77%	46%	10	–	–	–
Multiracial								
Small Group Totals					13	92%	85%	54%
General-Education Students	151	93%	79%	40%	114	–	–	–
Students with Disabilities	10	70%	40%	10%	4	–	–	–
English Proficient	79	97%	91%	65%	46	100%	98%	65%
Limited English Proficient	82	87%	63%	13%	72	93%	75%	15%
Economically Disadvantaged	161	92%	77%	39%	118	96%	84%	35%
Not Disadvantaged								
Migrant								
Not Migrant	161	92%	77%	39%	118	96%	84%	35%

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Other Assessments

2011–12 School Year

2010–11 School Year

	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1	–	–	–	0			

2 Student Performance

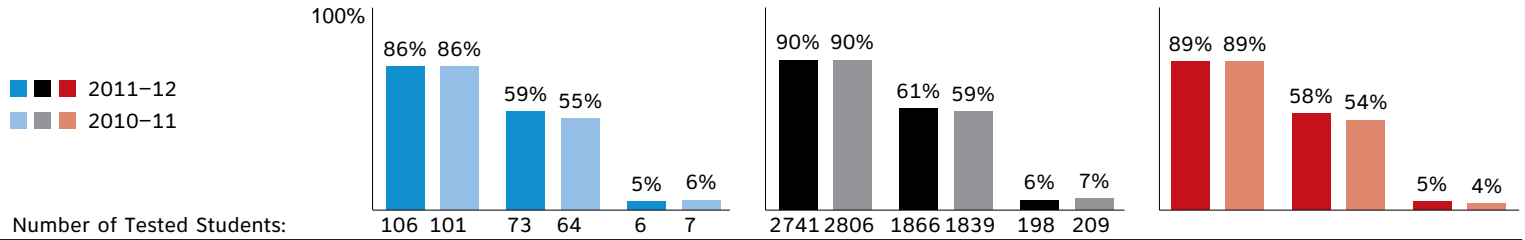
School **PS 160 WILLIAM T SAMPSON**
School ID **33-20-00-01-0160**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

Results in Grade 5 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

2012 Mean Score: 667 *Range: 648-795 668-795 700-795
2011 Mean Score: 666



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	123	86%	59%	5%	117	86%	55%	6%
Female	52	88%	65%	8%	64	89%	63%	8%
Male	71	85%	55%	3%	53	83%	45%	4%
American Indian or Alaska Native								
Black or African American	2	-	-	-	3	-	-	-
Hispanic or Latino	19	100%	68%	0%	14	100%	64%	7%
Asian or Native Hawaiian/Other Pacific Islander	92	83%	59%	5%	95	84%	53%	6%
White	10	-	-	-	5	-	-	-
Multiracial								
Small Group Totals	12	92%	50%	8%	8	88%	63%	0%
General-Education Students	120	-	-	-	113	-	-	-
Students with Disabilities	3	-	-	-	4	-	-	-
English Proficient	72	100%	79%	8%	72	99%	75%	8%
Limited English Proficient	51	67%	31%	0%	45	67%	22%	2%
Economically Disadvantaged	123	86%	59%	5%	117	86%	55%	6%
Not Disadvantaged								
Migrant								
Not Migrant	123	86%	59%	5%	117	86%	55%	6%

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	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				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	7	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	7	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.

2 Student Performance

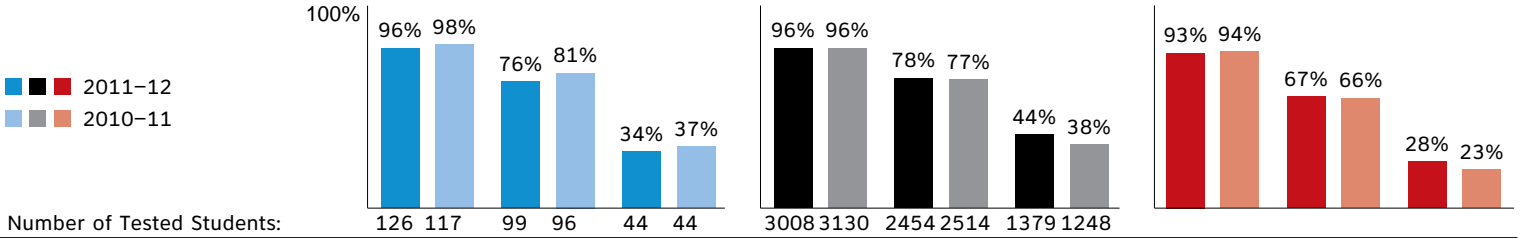
School **PS 160 WILLIAM T SAMPSON**
School ID **33-20-00-01-0160**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #20**

Results in Grade 5 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

2012 Mean Score: 695 *Range: 640–780 676–780 707–780
2011 Mean Score: 699



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	131	96%	76%	34%	119	98%	81%	37%
Female	56	98%	75%	36%	65	98%	82%	40%
Male	75	95%	76%	32%	54	98%	80%	33%
American Indian or Alaska Native								
Black or African American	2	-	-	-	3	-	-	-
Hispanic or Latino	20	95%	60%	0%	14	100%	64%	7%
Asian or Native Hawaiian/Other Pacific Islander	99	96%	80%	41%	97	98%	84%	44%
White	10	-	-	-	5	-	-	-
Multiracial								
Small Group Totals	12	100%	67%	25%	8	100%	75%	0%
General-Education Students	128	-	-	-	115	-	-	-
Students with Disabilities	3	-	-	-	4	-	-	-
English Proficient	72	100%	88%	43%	72	100%	89%	46%
Limited English Proficient	59	92%	61%	22%	47	96%	68%	23%
Economically Disadvantaged	131	96%	76%	34%	119	98%	81%	37%
Not Disadvantaged								
Migrant								
Not Migrant	131	96%	76%	34%	119	98%	81%	37%

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	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				0			

2 Student Performance

School **PS 160 WILLIAM T SAMPSON**
School ID **33-20-00-01-0160**

District **NEW YORK CITY GEOGRAPHIC DISTRICT**
#20

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	217	12%	51%	30%	8%	204	12%	49%	31%	8%	13	8%	77%	15%	0%
	2010-11	202	11%	27%	43%	19%	192	12%	27%	41%	20%	10	0%	30%	70%	0%
	2009-10	201	11%	29%	46%	13%	190	12%	28%	47%	13%	11	0%	45%	27%	27%
Reading and Writing (Grades K-1)	2011-12	217	28%	28%	16%	28%	204	26%	28%	16%	29%	13	62%	23%	8%	8%
	2010-11	202	25%	24%	21%	30%	192	25%	23%	21%	30%	10	20%	30%	20%	30%
	2009-10	201	28%	34%	21%	16%	190	27%	34%	23%	16%	11	45%	27%	0%	27%
Listening and Speaking (Grades 2-4)	2011-12	288	6%	18%	47%	29%	270	7%	18%	47%	29%	18	0%	22%	44%	33%
	2010-11	289	7%	13%	44%	36%	271	7%	13%	45%	35%	18	0%	22%	33%	44%
	2009-10	286	12%	11%	25%	52%	267	13%	10%	24%	53%	19	0%	21%	42%	37%
Reading and Writing (Grades 2-4)	2011-12	288	18%	20%	41%	20%	270	19%	19%	41%	21%	18	11%	44%	33%	11%
	2010-11	289	17%	19%	38%	25%	271	17%	20%	37%	27%	18	22%	17%	56%	6%
	2009-10	286	19%	19%	41%	21%	267	19%	18%	42%	22%	19	21%	37%	26%	16%
Listening and Speaking (Grades 5-6)	2011-12	58	12%	19%	43%	26%	56	—	—	—	—	2	—	—	—	—
	2010-11	48	6%	13%	40%	42%	47	—	—	—	—	1	—	—	—	—
	2009-10	63	16%	11%	33%	40%	57	18%	12%	33%	37%	6	0%	0%	33%	67%
Reading and Writing (Grades 5-6)	2011-12	58	19%	10%	17%	53%	56	—	—	—	—	2	—	—	—	—
	2010-11	48	17%	13%	25%	46%	47	—	—	—	—	1	—	—	—	—
	2009-10	63	19%	19%	25%	37%	57	21%	18%	26%	35%	6	0%	33%	17%	50%
Listening and Speaking (Grades 7-8)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Reading and Writing (Grades 7-8)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Listening and Speaking (Grades 9-12)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				
Reading and Writing (Grades 9-12)	2011-12	0					0					0				
	2010-11	0					0					0				
	2009-10	0					0					0				

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