



The New York State Report Card 2011–12

School **PS 315**
School ID **33-22-00-01-0315**
District **NEW YORK CITY GEOGRAPHIC
DISTRICT #22**
Principal **JUDITH RANFT-QUARTANA**
Telephone **(718) 421-9560**
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 315**
School ID **33-22-00-01-0315**

District **NEW YORK CITY GEOGRAPHIC DISTRICT
#22**

Enrollment

	2009-10	2010-11	2011-12
Pre-K	30	32	
Kindergarten	129	122	124
Grade 1	137	142	146
Grade 2	113	135	105
Grade 3	126	111	143
Grade 4	139	130	102
Grade 5	125	132	128
Grade 6	0	0	0
Ungraded Elementary	3	1	1
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	0	0	0
Total K-12	772	773	749

Average Class Size

	2009-10	2010-11	2011-12
Common Branch	28	27	27
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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Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	513	66%	513	66%	497	66%
Reduced Price Lunch	64	8%	64	8%	62	8%
Limited English Proficient	91	12%	84	11%	90	12%
Racial/Ethnic Origin						
American Indian or Alaska Native	2	0%	3	0%	4	1%
Black or African American	577	75%	571	74%	553	74%
Hispanic or Latino	137	18%	135	17%	115	15%
Asian or Native Hawaiian/Other Pacific Islander	39	5%	38	5%	54	7%
White	17	2%	26	3%	23	3%
Multiracial	0	0%	0	0%	0	0%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		94%		94%		94%
Student Suspensions	39	5%	33	4%	4	1%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates.

Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

1 Profile

School **PS 315**
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	53	48	44
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	4%	0%	2%
Percent with Fewer than Three Years of Experience	4%	2%	2%
Percentage with Master's Degree Plus 30 Hours or Doctorate	43%	40%	50%
Total Number of Core Classes	86	70	77
Percent Not Taught by Highly Qualified Teachers in This School*	1%	0%	1%
Percent Not Taught by Highly Qualified Teachers in This District**	4%	5%	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	114	97	107
Percent Taught by Teachers Without Appropriate Certification	3%	0%	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	9%	20%	33%
Turnover Rate of All Teachers	14%	21%	17%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	5	6	6
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	2	3	1
Principals	1	0	1

*Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as *Highly Qualified* if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered *Highly Qualified* if they meet all remaining criteria.

High-poverty and *low-poverty* schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties.

2 Student Performance

School **PS 315**
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District **NEW YORK CITY GEOGRAPHIC DISTRICT**
#22

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

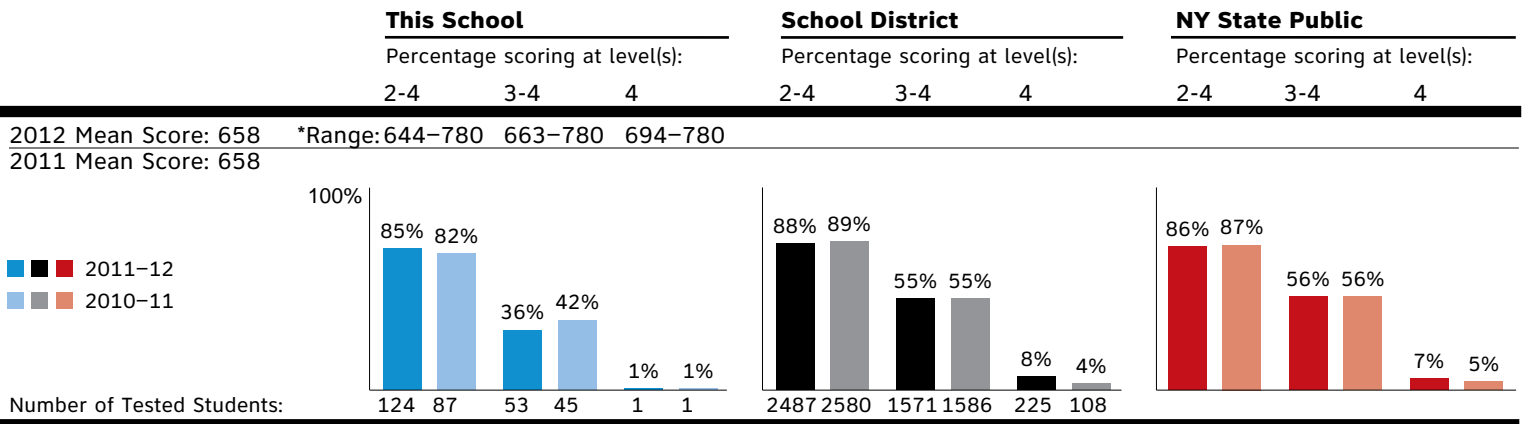
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded 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 315**
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

Results in Grade 3 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	146	85%	36%	1%	106	82%	42%	1%
Female	80	93%	44%	1%	53	91%	45%	2%
Male	66	76%	27%	0%	53	74%	40%	0%
American Indian or Alaska Native								
Black or African American	113	86%	39%	1%	80	80%	41%	1%
Hispanic or Latino	19	89%	26%	0%	23	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	8	75%	25%	0%	2	–	–	–
White	6	67%	33%	0%	1	–	–	–
Multiracial								
Small Group Totals					26	88%	46%	0%
General-Education Students	124	90%	40%	1%	91	89%	49%	1%
Students with Disabilities	22	55%	18%	0%	15	40%	0%	0%
English Proficient	133	90%	38%	1%	100	86%	45%	1%
Limited English Proficient	13	31%	15%	0%	6	17%	0%	0%
Economically Disadvantaged	146	85%	36%	1%	106	82%	42%	1%
Not Disadvantaged								
Migrant								
Not Migrant	146	85%	36%	1%	106	82%	42%	1%

NOTES

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	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			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	4	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	4	N/A	N/A	N/A	0	N/A	N/A	N/A

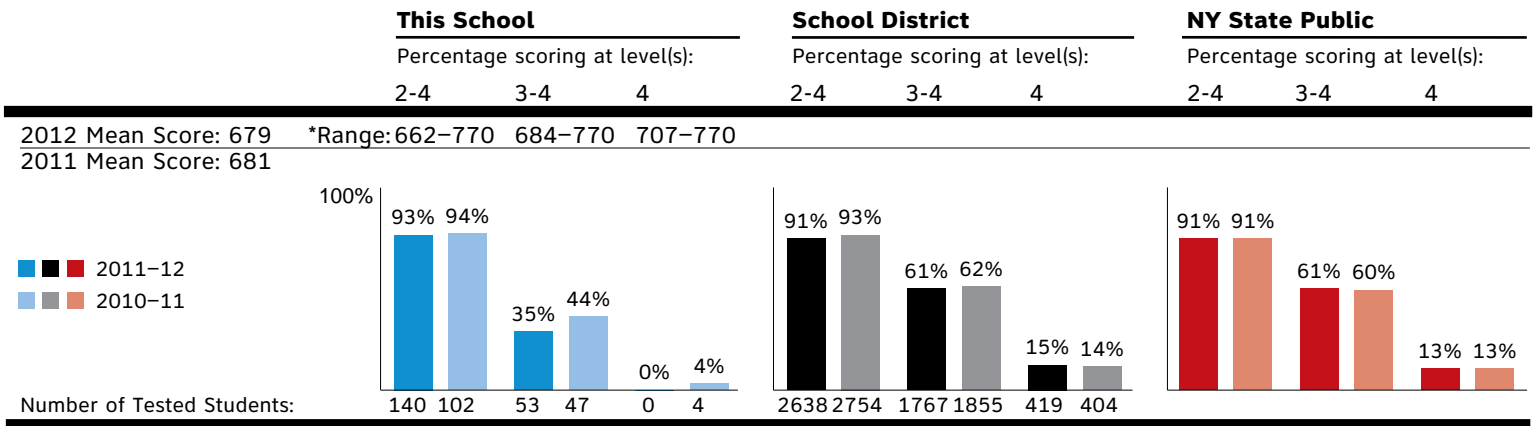
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **PS 315**
School ID **33-22-00-01-0315**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

Results in Grade 3 Mathematics



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	150	93%	35%	0%	108	94%	44%	4%
Female	83	93%	39%	0%	54	96%	50%	4%
Male	67	94%	31%	0%	54	93%	37%	4%
American Indian or Alaska Native								
Black or African American	117	91%	31%	0%	82	95%	43%	4%
Hispanic or Latino	19	100%	47%	0%	23	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	8	100%	63%	0%	2	–	–	–
White	6	100%	50%	0%	1	–	–	–
Multiracial								
Small Group Totals					26	92%	46%	4%
General-Education Students	128	95%	36%	0%	93	96%	48%	4%
Students with Disabilities	22	82%	32%	0%	15	87%	13%	0%
English Proficient	133	95%	39%	0%	100	97%	46%	4%
Limited English Proficient	17	76%	6%	0%	8	63%	13%	0%
Economically Disadvantaged	150	93%	35%	0%	108	94%	44%	4%
Not Disadvantaged								
Migrant								
Not Migrant	150	93%	35%	0%	108	94%	44%	4%

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Other

Assessments

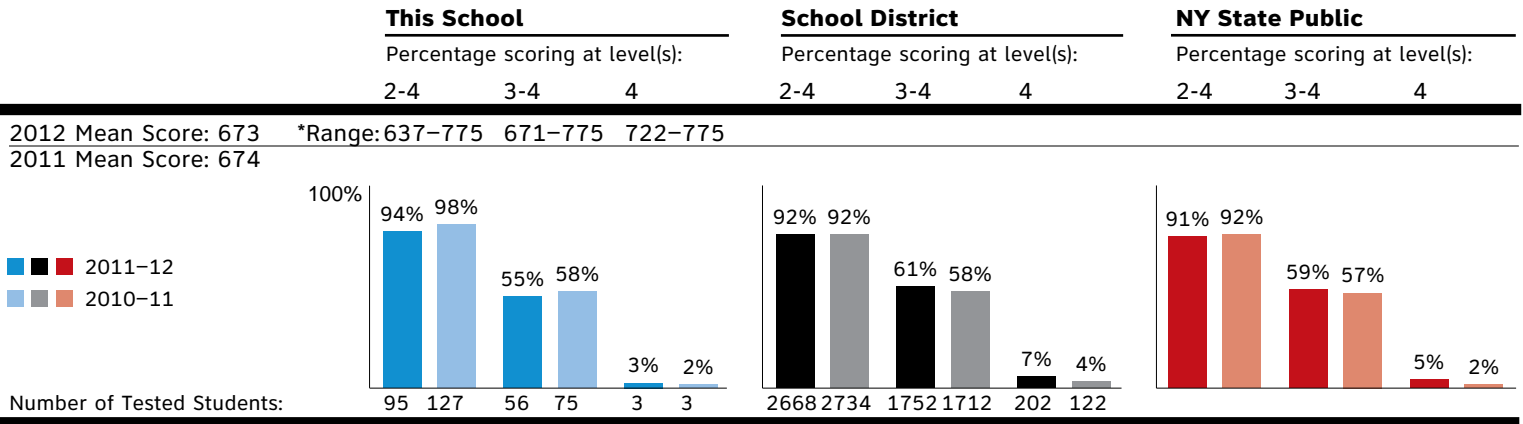
	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				0			

2 Student Performance

School **PS 315**
School ID **33-22-00-01-0315**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

Results in Grade 4 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	101	94%	55%	3%	130	98%	58%	2%
Female	51	98%	63%	2%	76	97%	59%	4%
Male	50	90%	48%	4%	54	98%	56%	0%
American Indian or Alaska Native								
Black or African American	76	96%	55%	4%	99	97%	59%	3%
Hispanic or Latino	22	–	–	–	21	100%	62%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	8	–	–	–
White	1	–	–	–	2	–	–	–
Multiracial								
Small Group Totals	25	88%	56%	0%	10	100%	40%	0%
General-Education Students	84	99%	63%	4%	126	–	–	–
Students with Disabilities	17	71%	18%	0%	4	–	–	–
English Proficient	94	97%	60%	3%	126	–	–	–
Limited English Proficient	7	57%	0%	0%	4	–	–	–
Economically Disadvantaged	101	94%	55%	3%	130	98%	58%	2%
Not Disadvantaged								
Migrant								
Not Migrant	101	94%	55%	3%	130	98%	58%	2%

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Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	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 4	1	N/A	N/A	N/A	0	N/A	N/A	N/A

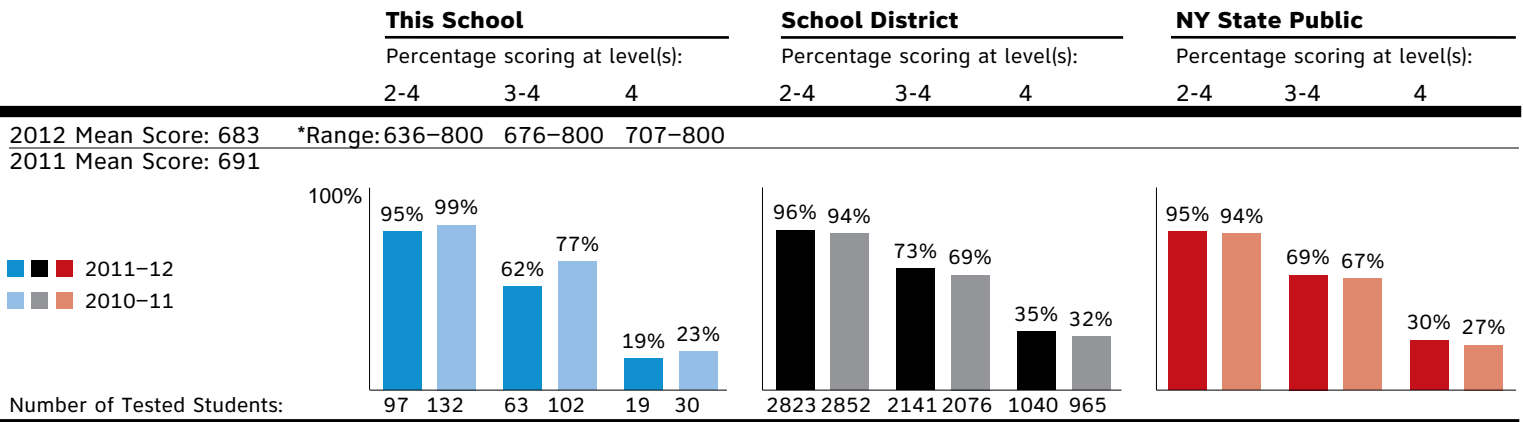
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **PS 315**
School ID **33-22-00-01-0315**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

Results in Grade 4 Mathematics



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	102	95%	62%	19%	133	99%	77%	23%
Female	51	98%	67%	20%	76	99%	78%	20%
Male	51	92%	57%	18%	57	100%	75%	26%
American Indian or Alaska Native								
Black or African American	77	95%	61%	19%	101	99%	76%	22%
Hispanic or Latino	22	–	–	–	22	100%	82%	32%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	8	–	–	–
White	1	–	–	–	2	–	–	–
Multiracial								
Small Group Totals	25	96%	64%	16%	10	100%	70%	10%
General-Education Students	85	99%	69%	22%	129	–	–	–
Students with Disabilities	17	76%	24%	0%	4	–	–	–
English Proficient	94	97%	65%	20%	126	99%	79%	24%
Limited English Proficient	8	75%	25%	0%	7	100%	29%	0%
Economically Disadvantaged	102	95%	62%	19%	133	99%	77%	23%
Not Disadvantaged								
Migrant								
Not Migrant	102	95%	62%	19%	133	99%	77%	23%

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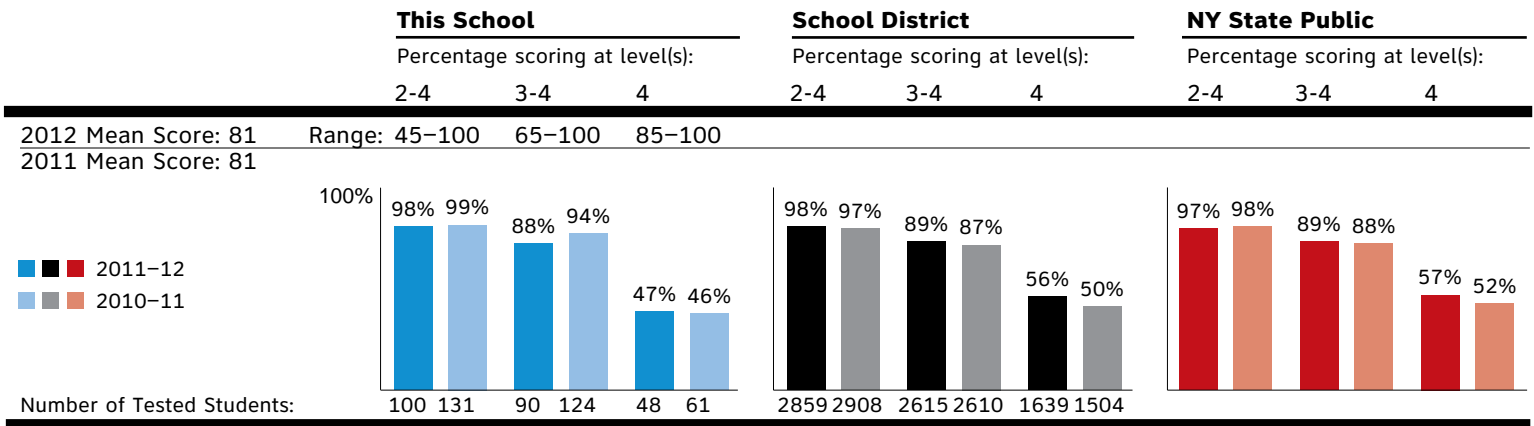
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			

2 Student Performance

School **PS 315**
School ID **33-22-00-01-0315**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

Results in Grade 4 Science



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	102	98%	88%	47%	132	99%	94%	46%
Female	51	98%	94%	45%	76	99%	92%	46%
Male	51	98%	82%	49%	56	100%	96%	46%
American Indian or Alaska Native								
Black or African American	76	99%	89%	49%	100	99%	94%	48%
Hispanic or Latino	22	–	–	–	22	100%	91%	36%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	8	–	–	–
White	1	–	–	–	2	–	–	–
Multiracial								
Small Group Totals	26	96%	85%	42%	10	100%	100%	50%
General-Education Students	87	99%	92%	52%	128	–	–	–
Students with Disabilities	15	93%	67%	20%	4	–	–	–
English Proficient	95	100%	89%	51%	125	99%	94%	49%
Limited English Proficient	7	71%	71%	0%	7	100%	86%	0%
Economically Disadvantaged	102	98%	88%	47%	132	99%	94%	46%
Not Disadvantaged								
Migrant								
Not Migrant	102	98%	88%	47%	132	99%	94%	46%

NOTES

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Other Assessments

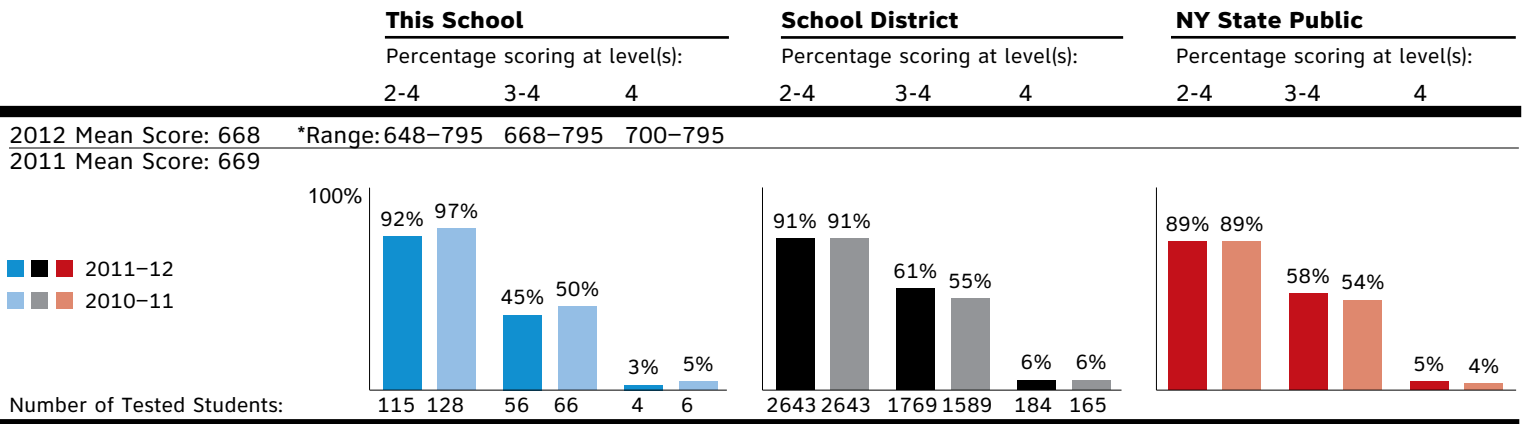
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	0				0			

2 Student Performance

School **PS 315**
School ID **33-22-00-01-0315**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

Results in Grade 5 English Language Arts



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	125	92%	45%	3%	132	97%	50%	5%
Female	73	92%	53%	5%	72	97%	49%	7%
Male	52	92%	33%	0%	60	97%	52%	2%
American Indian or Alaska Native					1	–	–	–
Black or African American	98	94%	44%	4%	106	97%	50%	2%
Hispanic or Latino	17	82%	53%	0%	18	94%	33%	0%
Asian or Native Hawaiian/Other Pacific Islander	8	–	–	–	4	–	–	–
White	2	–	–	–	3	–	–	–
Multiracial								
Small Group Totals	10	90%	40%	0%	8	100%	88%	50%
General-Education Students	120	93%	47%	3%	121	98%	54%	5%
Students with Disabilities	5	60%	0%	0%	11	91%	9%	0%
English Proficient	120	94%	46%	3%	125	98%	52%	5%
Limited English Proficient	5	40%	20%	0%	7	86%	14%	0%
Economically Disadvantaged	125	92%	45%	3%	132	97%	50%	5%
Not Disadvantaged								
Migrant								
Not Migrant	125	92%	45%	3%	132	97%	50%	5%

NOTES

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Other Assessments	2011–12 School Year				2010–11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				1	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	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

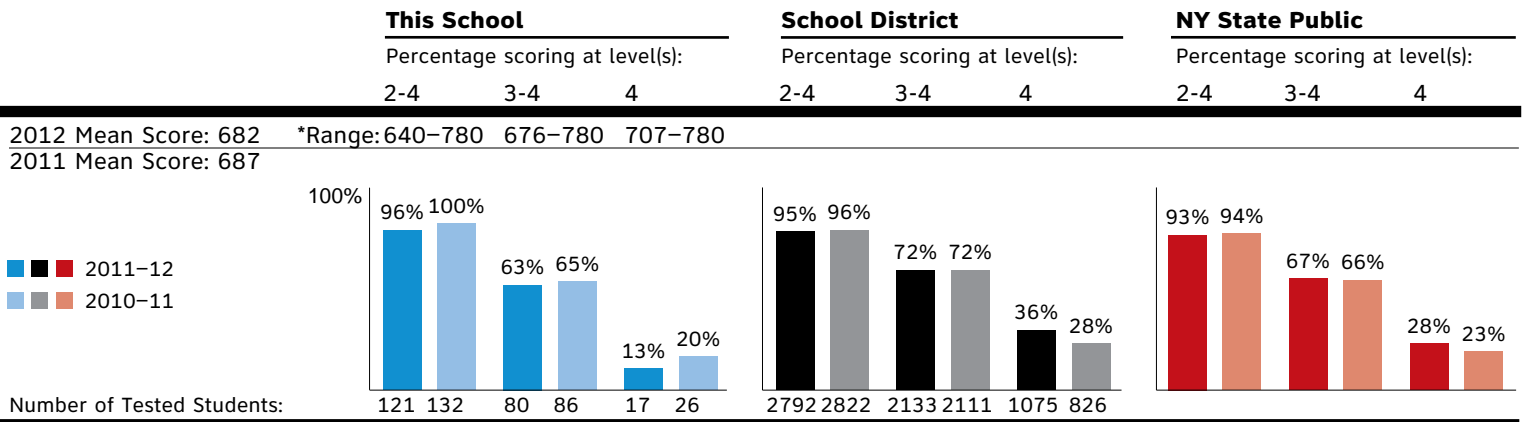
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **PS 315**
School ID **33-22-00-01-0315**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #22**

Results in Grade 5 Mathematics



Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students	126	96%	63%	13%	132	100%	65%	20%
Female	74	95%	64%	15%	72	100%	67%	19%
Male	52	98%	63%	12%	60	100%	63%	20%
American Indian or Alaska Native					1	–	–	–
Black or African American	98	96%	65%	14%	106	100%	65%	20%
Hispanic or Latino	18	94%	44%	11%	18	100%	50%	0%
Asian or Native Hawaiian/Other Pacific Islander	8	–	–	–	4	–	–	–
White	2	–	–	–	3	–	–	–
Multiracial								
Small Group Totals	10	100%	80%	10%	8	100%	100%	63%
General-Education Students	121	97%	66%	14%	121	100%	67%	21%
Students with Disabilities	5	80%	0%	0%	11	100%	45%	0%
English Proficient	120	97%	65%	13%	125	100%	66%	21%
Limited English Proficient	6	83%	33%	17%	7	100%	43%	0%
Economically Disadvantaged	126	96%	63%	13%	132	100%	65%	20%
Not Disadvantaged								
Migrant								
Not Migrant	126	96%	63%	13%	132	100%	65%	20%

NOTES

The – symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2011–12 data only. Ranges for 2010–11 data are available in the 2010–11 Accountability and Overview Reports.

Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				1	–	–	–

2 Student Performance

School **PS 315**
School ID **33-22-00-01-0315**

District **NEW YORK CITY GEOGRAPHIC DISTRICT**
#22

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	62	8%	10%	23%	60%	56	9%	11%	23%	57%	6	0%	0%	17%	83%
	2010–11	52	4%	15%	19%	62%	43	5%	16%	16%	63%	9	0%	11%	33%	56%
	2009–10	56	4%	9%	14%	73%	46	4%	11%	15%	70%	10	0%	0%	10%	90%
Reading and Writing (Grades K–1)	2011–12	62	13%	37%	19%	31%	56	13%	39%	16%	32%	6	17%	17%	50%	17%
	2010–11	52	35%	23%	12%	31%	43	35%	21%	9%	35%	9	33%	33%	22%	11%
	2009–10	56	18%	34%	13%	36%	46	22%	33%	9%	37%	10	0%	40%	30%	30%
Listening and Speaking (Grades 2–4)	2011–12	35	3%	3%	11%	83%	25	4%	0%	8%	88%	10	0%	10%	20%	70%
	2010–11	31	0%	0%	19%	81%	25	0%	0%	20%	80%	6	0%	0%	17%	83%
	2009–10	36	0%	11%	6%	83%	32	—	—	—	—	4	—	—	—	—
Reading and Writing (Grades 2–4)	2011–12	35	3%	43%	29%	26%	25	4%	32%	32%	32%	10	0%	70%	20%	10%
	2010–11	31	10%	45%	29%	16%	25	8%	36%	36%	20%	6	17%	83%	0%	0%
	2009–10	36	8%	33%	17%	42%	32	—	—	—	—	4	—	—	—	—
Listening and Speaking (Grades 5–6)	2011–12	6	0%	17%	33%	50%	6	0%	17%	33%	50%	0	—	—	—	—
	2010–11	8	0%	0%	25%	75%	4	—	—	—	—	4	—	—	—	—
	2009–10	12	0%	0%	42%	58%	9	—	—	—	—	3	—	—	—	—
Reading and Writing (Grades 5–6)	2011–12	6	0%	33%	33%	33%	6	0%	33%	33%	33%	0	—	—	—	—
	2010–11	8	13%	13%	0%	75%	4	—	—	—	—	4	—	—	—	—
	2009–10	12	25%	17%	42%	17%	9	—	—	—	—	3	—	—	—	—
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				

NOTE
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