



The New York State Report Card 2011–12

School **LONG ISLAND CITY HIGH SCHOOL**
School ID **34-30-00-01-1450**
District **NEW YORK CITY GEOGRAPHIC
DISTRICT #30**
Principal **MARIA MAMO VACACELA**
Telephone **(718) 545-7095**
Grades **9-12, US**

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

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

This report includes:

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

For more information:

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

1 Profile

School **LONG ISLAND CITY HIGH SCHOOL**
School ID **34-30-00-01-1450**

District **NEW YORK CITY GEOGRAPHIC DISTRICT
#30**

Enrollment

	2009-10	2010-11	2011-12
Pre-K	0	0	
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Ungraded Elementary	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	1113	1181	936
Grade 10	834	1033	1026
Grade 11	722	593	773
Grade 12	606	692	604
Ungraded Secondary	32	20	20
Total K-12	3307	3519	3359

Average Class Size

	2009-10	2010-11	2011-12
Common Branch			
Grade 8			
English			
Mathematics			
Science	34		
Social Studies			
Grade 10			
English	28	29	30
Mathematics	25		
Science	25		
Social Studies	28	29	28

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	2041	62%	2194	62%	2062	61%
Reduced Price Lunch	318	10%	218	6%	188	6%
Limited English Proficient	492	15%	492	14%	463	14%
Racial/Ethnic Origin						
American Indian or Alaska Native	7	0%	7	0%	5	0%
Black or African American	421	13%	420	12%	384	11%
Hispanic or Latino	1969	60%	2149	61%	2105	63%
Asian or Native Hawaiian/Other Pacific Islander	520	16%	518	15%	446	13%
White	390	12%	425	12%	419	12%
Multiracial	0	0%	0	0%	0	0%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		80%		80%		81%
Student Suspensions	127	4%	93	3%	104	3%

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

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District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	181	193	184
Percent with No Valid Teaching Certificate	1%	1%	1%
Percent Teaching Out of Certification	7%	4%	7%
Percent with Fewer than Three Years of Experience	1%	2%	2%
Percentage with Master's Degree Plus 30 Hours or Doctorate	63%	65%	66%
Total Number of Core Classes	647	664	668
Percent Not Taught by Highly Qualified Teachers in This School*	5%	2%	6%
Percent Not Taught by Highly Qualified Teachers in This District**	5%	3%	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	765	830	782
Percent Taught by Teachers Without Appropriate Certification	6%	2%	7%

*Not available at the district or statewide level.

**Not available for charter schools or at the statewide level.

Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	15%	17%	18%
Turnover Rate of All Teachers	13%	12%	16%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	23	24	26
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	13	13	10
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 HOUSS 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 **LONG ISLAND CITY HIGH SCHOOL**
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District **NEW YORK CITY GEOGRAPHIC DISTRICT**
#30

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 **LONG ISLAND CITY HIGH SCHOOL**
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

Results in Grade 8 English Language Arts

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

*Range:

100%

■ 2011-12
■ 2010-11

Number of Tested Students:

Results by Student Group

Results by Student Group	2011–12 School Year			2010–11 School Year				
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students								
Female								
Male								
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students								
Students with Disabilities								
English Proficient								
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant								

NOTES

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

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 8 Equivalent	0				3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A

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

2 Student Performance

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District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

Results in Grade 8 Mathematics

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

*Range:

100%

■ ■ ■ 2011-12
■ ■ ■ 2010-11

Number of Tested Students:

Results by Student Group

Results by Student Group	2011–12 School Year				2010–11 School Year			
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students								
Female								
Male								
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students								
Students with Disabilities								
English Proficient								
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant								

NOTES

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

Other

Assessments

Other Assessments	2011-12 School Year				2010-11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2-4	3-4	4	Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				3	–	–	–

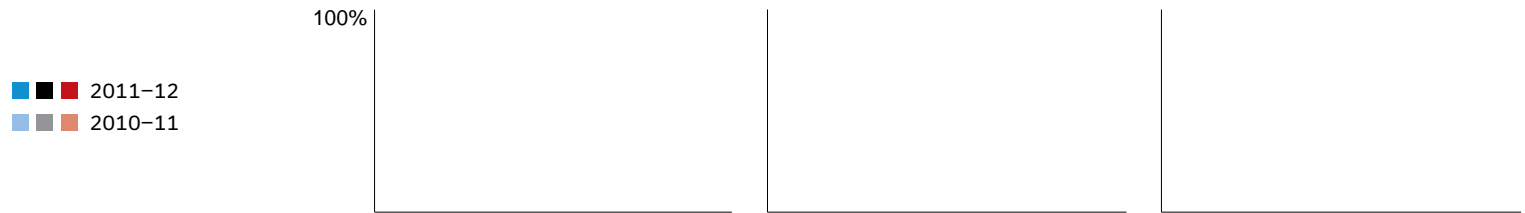
2 Student Performance

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District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

Results in Grade 8 Science

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



Number of Tested Students:

Results by Student Group

Results by Student Group	2011–12 School Year			2010–11 School Year				
	Total Tested	Percentage scoring at level(s): 2–4 3–4 4			Total Tested	Percentage scoring at level(s): 2–4 3–4 4		
All Students								
Female								
Male								
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students								
Students with Disabilities								
English Proficient								
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant								

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Other Assessments

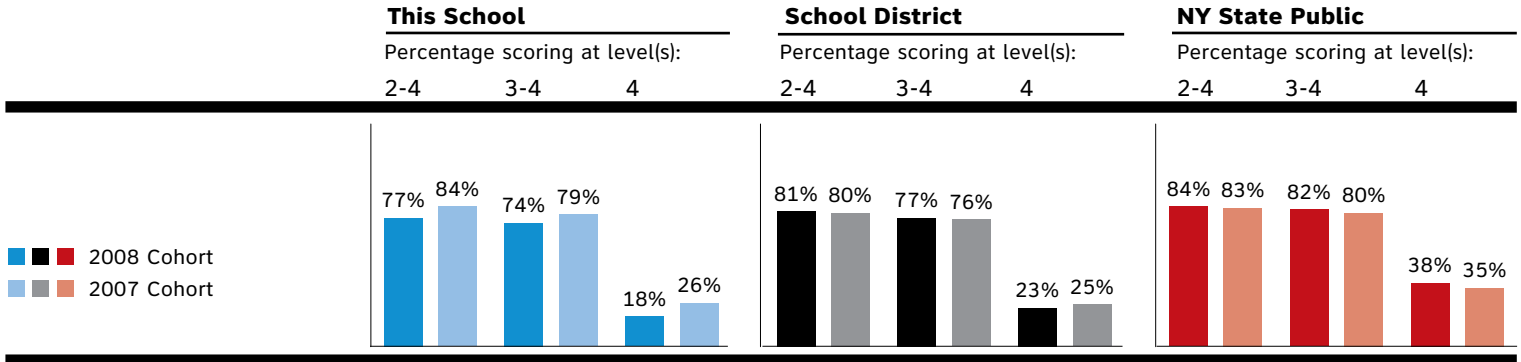
Other Assessments	2011–12 School Year				2010–11 School Year			
	Total	Number scoring at level(s):			Total	Number scoring at level(s):		
	Tested	2–4	3–4	4	Tested	2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				3	–	–	–
Regents Science	0				0			

2 Student Performance

School **LONG ISLAND CITY HIGH SCHOOL**
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

Total Cohort Results in Secondary-Level English Language Arts after Four Years of Instruction



Results by Student Group	2008 Cohort				2007 Cohort			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2–4	3–4	4		2–4	3–4	4
All Students	759	77%	74%	18%	831	84%	79%	26%
Female	372	83%	80%	21%	417	89%	86%	32%
Male	387	72%	68%	15%	414	78%	73%	20%
American Indian or Alaska Native	2	–	–	–	3	–	–	–
Black or African American	92	–	–	–	95	–	–	–
Hispanic or Latino	456	76%	72%	15%	478	84%	79%	23%
Asian or Native Hawaiian/Other Pacific Islander	103	87%	86%	28%	138	88%	84%	39%
White	106	82%	81%	24%	117	86%	84%	29%
Multiracial								
Small Group Totals	94	65%	62%	14%	98	72%	69%	15%
General-Education Students	661	82%	80%	19%	729	88%	84%	29%
Students with Disabilities	98	42%	33%	6%	102	54%	45%	2%
English Proficient	646	82%	80%	20%	705	87%	84%	30%
Limited English Proficient	113	48%	43%	4%	126	63%	52%	2%
Economically Disadvantaged	519	81%	77%	18%	558	87%	82%	27%
Not Disadvantaged	240	70%	68%	16%	273	77%	74%	23%
Migrant								
Not Migrant	759	77%	74%	18%	831	84%	79%	26%

NOTES

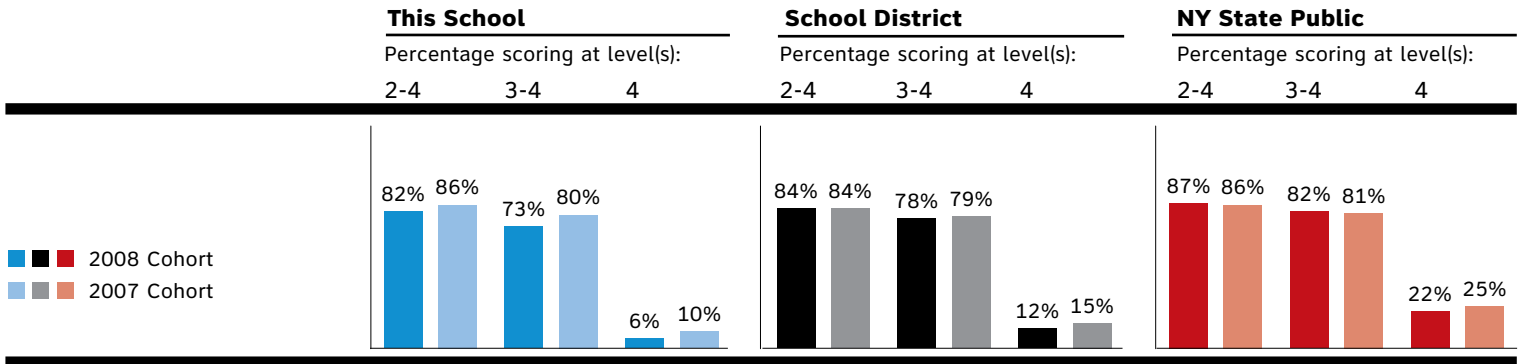
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #30**

Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group	2008 Cohort				2007 Cohort			
	Number of Students	Percentage scoring at level(s): 2–4 3–4 4			Number of Students	Percentage scoring at level(s): 2–4 3–4 4		
All Students	759	82%	73%	6%	831	86%	80%	10%
Female	372	85%	77%	7%	417	88%	83%	11%
Male	387	79%	68%	5%	414	83%	76%	8%
American Indian or Alaska Native	2	–	–	–	3	–	–	–
Black or African American	92	–	–	–	95	–	–	–
Hispanic or Latino	456	81%	71%	3%	478	85%	78%	7%
Asian or Native Hawaiian/Other Pacific Islander	103	91%	87%	20%	138	91%	88%	20%
White	106	85%	79%	8%	117	91%	89%	15%
Multiracial								
Small Group Totals	94	73%	57%	3%	98	74%	65%	1%
General-Education Students	661	86%	79%	7%	729	89%	84%	11%
Students with Disabilities	98	54%	30%	0%	102	63%	45%	1%
English Proficient	646	84%	76%	7%	705	86%	82%	11%
Limited English Proficient	113	72%	52%	3%	126	81%	68%	2%
Economically Disadvantaged	519	84%	78%	8%	558	89%	83%	11%
Not Disadvantaged	240	77%	62%	3%	273	79%	72%	6%
Migrant								
Not Migrant	759	82%	73%	6%	831	86%	80%	10%

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District **NEW YORK CITY GEOGRAPHIC DISTRICT**
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2008 Total Cohort Results in Secondary-Level Global History and Geography, U.S. History and Government, and Science after Four Years of Instruction

	All Students				General-Education Students				Students with Disabilities			
	Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:			Cohort Enrollment	Percentage of students scoring:		
		55-64	65-84	85-100		55-64	65-84	85-100		55-64	65-84	85-100
Global History and Geography	759	6%	56%	8%	661	5%	60%	9%	98	10%	23%	1%
U.S. History and Government	759	4%	53%	15%	661	4%	57%	17%	98	5%	23%	5%
Science	759	6%	60%	8%	661	4%	66%	9%	98	15%	19%	2%

New York State Alternate Assessments (NYSAA) 2011-12

	All Students				
	Total Tested	Number of students scoring at Level:			
		1	2	3	4
Secondary Level					
English Language Arts	6	0	0	0	6
Mathematics	6	0	0	2	4
Social Studies	6	0	0	2	4
Science	6	0	0	2	4

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Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:			Total Tested	Percentage of students scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2011–12	1220	79%	67%	16%	1046	84%	72%	18%	174	53%	34%	1%
	2010–11	1517	86%	76%	20%	1330	91%	82%	22%	187	56%	35%	5%
	2009–10	906	87%	79%	23%	789	90%	82%	26%	117	68%	55%	3%
Integrated Algebra	2011–12	1077	81%	55%	4%	888	87%	61%	5%	189	57%	24%	1%
	2010–11	1019	84%	65%	5%	866	90%	72%	6%	153	52%	22%	0%
	2009–10	978	81%	66%	4%	844	86%	72%	4%	134	51%	31%	0%
Geometry	2011–12	550	77%	53%	7%	541	77%	53%	7%	9	78%	56%	0%
	2010–11	479	69%	51%	8%	467	70%	51%	8%	12	33%	33%	0%
	2009–10	443	71%	47%	3%	429	71%	48%	3%	14	57%	36%	7%
Algebra 2/Trigonometry	2011–12	343	57%	38%	11%	338	57%	38%	11%	5	40%	0%	0%
	2010–11	315	45%	31%	4%	308	45%	32%	5%	7	29%	14%	0%
	2009–10	343	37%	28%	6%	335	37%	29%	6%	8	13%	13%	13%
Global History and Geography	2011–12	1264	70%	55%	11%	1088	76%	60%	13%	176	34%	21%	0%
	2010–11	1230	66%	52%	9%	1039	72%	57%	10%	191	35%	20%	1%
	2009–10	975	60%	48%	6%	810	65%	54%	7%	165	36%	20%	1%
U.S. History and Government	2011–12	944	74%	62%	16%	821	78%	66%	18%	123	41%	32%	2%
	2010–11	822	80%	70%	14%	724	85%	76%	16%	98	43%	29%	5%
	2009–10	892	80%	70%	16%	776	83%	75%	18%	116	57%	39%	3%
Living Environment	2011–12	1184	79%	57%	6%	982	85%	64%	7%	202	49%	23%	0%
	2010–11	1204	84%	67%	6%	1052	89%	73%	7%	152	51%	29%	3%
	2009–10	889	76%	59%	5%	769	80%	64%	5%	120	45%	28%	2%
Physical Setting/Earth Science	2011–12	470	76%	58%	13%	442	78%	59%	13%	28	57%	39%	7%
	2010–11	452	67%	52%	8%	395	75%	58%	10%	57	12%	5%	0%
	2009–10	357	62%	41%	5%	313	66%	44%	5%	44	30%	23%	5%
Physical Setting/Chemistry	2011–12	232	85%	45%	2%	231	—	—	—	1	—	—	—
	2010–11	184	75%	50%	4%	180	—	—	—	4	—	—	—
	2009–10	255	73%	47%	4%	252	—	—	—	3	—	—	—
Physical Setting/Physics	2011–12	25	60%	40%	8%	25	60%	40%	8%	0	—	—	—
	2010–11	42	57%	50%	0%	41	—	—	—	1	—	—	—
	2009–10	43	49%	33%	5%	43	49%	33%	5%	0	—	—	—

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2 Student Performance

School **LONG ISLAND CITY HIGH SCHOOL**
School ID **34-30-00-01-1450**

District **NEW YORK CITY GEOGRAPHIC DISTRICT**
#30

Regents Competency Tests

		All Students		General-Education Students		Students with Disabilities	
		Total Tested	Percent Passing:	Total Tested	Percent Passing:	Total Tested	Percent Passing:
Mathematics	2011-12	77	27%	2	—	75	—
	2010-11	112	32%	3	—	109	—
	2009-10	138	36%	1	—	137	—
Science	2011-12	96	14%	3	—	93	—
	2010-11	141	23%	2	—	139	—
	2009-10	162	29%	1	—	161	—
Reading	2011-12	56	16%	0	—	56	16%
	2010-11	67	24%	1	—	66	—
	2009-10	43	42%	0	—	43	42%
Writing	2011-12	29	90%	0	—	29	90%
	2010-11	89	83%	1	—	88	—
	2009-10	22	77%	0	—	22	77%
Global Studies	2011-12	69	22%	1	—	68	—
	2010-11	128	28%	3	—	125	—
	2009-10	85	24%	0	—	85	24%
U.S. History and Government	2011-12	58	26%	1	—	57	—
	2010-11	56	27%	1	—	55	—
	2009-10	46	22%	0	—	46	22%

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2 Student Performance

School **LONG ISLAND CITY HIGH SCHOOL**
School ID **34-30-00-01-1450**

District **NEW YORK CITY GEOGRAPHIC DISTRICT**
#30

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	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades K–1)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 2–4)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades 2–4)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Listening and Speaking (Grades 5–6)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
Reading and Writing (Grades 5–6)	2011–12	0					0					0				
	2010–11	0					0					0				
	2009–10	0					0					0				
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	381	4%	26%	25%	45%	284	5%	31%	25%	40%	97	1%	12%	25%	62%
	2010–11	354	2%	24%	31%	44%	295	2%	25%	28%	45%	59	2%	17%	44%	37%
	2009–10	375	3%	23%	25%	48%	301	4%	24%	24%	49%	74	3%	22%	31%	45%
Reading and Writing (Grades 9–12)	2011–12	381	10%	42%	30%	18%	284	11%	39%	30%	20%	97	6%	52%	30%	12%
	2010–11	354	8%	46%	31%	15%	295	7%	44%	32%	17%	59	10%	56%	31%	3%
	2009–10	375	11%	50%	25%	14%	301	9%	48%	27%	16%	74	19%	57%	18%	7%

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3 Student Outcomes

School **LONG ISLAND CITY HIGH SCHOOL**
School ID **34-30-00-01-1450**

District **NEW YORK CITY GEOGRAPHIC DISTRICT
#30**

High School Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates	Number of Students	Percentage of Graduates
Total Graduates	2011–12	484		453		31	
	2010–11	616		581		35	
	2009–10	556		507		49	
Receiving a Regents Diploma	2011–12	427	88%	414	91%	13	42%
	2010–11	536	87%	521	90%	15	43%
	2009–10	461	83%	436	86%	25	51%
Receiving a Regents Diploma with Advanced Designation	2011–12	49	10%	48	11%	1	3%
	2010–11	83	13%	82	14%	1	3%
	2009–10	114	21%	114	22%	0	0%
Receiving an Individualized Education Program (IEP) Diploma	2011–12	8	N/A	0		8	N/A
	2010–11	18	N/A	0		18	N/A
	2009–10	21	N/A	0		21	N/A

NOTE

Students receiving Regents diplomas and Regents diplomas with advanced designation are considered graduates; recipients of IEP diplomas are not.

High School Non-completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Dropped Out	2011–12	207	6%	181	6%	26	5%
	2010–11	196	6%	154	5%	42	9%
	2009–10	200	6%	154	5%	46	10%
Entered Approved High School Equivalency Preparation Program	2011–12	33	1%	26	1%	7	1%
	2010–11	26	1%	22	1%	4	1%
	2009–10	33	1%	23	1%	10	2%
Total Non-completers	2011–12	240	7%	207	7%	33	7%
	2010–11	222	6%	176	6%	46	10%
	2009–10	233	7%	177	6%	56	12%

Post-secondary Plans of 2011–12 Completers

		All Students		General-Education Students		Students with Disabilities	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
To 4-year College		165	34%	163	36%	2	5%
To 2-year College		187	38%	172	38%	15	38%
To Other Post-secondary		16	3%	7	2%	9	23%
To the Military		5	1%	5	1%	0	0%
To Employment		39	8%	38	8%	1	3%
To Adult Services		0	0%	0	0%	0	0%
To Other Known Plans		4	1%	4	1%	0	0%
Plan Unknown		76	15%	64	14%	12	31%