



The New York State School Report Card

**Accountability
and Overview Report
2005 – 06**

School **I.S. 2 GEORGE L. EGBERT**
District **NEW YORK CITY GEOGRAPHIC
DISTRICT #31**
School ID **353100010002**
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Grades **6-8, UE, US**

This School's Report Card

The New York State School 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 the school's status under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the school report card on a school'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 intervention services.

Use this report to:

1

Get School Profile information.

This section shows comprehensive data relevant to this school's learning environment.

2

Review School Accountability Status.

This section indicates whether a school made adequate yearly progress (AYP) and identifies schools in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as schools requiring academic progress and subject to interventions under Commissioner's Regulations.

3

Review an Overview of School Performance.

This section has information about the school's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

For more information:

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

School Profile

This section shows comprehensive data relevant to this school's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2003-04	2004-05	2005-06
Pre-K	0	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	322	299	275
Ungraded Elementary	24	23	31
Grade 7	340	303	296
Grade 8	341	340	308
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	54	51	58
Total K-12	1081	1016	968

Average Class Size

	2003-04	2004-05	2005-06
Common Branch			
Grade 8			
English	30	31	31
Mathematics	28	31	31
Science	23	27	31
Social Studies		28	31
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 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 enrollment. Students classified by schools as "pre-first" are included in first grade counts.

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

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	466	43%	419	41%	425	44%
Reduced-Price Lunch	148	14%	157	15%	149	15%
Student Stability*		90%		93%		95%
Limited English Proficient	53	5%	56	6%	59	6%
Racial/Ethnic Origin						
American Indian or Alaska Native	3	0%	2	0%	4	0%
Black or African American	68	6%	56	6%	60	6%
Hispanic or Latino	205	19%	199	20%	197	20%
Asian or Native Hawaiian/Other Pacific Islander	73	7%	76	7%	74	8%
White	732	68%	683	67%	633	65%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		91%		91%		90%
Student Suspensions	27	N/A	88	8%	94	9%

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. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category. *Student Stability* is the percentage of students in the highest grade in a school who were also enrolled in that school at any time during the previous school year. (For example, if School A, which serves Grades 6-8, has 100 students enrolled in Grade 8 this year, and 92 of those 100 students were also enrolled in School A last year, the stability rate for the school is 92 percent.)

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school's total actual attendance by the total possible attendance for a school year. A school's actual attendance is the sum of the number of students in attendance on each day the school 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 was open during the school year. *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.

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	82	247	209
Percent Not Taught by Highly Qualified Teachers	18%	25%	17%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	2	1	1
Percent with No Valid Teaching Certificate	3%	2%	2%
Individuals Teaching Out of Certification			
Number of Teachers	6	13	11
Percentage of Total	9%	20%	17%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate	40%	33%	35%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	65	67	68
Total Other Professional Staff	6	8	8
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	3	3	3
Principals	1	1	1

* Not available at the school level.

Teacher Qualifications Information

To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. The number of *Individuals Teaching Out of Certification* is the number doing so more than on an incidental basis; that is, teaching for five or fewer periods per week outside certification.

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. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: www.emsc.nysed.gov/irts/accountability/home.shtml



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2005–06 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. At the secondary level, the PI of each group in the 2002 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must meet the qualification for Safe Harbor.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2001 graduation-rate cohort earning a local diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The secondary-level AMO will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

$$2005-06 \text{ PI} + (200 - \text{the } 2005-06 \text{ PI}) \times 0.10$$

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target's proportion of the 2004–05 AMO.

Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your School Accountability Status

The list below defines the school status categories applied to each accountability measure under New York State's accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for schools at the elementary/middle level are English language arts (ELA), mathematics, and science; at the secondary level, they are ELA, mathematics, and graduation rate. A school may be assigned a different status for different accountability measures. The overall status of a school is the status assigned to the school for the accountability measure with the most advanced designation in the hierarchy. If the school receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the school is in good standing under Title I but identified as SRAP under the State hierarchy. A school that does not receive Title I funding in a school year does not have a federal status in that year; however, all schools receive a state status even if they do not receive Title I funding. Schools in improvement status under Title I must provide school choice for their students; those in need of improvement in year 2 and beyond must also provide Supplemental Education Services to eligible students. Other consequences for schools not in good standing can be found at: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

Federal Title I Status

(Applies to all New York State schools receiving Title I funds)

New York State Status

(Applies to all New York State public schools)

▲ School in Good Standing

A school is considered to be in good standing if it has not been identified as a School in Need of Improvement, in Corrective Action, Planning for Restructuring, Restructuring, Requiring Academic Progress, or as a School Under Registration Review.

▲ School in Need of Improvement (Year 1)

A school that has not made AYP on the same accountability measure for two consecutive years while receiving Title I funds is considered a School in Need of Improvement (Year 1) for the following year.

■ School Requiring Academic Progress (Year 1)

A school that has not made AYP on the same accountability measure for two consecutive years is considered a School Requiring Academic Progress (Year 1) for the following year.

▲ School in Need of Improvement (Year 2)

A School in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a School in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

■ School Requiring Academic Progress (Year 2)

A School Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a School Requiring Academic Progress (Year 2) for the following year.

▲ School in Corrective Action

A School in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a School in Corrective Action for the following year, if it continues to receive Title I funds.

■ School Requiring Academic Progress (Year 3)

A School Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a School Requiring Academic Progress (Year 3) for the following year.

▲ School Planning for Restructuring

A School in Corrective Action that does not make AYP on the accountability measure for which it was identified is considered a School Planning for Restructuring for the following year, if it continues to receive Title I funds.

■ School Requiring Academic Progress (Year 4)

A School Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a School Requiring Academic Progress (Year 4) for the following year.

▲ School Restructuring (Year 1)

A School Planning for Restructuring that does not make AYP on the accountability measure for which it was identified is considered a School Restructuring (Year 1) for the following year, if it continues to receive Title I funds.

■ School Requiring Academic Progress (Year 5 and above)

A School Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a School Requiring Academic Progress (Year 5 and above) for the following year.

▲ School Restructuring (Year 2)


A School Restructuring (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a School Restructuring (Year 2) for the following year, if it continues to receive Title I funds.


Summary

Overall Accountability Status (2006–07)

Improvement (Year 2)

Elementary/Middle Level

 ELA  Improvement (Year 2)

 Math  Improvement (Year 1)

 Science  Good Standing

Secondary Level

ELA

Math

Graduation Rate

Title I Part A Funding

Years the School Received Title I Part A Funding

2004–05

YES





















2005–06

YES




2006–07

YES

On which accountability measures did this school make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?








Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native	–	–				
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject	 6 of 8	 8 of 8	 1 of 1			

AYP Status







-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

Federal

- Good Standing 
- Improvement (Year 1) 
- Improvement (Year 2) 
- Corrective Action 
- Planning for Restructuring 
- Restructuring (Year 1) 
- Restructuring (Year 2 & Above) 

State

- Good Standing 
- Requiring Academic Progress (Year 1) 
- Requiring Academic Progress (Year 2) 
- Requiring Academic Progress (Year 3) 
- Requiring Academic Progress (Year 4) 
- Requiring Academic Progress (Year 5 & Above) 

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2006–07)



Improvement (Year 2)

Accountability Measures

6 of 8

Student groups making AYP in English Language Arts



Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this school must make AYP in this measure for two consecutive years. If this school fails to make AYP in 2006-07, the school will be In Corrective Action in 2007-08. If this school makes AYP in 2006-07, the school will remain In Need of Improvement (Year 2) in 2007-08. [105]

How did students in each accountability group perform on elementary/middle-level English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06	2006–07
All Students (962:921)	✓	✓	98%	✓	138	118		
Ethnicity								
American Indian or Alaska Native (3:3)	–	–	–	–	–	–		
Black or African American (61:56)	✓	✓	95%	✓	113	109		
Hispanic or Latino (198:190)	✓	✓	98%	✓	124	114		
Asian or Native Hawaiian/Other Pacific Islander (72:70)	✓	✓	100%	✓	149	111		
White (628:602)	✓	✓	98%	✓	144	118		
Other Groups								
Students with Disabilities ⁴ (167:156)	✗	✓	98%	✗	67	114	94	80
Limited English Proficient (57:53)	✗	✓	98%	✗	96	109	109	106
Economically Disadvantaged (463:447)	✓	✓	99%	✓	146	117		
Final AYP Determination	✗ 6 of 8							

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For schools with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For schools with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the school failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the school is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

- ✓ Made AYP
- ✓SH Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2006–07)



Improvement (Year 1)

Accountability Measures

8 of 8

Student groups making AYP in Mathematics



Made AYP

Prospective Status

To be removed from improvement status in Mathematics, this school must make AYP in this measure for two consecutive years. If this school fails to make AYP in 2006-07, the school will be In Need of Improvement (Year 2) in 2007-08. If this school makes AYP in 2006-07, the school will be in good standing in 2007-08. [110]

How did students in each accountability group perform on elementary/middle-level Mathematics accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (960:913)	✓	✓	99%	✓	134	82	
Ethnicity							
American Indian or Alaska Native (3:3)	–	–	–	–	–	–	–
Black or African American (62:58)	✓	✓	100%	✓	103	73	
Hispanic or Latino (194:185)	✓	✓	98%	✓	122	78	
Asian or Native Hawaiian/Other Pacific Islander (72:70)	✓	✓	99%	✓	171	75	
White (629:597)	✓	✓	98%	✓	137	82	
Other Groups							
Students with Disabilities ⁴ (164:150)	✓ ^{SH}	✓	96%	✓ ^{SH}	59	78	43 73
Limited English Proficient (56:53)	✓	✓	98%	✓	92	73	
Economically Disadvantaged (464:443)	✓	✓	99%	✓	142	81	
Final AYP Determination	✓ 8 of 8						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For schools with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For schools with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the school failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the school is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level Science

Accountability Status
for This Subject
(2006–07)

Good Standing

Accountability Measures

1 of 1

Student groups making AYP in Science



Made AYP

Prospective Status

This school will be in good standing in 2007-08. [101]

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives		
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06	2006–07
All Students (329:312)	✓	Qualified	✓	98%	✓	139	100		
Ethnicity									
American Indian or Alaska Native (0:0)									
Black or African American (26:25)		–	–	–	–	–	–		–
Hispanic or Latino (49:47)		Qualified	✓	100%	✓	123	100		
Asian or Native Hawaiian/Other Pacific Islander (33:31)		–	–	–	✓	155	100		
White (221:209)		Qualified	✓	98%	✓	143	100		
Other Groups									
Students with Disabilities (48:42)		Qualified	✓	90%	✓	60	100	1	61
Limited English Proficient (16:16)		–	–	–	–	–	–		–
Economically Disadvantaged (163:155)		Qualified	✓	100%	✓	152	100		
Final AYP Determination	✓	1 of 1							

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP





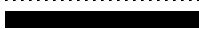




Insufficient Number of Students to Determine AYP Status

School **I.S. 2 GEORGE L. EGBERT** District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

Summary of 2005–06 School Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3		Total Tested
	0%	50%	100%
English Language Arts			
Grade 6	48%		295
Grade 7	50%		312
Grade 8	45%		315
Mathematics			
Grade 6	56%		305
Grade 7	52%		319
Grade 8	42%		322
Science			
Grade 8	52%		324

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.emsc.nysed.gov/irts.

In this section, this school's performance is compared with that of similar schools.

What are Similar Schools?

Within each N/RC category, the Department identifies Similar Schools: schools that serve similar students and have similar resources. Each school report card compares the school's performance with that of similar schools. The following factors are considered in grouping schools: a) the grade level served by the school and b) rates of student poverty and limited English proficiency. Student poverty levels are indicated by determining the percentage of children in each school who participate in the free-lunch program. By combining these factors, a measure of student need is created and used to place schools into relatively low (lowest quartile), relatively high (highest quartile), and typical (mid-range) groups.

This School's Similar Schools

Group: 19

All schools in this group are New York City middle level schools. The schools in this group are in the lower range of student needs for middle level schools in this district.

School **I.S. 2 GEORGE L. EGBERT** District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

This School's Results in Grade 4 English Language Arts

This School

Percentage scoring at level(s):

2-4

3-4

4

Similar Schools

Percentage scoring at level(s):

2-4

3-4

4

Range:

100%

Number of Students:

Results by Student Group

2005-06 School Year

Total
Tested

Percentage scoring at level(s):
2-4 3-4 4

2004-05 School Year

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

Small Group Totals

General-Education Students

Students with Disabilities

English Proficient

Limited English Proficient

Economically Disadvantaged

Not Disadvantaged

Migrant

Not Migrant

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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Other Assessments

2005-06 School Year

Total
Tested

Number scoring at level(s):
2-4 3-4 4

2004-05 School Year

Total
Tested

Number scoring at level(s):
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

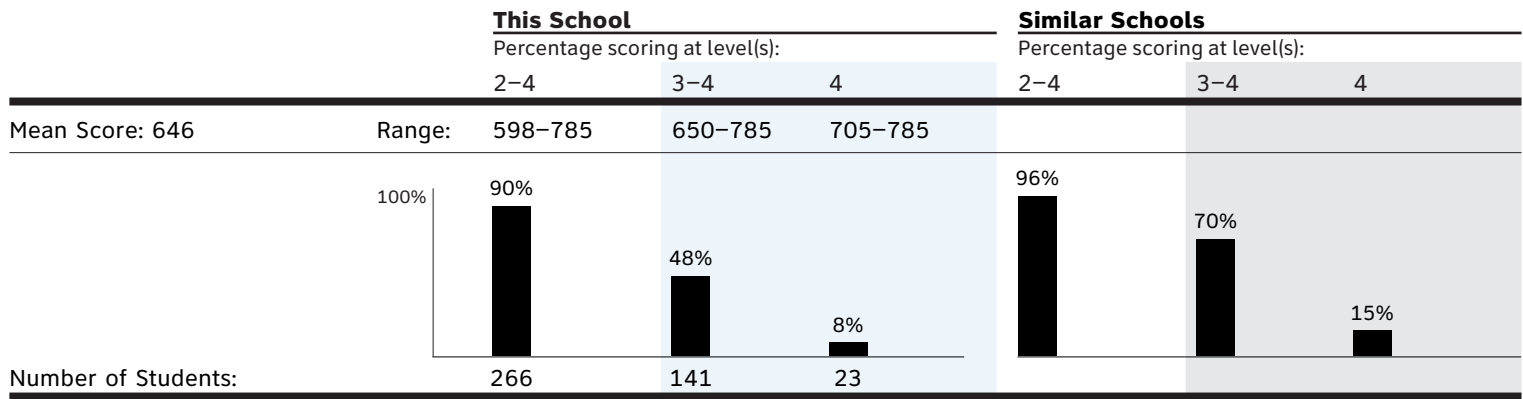
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† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

School **I.S. 2 GEORGE L. EGBERT** District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

This School's Results in Grade 6 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 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	295	90%	48%	8%				
Female	154	93%	55%	9%				
Male	141	87%	40%	6%				
American Indian or Alaska Native								
Black or African American	23	91%	30%	0%				
Hispanic or Latino	74	84%	38%	7%				
Asian or Native Hawaiian/Other Pacific Islander	18	89%	44%	11%				
White	180	93%	54%	9%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	238	97%	57%	10%				
Students with Disabilities	57	61%	9%	0%				
English Proficient	285	91%	49%	8%				
Limited English Proficient	10	60%	10%	0%				
Economically Disadvantaged	145	95%	47%	7%				
Not Disadvantaged	150	85%	49%	9%				
Migrant								
Not Migrant	295	90%	48%	8%				

NOTES

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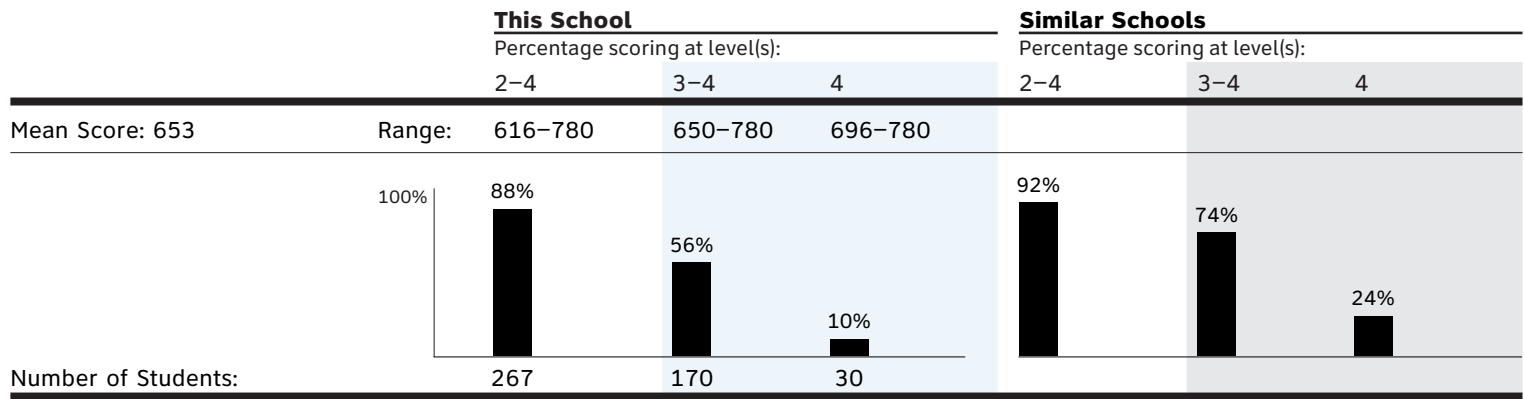
Other Assessments

	2005-06 School Year				2004-05 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 6 Equivalent	0				This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	6	5	4	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

School **I.S. 2 GEORGE L. EGBERT** District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

This School's Results in Grade 6 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 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	305	88%	56%	10%				
Female	155	90%	57%	13%				
Male	150	85%	54%	7%				
American Indian or Alaska Native								
Black or African American	25	88%	40%	0%				
Hispanic or Latino	74	78%	47%	4%				
Asian or Native Hawaiian/Other Pacific Islander	20	100%	75%	25%				
White	186	90%	59%	12%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	248	93%	65%	12%				
Students with Disabilities	57	63%	16%	0%				
English Proficient	288	88%	57%	10%				
Limited English Proficient	17	82%	35%	0%				
Economically Disadvantaged	153	91%	54%	7%				
Not Disadvantaged	152	84%	57%	13%				
Migrant								
Not Migrant	305	88%	56%	10%				

NOTES

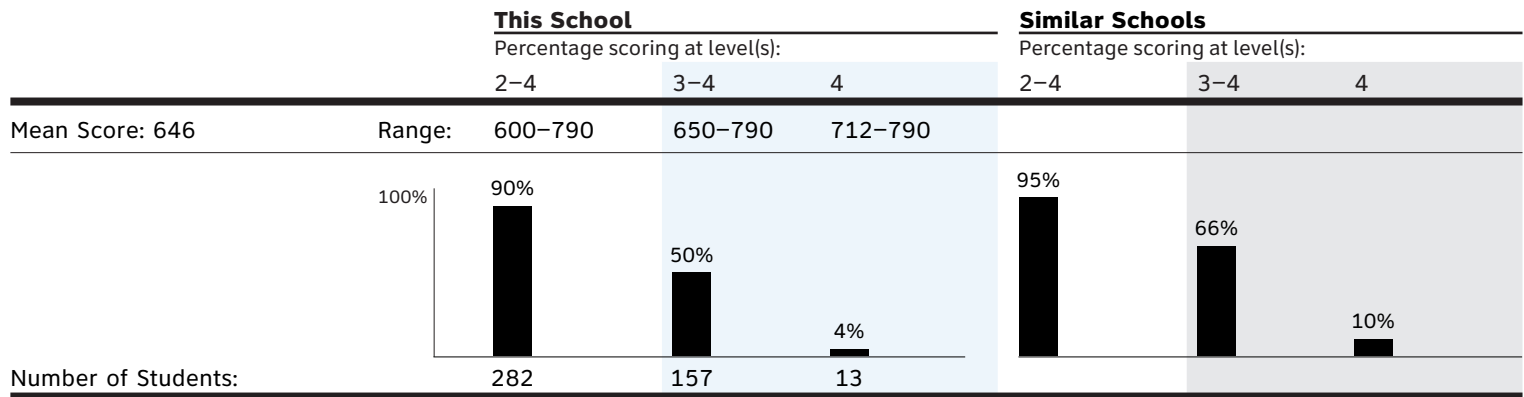
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Other Assessments

	2005-06 School Year				2004-05 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 6 Equivalent	0				This test was not given in 2004-05.			

School **I.S. 2 GEORGE L. EGBERT** District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

This School's Results in Grade 7 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 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	312	90%	50%	4%				
Female	139	94%	55%	7%				
Male	173	87%	46%	2%				
American Indian or Alaska Native	3	—	—	—				
Black or African American	9	—	—	—				
Hispanic or Latino	69	86%	43%	3%				
Asian or Native Hawaiian/Other Pacific Islander	20	95%	65%	10%				
White	211	92%	54%	4%	This test was not given in 2004-05.			
Small Group Totals	12	83%	8%	0%				
General-Education Students	255	96%	59%	5%				
Students with Disabilities	57	63%	11%	0%				
English Proficient	295	93%	52%	4%				
Limited English Proficient	17	47%	24%	0%				
Economically Disadvantaged	144	97%	56%	3%				
Not Disadvantaged	168	85%	45%	5%				
Migrant								
Not Migrant	312	90%	50%	4%				

NOTES

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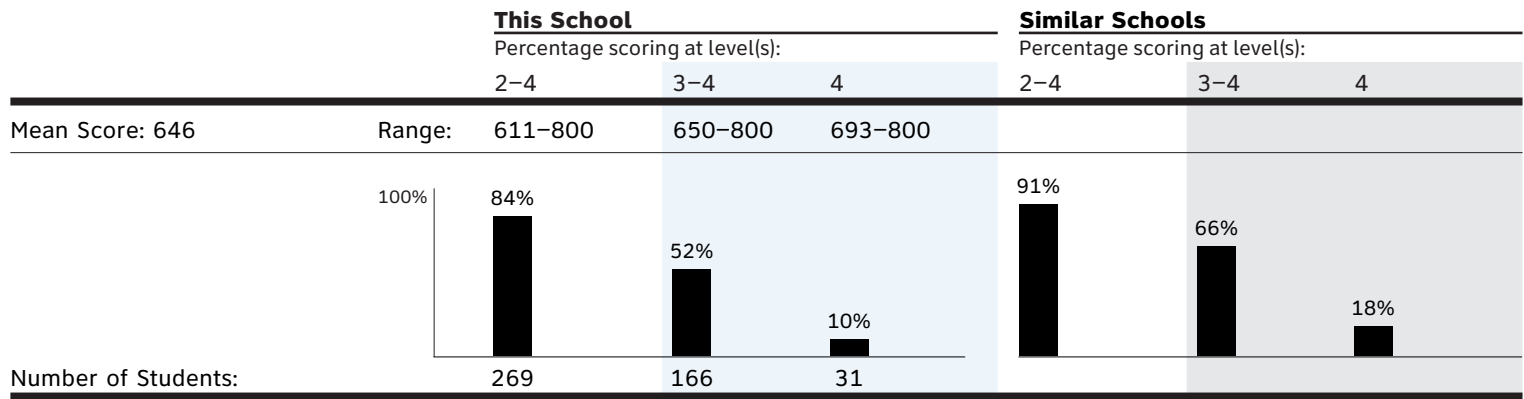
Other Assessments

	2005-06 School Year				2004-05 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 7 Equivalent	0				This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	8	5	4	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

School **I.S. 2 GEORGE L. EGBERT** District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

This School's Results in Grade 7 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 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	319	84%	52%	10%				
Female	142	85%	53%	14%				
Male	177	84%	51%	6%				
American Indian or Alaska Native	3	—	—	—				
Black or African American	10	—	—	—				
Hispanic or Latino	72	81%	38%	4%				
Asian or Native Hawaiian/Other Pacific Islander	19	100%	84%	26%				
White	215	87%	56%	11%	This test was not given in 2004-05.			
Small Group Totals	13	46%	15%	0%				
General-Education Students	264	93%	61%	11%				
Students with Disabilities	55	44%	11%	2%				
English Proficient	297	86%	54%	10%				
Limited English Proficient	22	64%	27%	0%				
Economically Disadvantaged	149	92%	56%	6%				
Not Disadvantaged	170	78%	49%	13%				
Migrant								
Not Migrant	319	84%	52%	10%				

NOTES

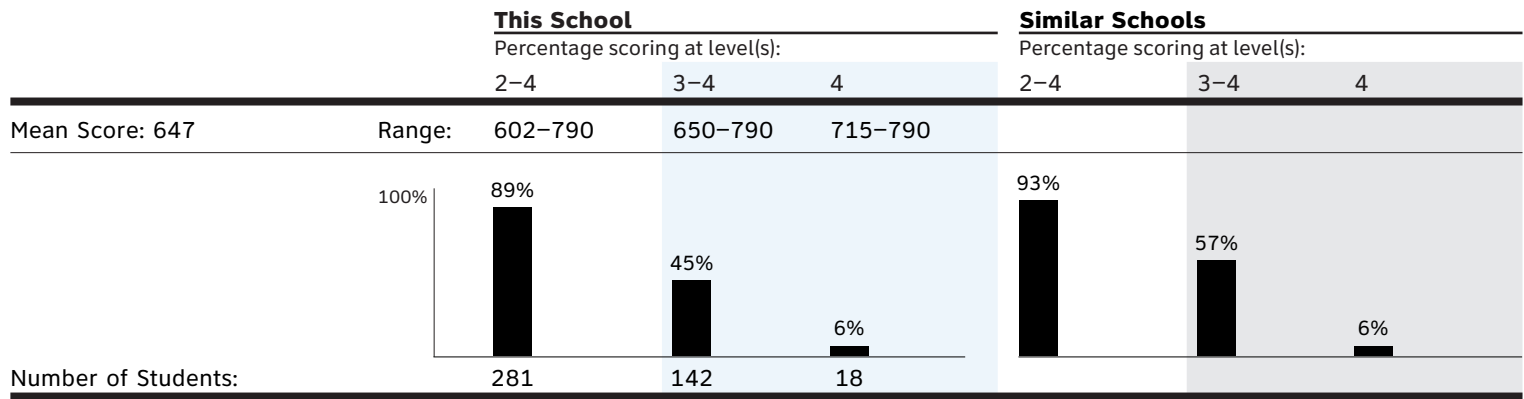
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Other Assessments

	2005-06 School Year				2004-05 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 7 Equivalent	0				This test was not given in 2004-05.			

School **I.S. 2 GEORGE L. EGBERT** District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

This School's Results in Grade 8 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 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	315	89%	45%	6%				
Female	146	94%	54%	7%				
Male	169	85%	37%	5%				
American Indian or Alaska Native								
Black or African American	26	77%	38%	4%				
Hispanic or Latino	46	87%	33%	2%				
Asian or Native Hawaiian/Other Pacific Islander	30	97%	50%	7%				
White	213	90%	48%	7%				
Small Group Totals								
General-Education Students	267	96%	53%	7%				
Students with Disabilities	48	52%	2%	0%				
English Proficient	308	90%	46%	6%				
Limited English Proficient	7	71%	14%	0%				
Economically Disadvantaged	154	96%	51%	6%				
Not Disadvantaged	161	83%	40%	5%				
Migrant								
Not Migrant	315	89%	45%	6%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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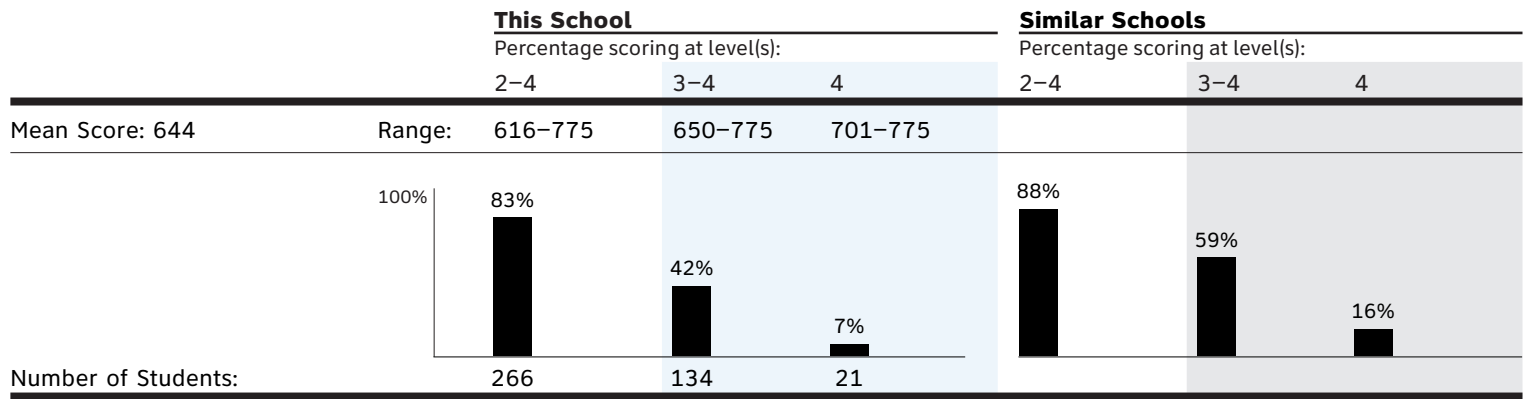
Other Assessments

	2005-06 School Year				2004-05 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 8 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	9	6	6	N/A	15	10	6	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

School **I.S. 2 GEORGE L. EGBERT** District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

This School's Results in Grade 8 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 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	322	83%	42%	7%				
Female	151	86%	48%	7%				
Male	171	80%	36%	6%				
American Indian or Alaska Native								
Black or African American	27	70%	26%	0%				
Hispanic or Latino	45	80%	38%	0%				
Asian or Native Hawaiian/Other Pacific Islander	32	97%	66%	19%				
White	218	83%	41%	7%				
Small Group Totals								
General-Education Students	277	90%	48%	8%				
Students with Disabilities	45	40%	0%	0%				
English Proficient	305	84%	43%	7%				
Limited English Proficient	17	59%	18%	0%				
Economically Disadvantaged	159	89%	47%	8%				
Not Disadvantaged	163	76%	36%	6%				
Migrant								
Not Migrant	322	83%	42%	7%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

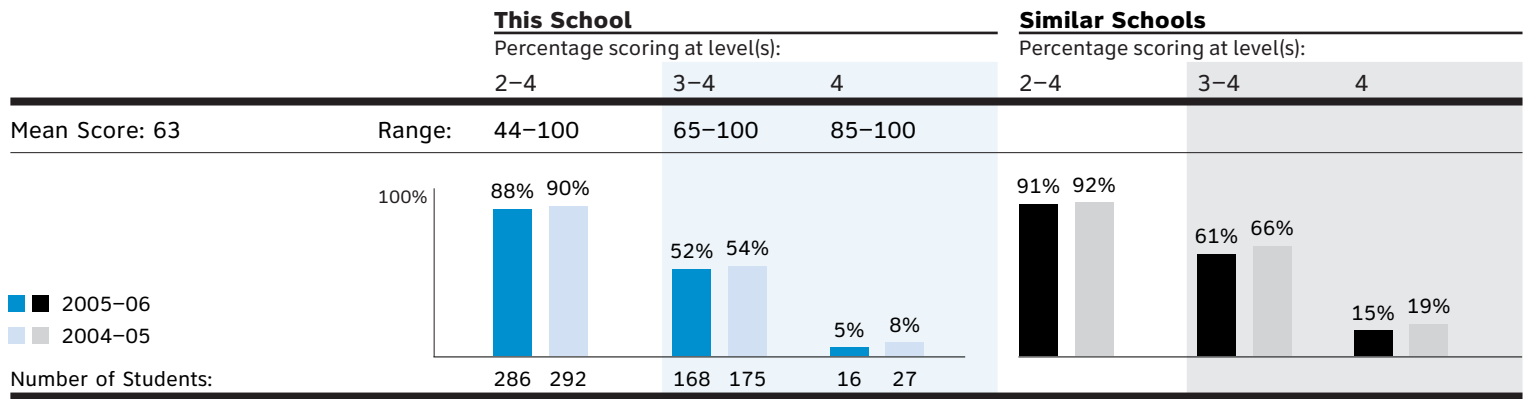
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Other Assessments

	2005-06 School Year				2004-05 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 8 Equivalent	0				0			

School **I.S. 2 GEORGE L. EGBERT** District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

This School's Results in Grade 8 Science



Results by Student Group

	2005-06 School Year				2004-05 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	324	88%	52%	5%	325	90%	54%	8%
Female	152	90%	51%	3%	172	91%	56%	8%
Male	172	87%	52%	7%	153	89%	52%	9%
American Indian or Alaska Native								
Black or African American	26	77%	42%	0%	18	67%	28%	0%
Hispanic or Latino	49	80%	45%	0%	70	89%	51%	4%
Asian or Native Hawaiian/Other Pacific Islander	33	97%	58%	6%	22	95%	73%	18%
White	216	90%	54%	6%	215	92%	55%	9%
Small Group Totals								
General-Education Students	281	94%	58%	6%	277	94%	60%	10%
Students with Disabilities	43	53%	9%	0%	48	69%	19%	0%
English Proficient	307	90%	54%	5%	304	92%	57%	9%
Limited English Proficient	17	65%	12%	0%	21	62%	5%	5%
Economically Disadvantaged	163	94%	58%	5%	256	89%	50%	7%
Not Disadvantaged	161	83%	45%	5%	69	94%	67%	12%
Migrant								
Not Migrant	324	88%	52%	5%	325	90%	54%	8%

NOTES

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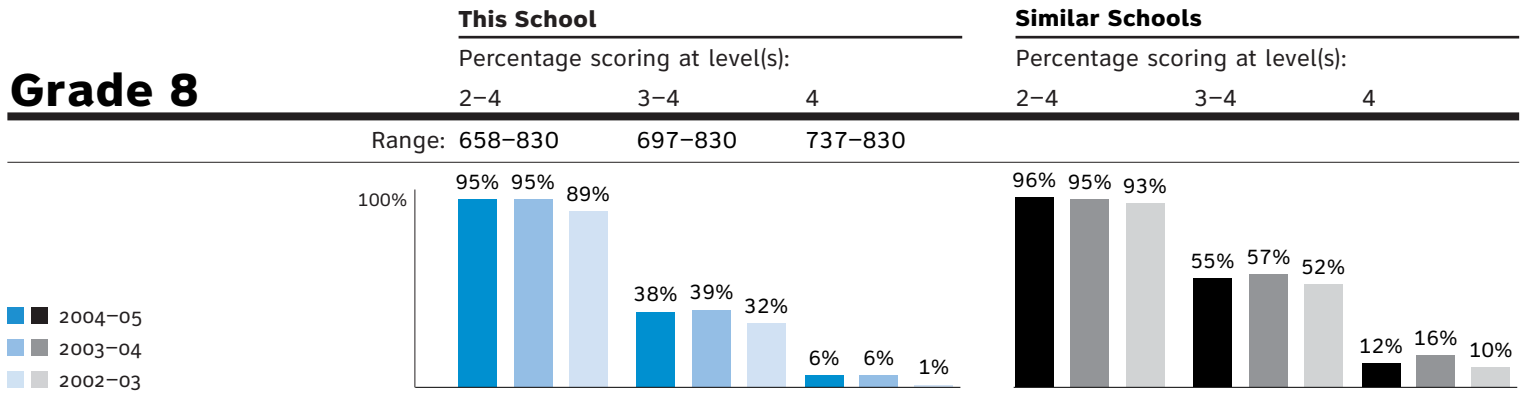
Other Assessments

	2005-06 School Year				2004-05 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 8 Equivalent	0				0			
Regents Science	0				0			

School **I.S. 2 GEORGE L. EGBERT** District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

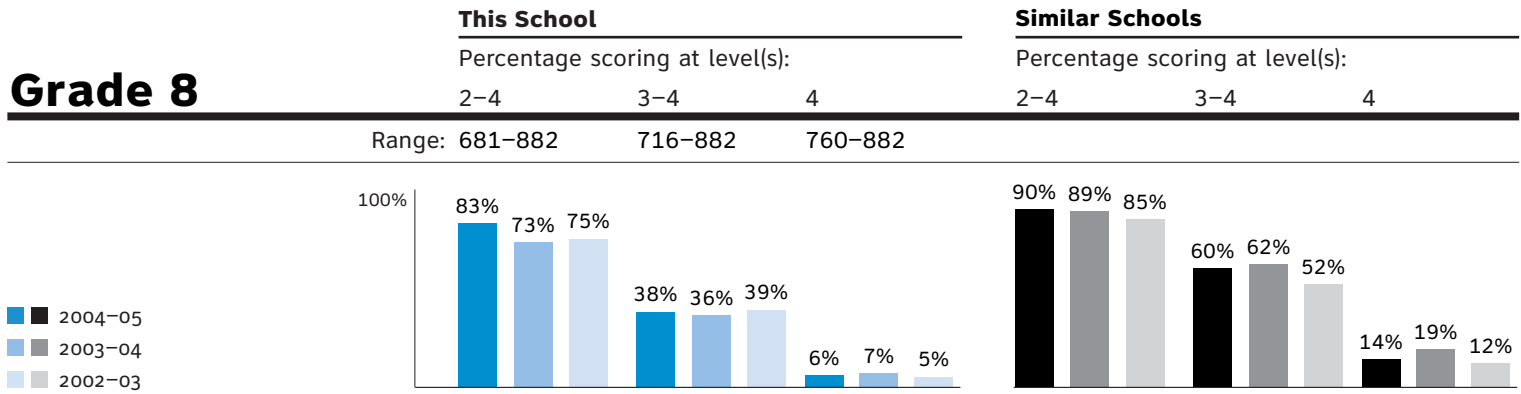


Number of students scoring at each performance level:						
Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	16	196	111	19	342	693
Jan 2004	19	191	115	22	347	693
Jan 2003	42	224	118	5	389	684

School **I.S. 2 GEORGE L. EGBERT** District **NEW YORK CITY GEOGRAPHIC DISTRICT #31**

Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.



Number of students scoring at each performance level:						
Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	60	155	109	22	346	706
May 2004	97	136	105	26	364	700
May 2003	101	148	137	21	407	702