The New York State School Report Card

Accountability and Overview Report 2006 – 07

School **PS 129 TWINS PARKS UPPER SCHOOL**
District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**
School ID **32-12-00-01-0129**
Principal **YVETTE BEASLEY**
Telephone **(718) 933-5976**
Grades **4, 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 **PS 129 TWINS PARKS UPPER SCHOOL**
School ID **32-12-00-01-0129**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

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

	2004–05	2005–06	2006–07
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	0	64	110
Ungraded Elementary	0	1	23
Grade 7	269	227	141
Grade 8	222	217	198
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	40	58	43
Total K–12	531	567	515

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

	2004–05	2005–06	2006–07
Common Branch		28	27
Grade 8			
English	33	25	26
Mathematics		27	24
Science	23	28	24
Social Studies	33	28	25
Grade 10			
English			
Mathematics			
Science			
Social Studies			

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.

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District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

Demographic Factors

	2004–05		2005–06		2006–07	
	#	%	#	%	#	%
Eligible for Free Lunch	384	72%	557	98%	557	108%
Reduced-Price Lunch	22	4%	6	1%	6	1%
Student Stability*		87%		88%		83%
Limited English Proficient	72	14%	86	15%	91	18%
Racial/Ethnic Origin						
American Indian or Alaska Native	2	0%	3	1%	3	1%
Black or African American	228	43%	211	37%	177	34%
Hispanic or Latino	297	56%	348	61%	330	64%
Asian or Native Hawaiian/Other Pacific Islander	2	0%	1	0%	2	0%
White	2	0%	4	1%	3	1%
Multiracial**	N/A	N/A	N/A	N/A	0	0%

* Not available at the district level.
** Multiracial enrollment data were not collected statewide in the 2004-05 and 2005-06 school years.

Attendance and Suspensions

	2003–04		2004–05		2005–06	
	#	%	#	%	#	%
Annual Attendance Rate		88%		84%		83%
Student Suspensions	32	6%	34	6%	35	6%

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.

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Teacher Qualifications

	2004–05	2005–06	2006–07
Total Number of Teachers	32	36	30
Percent with No Valid Teaching Certificate	13%	8%	17%
Percent Teaching Out of Certification	47%	25%	27%
Percent with Fewer Than Three Years of Experience	9%	31%	30%
Percentage with Master's Degree Plus 30 Hours or Doctorate	19%	17%	17%
Total Number of Core Classes*	N/A	93	75
Percent Not Taught by Highly Qualified Teachers	N/A	22%	25%
Total Number of Classes	77	114	103
Percent Taught by Teachers Without Appropriate Certification	44%	23%	24%

* Data for 2004–05 were not weighted, so are not shown.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on 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. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. 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.

Teacher Turnover Rate

	2003–04	2004–05	2005–06
Turnover Rate of Teachers with Fewer than Five Years of Experience	23%	13%	23%
Turnover Rate of All Teachers	28%	23%	29%

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year that 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

	2004–05	2005–06	2006–07
Total Other Professional Staff	4	4	6
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	4	3	3
Principals	1	1	1

* Not available at the school level.

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.

2 School Accountability

School **PS 129 TWINS PARKS UPPER SCHOOL**
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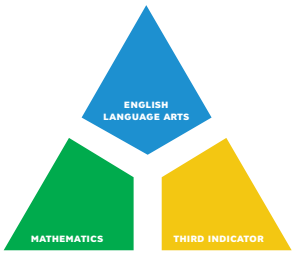
District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

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 2006–07, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals 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 2006–07 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. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2003 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 qualify for Safe Harbor using the third indicator, science or graduation rate.

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 2002 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2006 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 2002 graduation-rate cohort earning a local diploma by August 31, 2006 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

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Useful Terms for Understanding Accountability

Accountability Cohort for English and Mathematics

The 2003 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2003–04 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2003–04 school year, who were enrolled on October 4, 2006 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2007, are not included in the 2003 school accountability cohort. The 2003 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 AMOs for each grade level 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**.

Graduation-Rate Cohort

This term is defined on the graduation-rate accountability page.

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 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

100 × [(Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Continuously Enrolled Tested Students]

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

100 × [(Count of Cohort Members Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Cohort Members]

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 2006–07 safe harbor targets were calculated using the following equation:

2005–06 PI + (200 – the 2005–06 PI) × 0.10

Science Progress Target

The elementary/middle-level 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2006–07.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2006–07, 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.

2 School Accountability

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District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

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 (except charter 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)

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

New York State Status

(Applies to all New York State public schools except charter schools)

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 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 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 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 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.

Pending – A school's status is "Pending" if the school requires special evaluation procedures and they have not yet been completed.

2 School Accountability

School **PS 129 TWINS PARKS UPPER SCHOOL**
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

Summary

Overall Accountability Status (2007–08)

Restructuring (Year 1)

Elementary/Middle Level		Secondary Level
ELA	Restructuring (Year 1)	ELA
Math	Good Standing	Math
Science	Good Standing	Graduation Rate

Title I Part A Funding

Years the School Received Title I Part A Funding		
2005–06	**2006–07**	**2007–08**
YES	YES	YES

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

	Elementary/Middle Level			Secondary Level		
Student Groups	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	–	–				
Multiracial	–	–				
Other Groups						
Students with Disabilities	✗	✓				
Limited English Proficient	✗	✓				
Economically Disadvantaged	✗	✓				
Student groups making AYP in each subject	✗ 0 of 6	✓ 6 of 6	✗ 0 of 1			

AYP Status

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

Accountability Status Levels

Federal	State
Good Standing	Good Standing
Improvement (Year 1)	Requiring Academic Progress (Year 1)
Improvement (Year 2)	Requiring Academic Progress (Year 2)
Corrective Action	Requiring Academic Progress (Year 3)
Planning for Restructuring	Requiring Academic Progress (Year 4)
Restructuring (Year 1)	Requiring Academic Progress (Year 5 & Above)
Restructuring (Year 2 & Above)	

Pending – Requires Special Evaluation

2 School Accountability

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District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2007–08)	^	Restructuring (Year 1)
Accountability Measures	0 of 6	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 2007-08, the school will be Restructuring (Year 2) in 2008-09. If this school makes AYP in 2007-08, the school will remain Restructuring (Year 1) in 2008-09. [108]

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

Student Group (Total: Continuous Enrollment)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2006–07	Safe Harbor Target 2007–08
All Students (484:443)	✘	✔	98%	✘	105	117	105‡	115
Ethnicity								
American Indian or Alaska Native (2:2)	–	–	–	–	–	–		–
Black or African American (169:155)	✘	✔	99%	✘	109	114	113‡	118
Hispanic or Latino (305:281)	✘	✔	97%	✘	103	116	99‡	113
Asian or Native Hawaiian/Other Pacific Islander (2:2)	–	–	–	–	–	–		–
White (4:3)	–	–	–	–	–	–		–
Multiracial (2:0)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities[4] (98:93)	✘	✔	98%	✘	75	112	77	88
Limited English Proficient[5] (86:85)	✘	✔	98%	✘	79	111	88	91
Economically Disadvantaged (484:443)	✘	✔	98%	✘	105	117	110‡	115
Final AYP Determination	✘ 0 of 6							

AYP Status

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

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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and PIs. For schools with 30 or more continuously enrolled students in the All Students group in 2006–07, 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.

5 If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

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

2 School Accountability

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District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2007–08)	^	Good Standing
Accountability Measures	6 of 6	Student groups making AYP in Mathematics
	✔	Made AYP
Prospective Status		This school will be in good standing in 2008-09. [101]

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

Student Group (Total: Continuous Enrollment)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2006–07	Safe Harbor Target 2007–08
All Students (488:444)	✔	✔	97%	✔	102	81		
Ethnicity								
American Indian or Alaska Native (2:2)	–	–	–	–	–	–		–
Black or African American (171:152)	✔	✔	98%	✔	105	78		
Hispanic or Latino (307:284)	✔	✔	97%	✔	101	80		
Asian or Native Hawaiian/Other Pacific Islander (2:2)	–	–	–	–	–	–		–
White (4:3)	–	–	–	–	–	–		–
Multiracial (2:1)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities[4] (97:93)	✔	✔	98%	✘	57	76	67	71
Limited English Proficient[5] (87:93)	✔	✔	98%	✔	82	76		
Economically Disadvantaged (488:444)	✔	✔	97%	✔	102	81		
Final AYP Determination	✔ 6 of 6							

AYP Status

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

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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and PIs. For schools with 30 or more continuously enrolled students in the All Students group in 2006–07, 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.

5 If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

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

2 School Accountability

School **PS 129 TWINS PARKS UPPER SCHOOL**
School ID **32-12-00-01-0129**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

Elementary/Middle-Level Science

Accountability Status for This Subject (2007–08) ^ Good Standing

Accountability Measures 0 of 1 Student groups making AYP in Science

✘ Did not make AYP

Prospective Status A school that fails to make AYP in Science for two consecutive years is placed in improvement status. If this school fails to make AYP in 2007-08, the school will be School In Need of Improvement (Year 1) in 2008-09. If this school makes AYP in 2007-08, the school will be in good standing in 2008-09. [102]

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

Student Group (Total: Continuous Enrollment)[1]	AYP Status	AYP Safe Harbor Qualification	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives State Standard	Progress Target 2006–07	Progress Target 2007–08
All Students (218:170)	✘	Did not qualify	✔	84%	✘	85	100	100	86
Ethnicity									
American Indian or Alaska Native (1:1)		–	–	–	–	–	–		–
Black or African American (77:61)		Did not qualify	✔	86%	✘	97	100	100	98
Hispanic or Latino (138:107)		Did not qualify	✔	83%	✘	78	100	100	79
Asian or Native Hawaiian/Other Pacific Islander (0:0)									
White (2:1)		–	–	–	–	–	–		–
Multiracial (0:0)									
Other Groups									
Students with Disabilities (49:40)		Qualified	✔	84%	✔	55	100	49	56
Limited English Proficient[4] (38:29)		–	–	–	–	–	–		–
Economically Disadvantaged (218:170)		Did not qualify	✔	84%	✘	85	100	100	86
Final AYP Determination	✘ 0 of 1								

AYP Status

✔ Made AYP

✔SH Made AYP Using Safe Harbor Target

✘ Did Not Make AYP

— Insufficient Number of Students to Determine AYP Status

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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and performance indices.

4 If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

3 Overview of School Performance

School **PS 129 TWINS PARKS UPPER SCHOOL**
School ID **32-12-00-01-0129**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

Summary of 2006–07 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
English Language Arts	0% 50% 100%	
Grade 6	23%	121
Grade 7	23%	141
Grade 8	19%	199
Mathematics		
Grade 6	37%	124
Grade 7	35%	144
Grade 8	24%	205
Science		
Grade 8	17%	183

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**.

What are Similar Schools?

In this section, this school's performance is compared with that of 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: 21

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

3 Overview of School Performance

School **PS 129 TWINS PARKS UPPER SCHOOL**
School ID **32-12-00-01-0129**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

This School's Results in Grade 6 English Language Arts

		This School			Similar Schools		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 630	Range:	598–785	650–785	705–785			
2006 Mean Score: 619							
2006–07		88%	23%	1%	94%	32%	1%
2005–06		78%	10%	0%	86%	33%	2%
Number of Tested Students:		107 40	28 5	1 0			

Results by Student Group

	2006–07 School Year				2005–06 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	**121**	**88%**	**23%**	**1%**	**51**	**78%**	**10%**	**0%**
Female	56	95%	34%	2%	21	67%	10%	0%
Male	65	83%	14%	0%	30	87%	10%	0%
American Indian or Alaska Native								
Black or African American	46	–	–	–	15	87%	20%	0%
Hispanic or Latino	73	85%	25%	1%	36	75%	6%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–				
White								
Multiracial								
Small Group Totals	48	94%	21%	0%				
General-Education Students	91	98%	30%	1%	49	–	–	–
Students with Disabilities	30	60%	3%	0%	2	–	–	–
English Proficient	98	91%	28%	1%	43	77%	12%	0%
Limited English Proficient	23	78%	4%	0%	8	88%	0%	0%
Economically Disadvantaged	121	88%	23%	1%	36	83%	6%	0%
Not Disadvantaged					15	67%	20%	0%
Migrant								
Not Migrant	121	88%	23%	1%	51	78%	10%	0%

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.

Other Assessments

	2006–07 School Year				2005–06 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1	–	–	–	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	3	N/A	N/A	N/A	N/A	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.

3 Overview of School Performance

School **PS 129 TWINS PARKS UPPER SCHOOL**
School ID **32-12-00-01-0129**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

This School's Results in Grade 6 Mathematics

		This School			Similar Schools		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 637	Range:	616–780	650–780	696–780			
2006 Mean Score: 623							
2006–07		75%	37%	2%	81%	46%	7%
2005–06		67%	17%	0%	74%	36%	4%
Number of Tested Students:		93 42	46 11	2 0			

Results by Student Group

	2006–07 School Year				2005–06 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	**124**	**75%**	**37%**	**2%**	**63**	**67%**	**17%**	**0%**
Female	59	80%	42%	2%	24	71%	17%	0%
Male	65	71%	32%	2%	39	64%	18%	0%
American Indian or Alaska Native								
Black or African American	46	–	–	–	18	–	–	–
Hispanic or Latino	76	68%	33%	3%	44	70%	20%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–				
White					1	–	–	–
Multiracial								
Small Group Totals	48	85%	44%	0%	19	58%	11%	0%
General-Education Students	94	87%	45%	2%	60	–	–	–
Students with Disabilities	30	37%	13%	0%	3	–	–	–
English Proficient	98	79%	42%	2%	51	67%	22%	0%
Limited English Proficient	26	62%	19%	0%	12	67%	0%	0%
Economically Disadvantaged	124	75%	37%	2%	43	65%	16%	0%
Not Disadvantaged					20	70%	20%	0%
Migrant								
Not Migrant	124	75%	37%	2%	63	67%	17%	0%

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.

Other Assessments

	2006–07 School Year				2005–06 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1	–	–	–	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

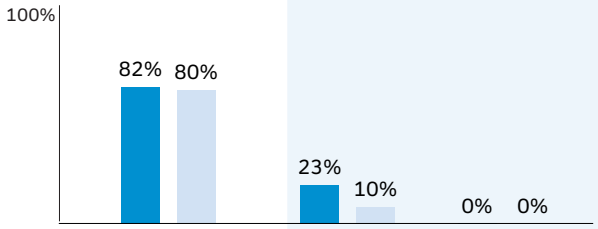
3 Overview of School Performance

School **PS 129 TWINS PARKS UPPER SCHOOL**
School ID **32-12-00-01-0129**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

This School's Results in Grade 7 English Language Arts

		This School			Similar Schools		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 626	Range:	600–790	650–790	712–790			
2006 Mean Score: 617							
2006–07		82%	23%	0%	87%	30%	1%
2005–06		80%	10%	0%	84%	30%	1%
Number of Tested Students:		116 183	32 23	0 0			



Results by Student Group

	2006–07 School Year				2005–06 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	**141**	**82%**	**23%**	**0%**	**228**	**80%**	**10%**	**0%**
Female	64	83%	28%	0%	115	86%	14%	0%
Male	77	82%	18%	0%	113	74%	6%	0%
American Indian or Alaska Native	1	–	–	–	2	–	–	–
Black or African American	48	–	–	–	86	–	–	–
Hispanic or Latino	89	84%	21%	0%	138	75%	9%	0%
Asian or Native Hawaiian/Other Pacific Islander								
White	2	–	–	–	2	–	–	–
Multiracial	1	–	–	–				
Small Group Totals	52	79%	25%	0%	90	89%	12%	0%
General-Education Students	126	83%	25%	0%	169	86%	11%	0%
Students with Disabilities	15	73%	0%	0%	59	63%	7%	0%
English Proficient	122	89%	26%	0%	200	81%	12%	0%
Limited English Proficient	19	42%	0%	0%	28	75%	0%	0%
Economically Disadvantaged	141	82%	23%	0%	98	85%	10%	0%
Not Disadvantaged					130	77%	10%	0%
Migrant								
Not Migrant	141	82%	23%	0%	228	80%	10%	0%

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.

Other Assessments

	2006–07 School Year				2005–06 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	–	–	–	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	3	N/A	N/A	N/A	N/A	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.

3 Overview of School Performance

School **PS 129 TWINS PARKS UPPER SCHOOL**
School ID **32-12-00-01-0129**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

This School's Results in Grade 7 Mathematics

		This School			Similar Schools		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 638	Range:	611–800	650–800	693–800			
2006 Mean Score: 618							
2006–07		83%	35%	3%	85%	40%	5%
2005–06		64%	16%	0%	74%	30%	3%
Number of Tested Students:		119 150	50 37	4 1			

Results by Student Group

	2006–07 School Year				2005–06 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	**144**	**83%**	**35%**	**3%**	**234**	**64%**	**16%**	**0%**
Female	65	83%	40%	3%	116	72%	16%	0%
Male	79	82%	30%	3%	118	57%	16%	1%
American Indian or Alaska Native	1	–	–	–	2	–	–	–
Black or African American	47	74%	30%	2%	83	–	–	–
Hispanic or Latino	92	88%	37%	3%	147	63%	14%	1%
Asian or Native Hawaiian/Other Pacific Islander								
White	2	–	–	–	2	–	–	–
Multiracial	2	–	–	–				
Small Group Totals	5	60%	40%	0%	87	66%	18%	0%
General-Education Students	129	83%	37%	3%	176	68%	19%	1%
Students with Disabilities	15	80%	13%	0%	58	53%	7%	0%
English Proficient	121	85%	40%	3%	196	67%	17%	0%
Limited English Proficient	23	70%	9%	0%	38	47%	8%	3%
Economically Disadvantaged	144	83%	35%	3%	97	66%	15%	0%
Not Disadvantaged					137	63%	16%	1%
Migrant								
Not Migrant	144	83%	35%	3%	234	64%	16%	0%

NOTES
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Other Assessments

	2006–07 School Year				2005–06 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	–	–	–	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

3 Overview of School Performance

School **PS 129 TWINS PARKS UPPER SCHOOL**
School ID **32-12-00-01-0129**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

This School's Results in Grade 8 English Language Arts

		This School			Similar Schools		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 624	Range:	602–790	650–790	715–790			
2006 Mean Score: 620							
2006–07		84%	19%	1%	86%	27%	1%
2005–06		79%	17%	0%	81%	23%	1%
Number of Tested Students:		168 172	38 38	1 1			

Results by Student Group

	2006–07 School Year				2005–06 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	**199**	**84%**	**19%**	**1%**	**218**	**79%**	**17%**	**0%**
Female	100	87%	21%	1%	102	84%	24%	0%
Male	99	82%	17%	0%	116	74%	12%	1%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	72	–	–	–	98	–	–	–
Hispanic or Latino	124	81%	18%	1%	116	72%	16%	0%
Asian or Native Hawaiian/Other Pacific Islander					1	–	–	–
White	2	–	–	–	2	–	–	–
Multiracial								
Small Group Totals	75	91%	21%	0%	102	86%	20%	1%
General-Education Students	151	89%	22%	1%	183	85%	21%	1%
Students with Disabilities	48	69%	10%	0%	35	46%	0%	0%
English Proficient	168	89%	21%	1%	196	84%	19%	1%
Limited English Proficient	31	61%	6%	0%	22	32%	0%	0%
Economically Disadvantaged	199	84%	19%	1%	101	85%	20%	0%
Not Disadvantaged					117	74%	15%	1%
Migrant								
Not Migrant	199	84%	19%	1%	218	79%	17%	0%

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.

Other Assessments

	2006–07 School Year				2005–06 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	4	N/A	N/A	N/A	N/A	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.

3 Overview of School Performance

School **PS 129 TWINS PARKS UPPER SCHOOL**
School ID **32-12-00-01-0129**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

This School's Results in Grade 8 Mathematics

		This School			Similar Schools		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2007 Mean Score: 626	Range:	616–775	650–775	701–775			
2006 Mean Score: 632							
2006–07		64%	24%	2%	74%	32%	3%
2005–06		73%	33%	4%	68%	26%	3%
Number of Tested Students:		131 162	50 73	5 9			

Results by Student Group

	2006–07 School Year				2005–06 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	**205**	**64%**	**24%**	**2%**	**223**	**73%**	**33%**	**4%**
Female	102	68%	23%	0%	100	82%	35%	3%
Male	103	60%	26%	5%	123	65%	31%	5%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	74	–	–	–	97	–	–	–
Hispanic or Latino	128	63%	22%	2%	122	75%	36%	2%
Asian or Native Hawaiian/Other Pacific Islander					1	–	–	–
White	2	–	–	–	2	–	–	–
Multiracial								
Small Group Totals	77	66%	29%	3%	101	70%	29%	6%
General-Education Students	157	71%	30%	3%	189	81%	38%	5%
Students with Disabilities	48	40%	6%	0%	34	26%	3%	0%
English Proficient	170	66%	28%	2%	191	71%	32%	5%
Limited English Proficient	35	51%	9%	3%	32	81%	38%	0%
Economically Disadvantaged	205	64%	24%	2%	101	80%	37%	3%
Not Disadvantaged					122	66%	30%	5%
Migrant								
Not Migrant	205	64%	24%	2%	223	73%	33%	4%

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.

Other Assessments

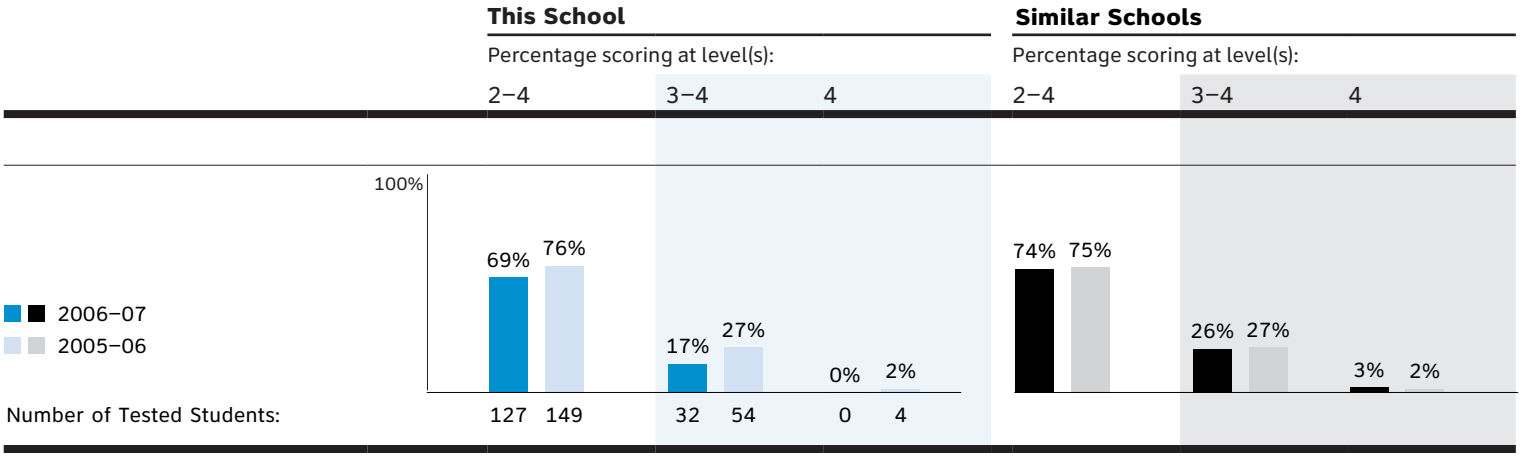
	2006–07 School Year				2005–06 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

3 Overview of School Performance

School **PS 129 TWINS PARKS UPPER SCHOOL**
School ID **32-12-00-01-0129**

District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

This School's Results in Grade 8 Science



Results by Student Group

	2006–07 School Year				2005–06 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	**183**	**69%**	**17%**	**0%**	**197**	**76%**	**27%**	**2%**
Female	95	72%	14%	0%	89	78%	29%	2%
Male	88	67%	22%	0%	108	74%	26%	2%
American Indian or Alaska Native	1	–	–	–	1	–	–	–
Black or African American	66	–	–	–	90	–	–	–
Hispanic or Latino	115	64%	14%	0%	103	75%	27%	0%
Asian or Native Hawaiian/Other Pacific Islander					1	–	–	–
White	1	–	–	–	2	–	–	–
Multiracial								
Small Group Totals	68	78%	24%	0%	94	77%	28%	4%
General-Education Students	142	76%	20%	0%	168	82%	31%	2%
Students with Disabilities	41	46%	10%	0%	29	41%	7%	0%
English Proficient	150	75%	20%	0%	169	78%	30%	2%
Limited English Proficient	33	45%	6%	0%	28	64%	14%	0%
Economically Disadvantaged	183	69%	17%	0%	84	85%	26%	1%
Not Disadvantaged					113	69%	28%	3%
Migrant								
Not Migrant	183	69%	17%	0%	197	76%	27%	2%

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.

Other Assessments

	2006–07 School Year				2005–06 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	0				0			