The New York State School Report Card

Accountability and Overview Report 2009 – 10

School **PS 129 TWINS PARKS UPPER**
District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**
School ID **32-12-00-01-0129**
Principal **YVETTE BEASLEY**
Telephone **(718) 933-5976**
Grades **6-8, 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 the school's accountability status.

3 Review an Overview of School Performance.
This section has information about the school's performance on state assessments in English, mathematics, and science.

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

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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

	2007–08	2008–09	2009–10
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	139	167	219
Ungraded Elementary	22	9	0
Grade 7	140	150	183
Grade 8	132	146	173
Grade 9	2	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	42	51	2
Total K–12	477	523	577

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

	2007–08	2008–09	2009–10
Common Branch	27	26	26
Grade 8			
English	26	30	30
Mathematics	24	29	29
Science	24		
Social Studies	25	29	29
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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Demographic Factors

	2007–08		2008–09		2009–10	
	#	%	#	%	#	%
Eligible for Free Lunch	467	98%	513	98%	452	78%
Reduced-Price Lunch	5	1%	5	1%	18	3%
Student Stability*		0%		87%		75%
Limited English Proficient	66	14%	83	16%	92	16%
Racial/Ethnic Origin						
American Indian or Alaska Native	2	0%	0	0%	1	0%
Black or African American	160	34%	185	35%	204	35%
Hispanic or Latino	309	65%	330	63%	364	63%
Asian or Native Hawaiian/Other Pacific Islander	3	1%	7	1%	8	1%
White	3	1%	1	0%	0	0%
Multiracial	0	0%	0	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2006–07		2007–08		2008–09	
	#	%	#	%	#	%
Annual Attendance Rate		85%		88%		89%
Student Suspensions	35	7%	27	6%	23	4%

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

	2007–08	2008–09	2009–10
Total Number of Teachers	31	29	34
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	16%	14%	12%
Percent with Fewer Than Three Years of Experience	16%	14%	6%
Percentage with Master's Degree Plus 30 Hours or Doctorate	26%	31%	29%
Total Number of Core Classes	77	73	95
Percent Not Taught by Highly Qualified Teachers in This School	14%	4%	17%
Percent Not Taught by Highly Qualified Teachers in This District	15%	12%	11%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	10%	8%	6%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	1%
Total Number of Classes	97	90	124
Percent Taught by Teachers Without Appropriate Certification	14%	8%	15%

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. 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. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate

	2006–07	2007–08	2008–09
Turnover Rate of Teachers with Fewer than Five Years of Experience	46%	33%	0%
Turnover Rate of All Teachers	27%	19%	0%

Teacher Turnover Rate Information

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

Staff Counts

	2007–08	2008–09	2009–10
Total Other Professional Staff	0	6	5
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	0	3	3
Principals	0	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**
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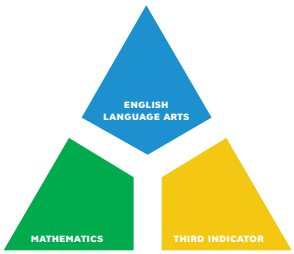
District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

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 2009–10, 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: **http://www.p12.nysed.gov/irts/accountability/**



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 2009–10 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 2006 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, if it has 30 or more students, 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 group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2005 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2005 graduation-rate total cohort earning a local or Regents diploma by August 31, 2009 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

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Useful Terms for Understanding Accountability

12th Graders
The count of 12th graders enrolled during the 2009–10 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2006 Cohort
The count of students in the 2006 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics
The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2006 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, who were enrolled on October 7, 2009 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, 2010, are not included in the 2006 school accountability cohort. The 2006 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 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.)

Continuous Enrollment
The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

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 is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make 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.p12.nysed.gov/irts**.

Graduation Rate
The Graduation Rate on the Graduation Rate page is the percentage of the 2005 cohort that earned a local or Regents diploma by August 31, 2009.

Graduation-Rate Total Cohort
The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2009–10 school year, this cohort is the 2005 graduation-rate total cohort. The 2005 total cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the SIRS Manual at **http://www.p12.nysed.gov/irts/sirs/**.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient
For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups
Female, Male, and Migrant groups are not part of the AYP determination for any measure.

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Useful Terms for Understanding Accountability (continued)

Participation
Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2009–10, the participation enrollment ("Total" or "12th Graders") shown in the tables is the sum of 2008–09 and 2009–10 participation enrollments and the "Percentage Tested" shown is the weighted average of the participation rates over those two years.

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.p12.nysed.gov/irts.**

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

Science: The current year's Science Progress Target is calculated by adding one point to the previous year's Performance Index (PI). Example: The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year's graduation-rate cohort and the state standard. Example: The 2009–10 Graduation-Rate Progress Target = [(80 – percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008) × 0.20] + percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

Safe Harbor Targets
Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2009–10 safe harbor targets are calculated using the following equation:
2008–09 PI + (200 – the 2008–09 PI) × 0.10

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (‡)
On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show "Qualified." If the group did not meet one or more criteria, the column will show "Did not qualify." A "‡" symbol after the 2009–10 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard
The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2009–10, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities
For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance
For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2006 cohort (for secondary-level ELA and mathematics) in the All Students group in 2009–10, data for 2008–09 and 2009–10 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2006 cohort members in the All Students group in 2009–10, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a "—" in the Test Performance column in the table.

Total
The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

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Understanding Your School Accountability Status

New York State participates in the Differentiated Accountability pilot program, as approved by the United States Department of Education in January 2009. Under this program, each public school in the State is assigned an accountability "phase" (Good Standing, Improvement, Corrective Action, or Restructuring) and, for schools not in Good Standing, a "category" (Basic, Focused, or Comprehensive) for each measure for which the school is accountable. 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. Generally, the school's overall accountability status is its most advanced accountability phase and its highest category within that phase. A school in any year of the phase (that is not Good Standing) that makes AYP for the measure remains in the same phase/category the following year. An identified school that makes AYP in the identified measure for two consecutive years returns to Good Standing. Once a school is identified with a category within a phase, it cannot move to a less intensive category in the following school year within that phase.

Each school district with one or more Title I schools and each Title I charter school designated as Improvement (year 1 and year 2), Corrective Action, or Restructuring must make Supplemental Educational Services available for eligible students in the identified Title I school(s). A school district with one or more schools designated as Improvement (year 2), Corrective Action, or Restructuring must also provide Public School Choice to eligible students in identified Title I school(s). For more information on the Differentiated Accountability program and a list of interventions for schools not in Good Standing,
see **http://www.p12.nysed.gov/nyc/APA/Differentiated_Accountability/DA_home.html.**

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Understanding Your School Accountability Status (continued)

Phase	Phase/Category
Good Standing A school that has not been designated as Improvement, Corrective Action, or Restructuring.	
Improvement (year 1) A school that failed to make AYP for two consecutive years on the same accountability measure; or a school that was designated as Improvement (year 1) in the current school year that made AYP for the identified measure and is in Good Standing. **Improvement (year 2)** A school that was designated as a school in Improvement (year 1) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Improvement (year 2) in the current school year that made AYP for the identified measure.	**Improvement/Basic:** A school that failed to make AYP in ELA and/or math for one accountability group, but made AYP for the All Students group; or a school that failed to make AYP in only science or graduation rate. **Improvement/Focused:** A school that failed to make AYP in ELA and/or math for more than one accountability group, but made AYP for the All Students group; or a school whose worst status is Improvement/Basic for at least two measures. **Improvement/Comprehensive:** A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.
Corrective Action (year 1) A school that was designated as a school in Improvement (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 1) in the current school year that made AYP for the identified measure. **Corrective Action (year 2)** A school that was designated as a school in Corrective Action (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 2) in the current school year that made AYP for the identified measure.	**Corrective Action or Restructuring/Focused:** A school that failed to make AYP in ELA and/or math for one or more accountability groups, but made AYP for the All Students group; or a school that failed to make AYP in science or graduation rate but made AYP in ELA and math. **Corrective Action or Restructuring/Comprehensive:** A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group except the All Students group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.
Restructuring (year 1) A school that was designated as a school in Corrective Action (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 1) in the current school year that made AYP for the identified measure. **Restructuring (year 2)** A school that was designated as a school in Restructuring (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 2) in the current school year that made AYP for the identified measure. **Restructuring (Advanced)** A school that was designated as a school in Restructuring (year 2) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (Advanced) in the current school year that made AYP for the identified measure.	**SURR:** A school that is identified for registration review (SURR) during a school year in which it is designated as a school in Improvement or Corrective Action shall, in the next school year, be designated as **Restructuring (year 1)/Comprehensive.**
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**
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District **NEW YORK CITY GEOGRAPHIC DISTRICT #12**

Summary

Overall Accountability Status (2010–11)

In Good Standing

Elementary/Middle Level		Secondary Level
ELA	In Good Standing	ELA
Math	In Good Standing	Math
Science	In Good Standing	Graduation Rate

Title I Part A Funding

Years the School Received Title I Part A Funding

2008–09	2009–10	2010–11
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	✘ 4 of 6	✘ 5 of 6	✔ 1 of 1			– 0 of 0

AYP Status

✔ Made AYP
✔SH Made AYP Using Safe Harbor Target
✘ Did not make AYP
— Insufficient Number of Students to Determine AYP Status

2 School Accountability

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Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2010–11)	In Good Standing	
Accountability Measures	4 of 6	Student groups making AYP in English language arts
	✘	Did not make AYP

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

Student Group (Total: Continuous Enrollment)	AYP Status	Participation: Met Criterion	Participation: Percentage Tested	Test Performance: Met Criterion	Test Performance: Performance Index	Performance Objectives: Effective AMO	Safe Harbor Target 2009–10	Safe Harbor Target 2010–11
Accountability Groups								
All Students (554:509)	✔	✔	99%	✔	156	150		
Ethnicity								
American Indian or Alaska Native (1:1)	–	–	–	–	–	–		–
Black or African American (192:181)	✔	✔	98%	✔	153	147		
Hispanic or Latino (350:318)	✔	✔	99%	✔	158	149		
Asian or Native Hawaiian/Other Pacific Islander (8:8)	–	–	–	–	–	–		–
White (2:0)	–	–	–	–	–	–		–
Multiracial (1:1)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities (89:83)	✘	✔	97%	✘	131	144	136	88
Limited English Proficient (96:112)	✘	✔	99%	✘	138	145	145	99
Economically Disadvantaged (510:470)	✔	✔	99%	✔	155	150		
Final AYP Determination	✘ 4 of 6							
Non-Accountability Groups								
Female (269:249)			98%		157	148		
Male (285:260)			99%		154	148		
Migrant (0:0)								

Symbols

- ✔ Made AYP
- ✔SH Made AYP Using Safe Harbor Target
- ✘ Did not make AYP
- — Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

2 School Accountability

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

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

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2010–11)	In Good Standing	
Accountability Measures	5 of 6	Student groups making AYP in mathematics
	✘	Did not make AYP

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

Student Group (Total: Continuous Enrollment)	AYP Status	Participation: Met Criterion	Participation: Percentage Tested	Test Performance: Met Criterion	Test Performance: Performance Index	Performance Objectives: Effective AMO	Safe Harbor Target 2009–10	Safe Harbor Target 2010–11
Accountability Groups								
All Students (556:511)	✔	✔	99%	✔	165	130		
Ethnicity								
American Indian or Alaska Native (1:1)	–	–	–	–	–	–		–
Black or African American (193:181)	✔	✔	99%	✔	165	127		
Hispanic or Latino (351:321)	✔	✔	99%	✔	165	129		
Asian or Native Hawaiian/Other Pacific Islander (8:7)	–	–	–	–	–	–		–
White (2:0)	–	–	–	–	–	–		–
Multiracial (1:1)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities (89:83)	✘	✔	97%	✘	123	124	124	88
Limited English Proficient (97:116)	✔	✔	99%	✔	148	125		
Economically Disadvantaged (512:472)	✔	✔	99%	✔	166	130		
Final AYP Determination	✘ 5 of 6							
Non-Accountability Groups								
Female (269:248)			97%		162	128		
Male (287:263)			100%		167	128		
Migrant (0:0)								

Symbols

- ✔ Made AYP
- ✔SH Made AYP Using Safe Harbor Target
- ✘ Did not make AYP
- — Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

2 School Accountability

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

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

Elementary/Middle-Level Science

Accountability Status for This Subject (2010–11)	In Good Standing	
Accountability Measures	1 of 1	Student groups making AYP in science
	✔	Made AYP

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

Student Group (Total: Continuous Enrollment)	AYP Status	AYP Safe Harbor Qualification	Participation Met Criterion	Participation Percentage Tested	Test Performance Met Criterion	Test Performance Performance Index	Performance Objectives State Standard	Progress Target 2009–10	Progress Target 2010–11
Accountability Groups									
All Students (165:144)	✔	Qualified	✔	95%	✔	100	100		
Ethnicity									
American Indian or Alaska Native (0:0)									
Black or African American (57:50)		Did not qualify	✔	93%	✘	96	100	100	97
Hispanic or Latino (106:92)		Qualified	✔	95%	✔	104	100		
Asian or Native Hawaiian/Other Pacific Islander (1:1)		–	–	–	–	–	–		–
White (0:0)									
Multiracial (1:1)		–	–	–	–	–	–		–
Other Groups									
Students with Disabilities (30:24)		–	–	–	–	–	–		–
Limited English Proficient (30:26)		–	–	–	–	–	–		–
Economically Disadvantaged (157:137)		Did not qualify	✔	94%	✘	99	100	100	100
Final AYP Determination	✔ 1 of 1								
Non-Accountability Groups									
Female (84:73)				94%		97	100		
Male (81:71)				95%		103	100		
Migrant (0:0)									

Symbols

✔ Made AYP
✘ Did not make AYP
— Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

2 School Accountability

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

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

Graduation Rate

Accountability Status for This Indicator (2010–11)

Accountability Measures 0 of 0 Student groups making AYP in graduation rate

–

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (2005 Graduation-Rate Total Cohort)	Graduation: AYP	Graduation: Met Criterion	Graduation: Graduation Rate	Objectives: State Standard	Progress Target 2009–10	Progress Target 2010–11
Accountability Groups						
All Students (2)	–	–	–	–		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (0)						
Hispanic or Latino (1)		–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (0)						
White (0)						
Multiracial (0)						
Other Groups						
Students with Disabilities (1)		–	–	–		
Limited English Proficient (0)						
Economically Disadvantaged (0)						
Final AYP Determination	– 0 of 0					
Non-Accountability Groups						
Female (1)			–	–		
Male (0)						
Migrant (0)						

Symbols

✔ Made AYP

✘ Did not make AYP

— Fewer than 30 Graduation-Rate Total Cohort

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2005 total cohort through June 2010 (after 5 years) for this school has been suppressed to protect student confidentiality, as there were fewer than five members in the cohort. The aspirational goal does not impact accountability.

3 Overview of School Performance

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

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

Summary of 2009–10 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	42%	211
Grade 7	24%	173
Grade 8	24%	157
Mathematics		
Grade 6	46%	211
Grade 7	33%	175
Grade 8	33%	162
Science		
Grade 8	26%	156

	Percentage of students that scored at or above Level 3	2006 Total Cohort
Secondary Level	0% 50% 100%	
English	–	1
Mathematics	–	1

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.p12.nysed.gov/irts**.

In this section, this school's performance is compared with that of the school district and public schools Statewide.

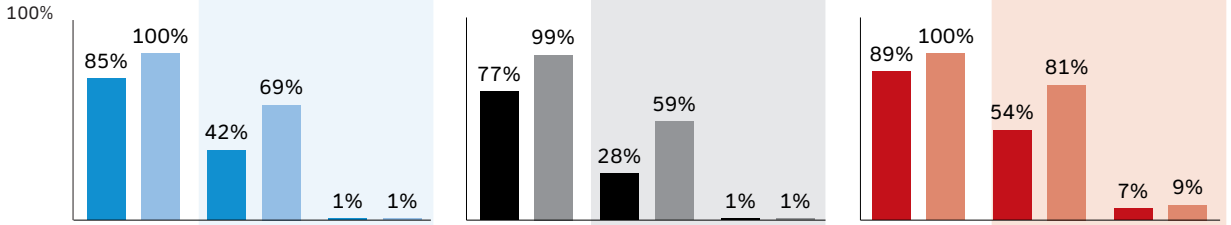
3 Overview of School Performance

School **PS 129 TWINS PARKS UPPER**
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			School District			NY State Public		
Percentage scoring at level(s):	2–4	3–4	4	2–4	3–4	4	2–4	3–4	4
2010 Mean Score: 659 *Range:	644–785	662–785	694–785						
2009 Mean Score: 657									
2009–10	85%	42%	1%	77%	28%	1%	89%	54%	7%
2008–09	100%	69%	1%	99%	59%	1%	100%	81%	9%
Number of Tested Students:	179 165	89 114	3 1	1391 1813	502 1077	11 20			



Results by Student Group

	2009–10 School Year				2008–09 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	**211**	**85%**	**42%**	**1%**	**165**	**100%**	**69%**	**1%**
Female	101	84%	42%	2%	84	100%	64%	0%
Male	110	85%	43%	1%	81	100%	74%	1%
American Indian or Alaska Native	1	–	–	–				
Black or African American	69	86%	39%	3%	66	–	–	–
Hispanic or Latino	133	85%	46%	1%	97	100%	76%	1%
Asian or Native Hawaiian/Other Pacific Islander	6	–	–	–	2	–	–	–
White	2	–	–	–				
Multiracial								
Small Group Totals	9	78%	11%	0%	68	100%	59%	0%
General-Education Students	176	93%	47%	2%	144	100%	71%	1%
Students with Disabilities	35	43%	17%	0%	21	100%	57%	0%
English Proficient	171	90%	46%	2%	143	100%	71%	1%
Limited English Proficient	40	63%	25%	0%	22	100%	59%	0%
Economically Disadvantaged	191	84%	41%	2%	165	100%	69%	1%
Not Disadvantaged	20	90%	50%	0%				
Migrant								
Not Migrant	211	85%	42%	1%	165	100%	69%	1%

NOTES

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

* These ranges are for 2009–10 data only. Ranges for the 2008–09 data are available in the 2008–09 *Accountability and Overview Reports.*

Other Assessments

	2009–10 School Year				2008–09 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	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	2	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

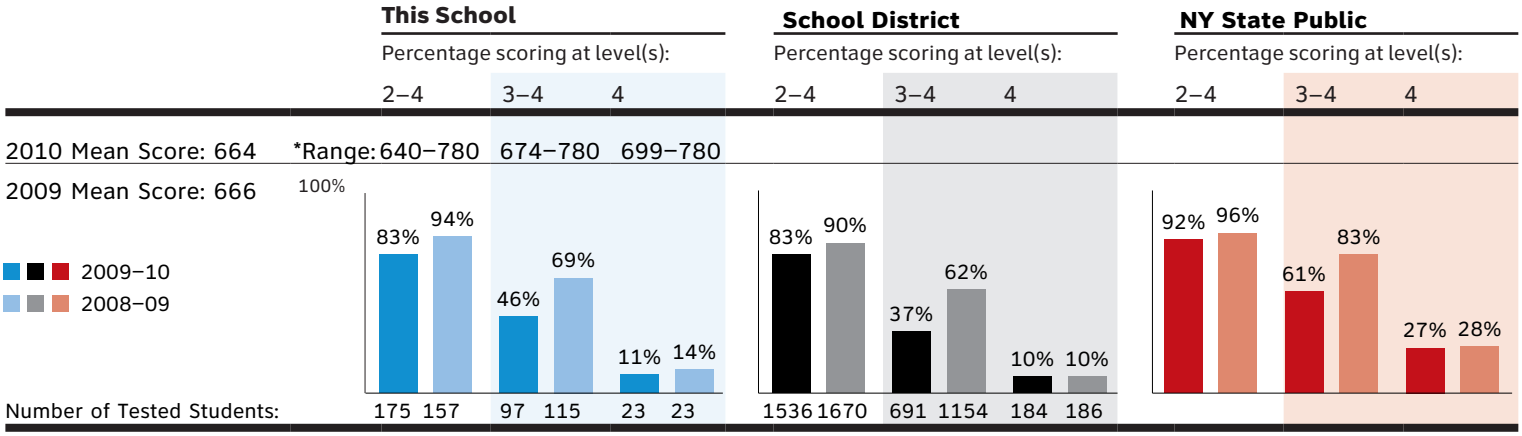
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

3 Overview of School Performance

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

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

This School's Results in Grade 6 Mathematics



Results by Student Group

	2009–10 School Year				2008–09 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	**211**	**83%**	**46%**	**11%**	**167**	**94%**	**69%**	**14%**
Female	99	82%	46%	9%	85	93%	58%	8%
Male	112	84%	46%	13%	82	95%	80%	20%
American Indian or Alaska Native	1	–	–	–				
Black or African American	70	84%	44%	9%	64	–	–	–
Hispanic or Latino	133	82%	47%	12%	101	95%	72%	16%
Asian or Native Hawaiian/Other Pacific Islander	5	–	–	–	2	–	–	–
White	2	–	–	–				
Multiracial								
Small Group Totals	8	88%	38%	13%	66	92%	64%	11%
General-Education Students	178	89%	51%	12%	146	96%	73%	16%
Students with Disabilities	33	48%	21%	3%	21	81%	43%	0%
English Proficient	171	87%	49%	12%	143	95%	72%	15%
Limited English Proficient	40	65%	35%	5%	24	88%	50%	4%
Economically Disadvantaged	191	83%	48%	12%	167	94%	69%	14%
Not Disadvantaged	20	85%	30%	5%				
Migrant								
Not Migrant	211	83%	46%	11%	167	94%	69%	14%

NOTES

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Other Assessments

	2009–10 School Year				2008–09 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	0				0			

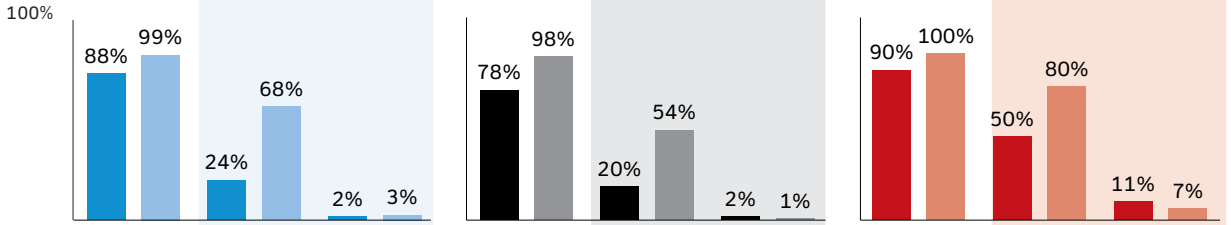
3 Overview of School Performance

School **PS 129 TWINS PARKS UPPER**
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			School District			NY State Public		
Percentage scoring at level(s):	2–4	3–4	4	2–4	3–4	4	2–4	3–4	4
2010 Mean Score: 656 *Range:	642–790	664–790	698–790						
2009 Mean Score: 657									
2009–10	88%	24%	2%	78%	20%	2%	90%	50%	11%
2008–09	99%	68%	3%	98%	54%	1%	100%	80%	7%
Number of Tested Students:	152 148	42 102	4 4	1423 1752	371 955	29 14			



Results by Student Group

	2009–10 School Year				2008–09 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	**173**	**88%**	**24%**	**2%**	**150**	**99%**	**68%**	**3%**
Female	82	88%	24%	0%	78	97%	71%	1%
Male	91	88%	24%	4%	72	100%	65%	4%
American Indian or Alaska Native								
Black or African American	66	–	–	–	55	–	–	–
Hispanic or Latino	106	88%	27%	4%	94	99%	66%	2%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	1	–	–	–
White								
Multiracial								
Small Group Totals	67	88%	19%	0%	56	98%	71%	4%
General-Education Students	148	89%	26%	3%	123	100%	75%	3%
Students with Disabilities	25	80%	16%	0%	27	93%	37%	0%
English Proficient	150	92%	27%	3%	129	98%	74%	3%
Limited English Proficient	23	61%	9%	0%	21	100%	29%	0%
Economically Disadvantaged	159	87%	23%	3%	150	99%	68%	3%
Not Disadvantaged	14	93%	36%	0%				
Migrant								
Not Migrant	173	88%	24%	2%	150	99%	68%	3%

NOTES

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Other Assessments

	2009–10 School Year				2008–09 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	0				2	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	3	N/A	N/A	N/A	2	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A

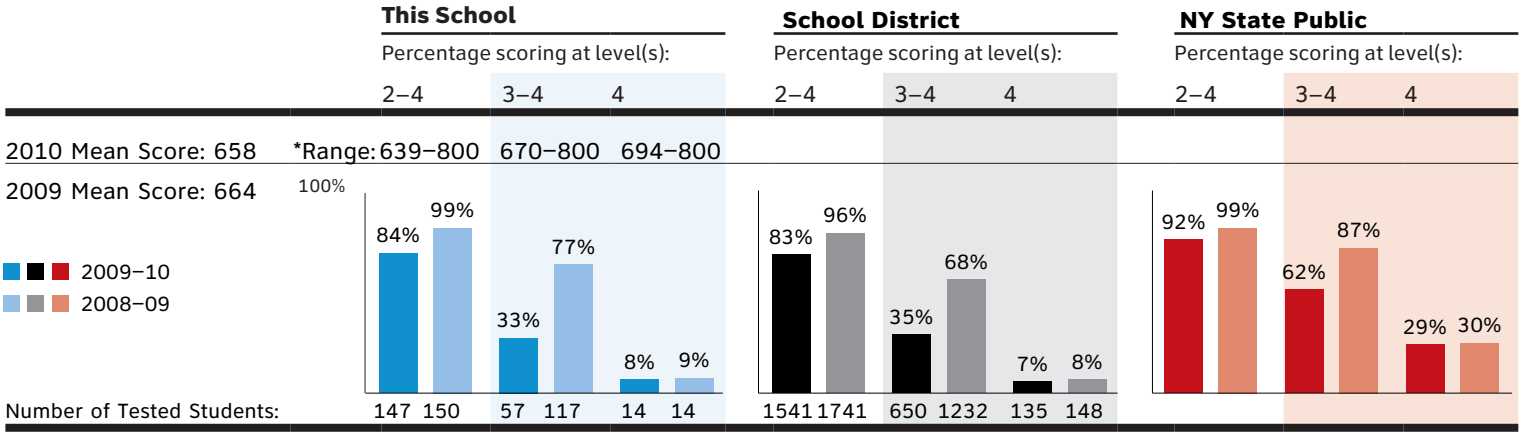
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

3 Overview of School Performance

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

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

This School's Results in Grade 7 Mathematics



Results by Student Group

	2009–10 School Year				2008–09 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	**175**	**84%**	**33%**	**8%**	**151**	**99%**	**77%**	**9%**
Female	82	77%	30%	7%	78	99%	82%	9%
Male	93	90%	34%	9%	73	100%	73%	10%
American Indian or Alaska Native								
Black or African American	66	–	–	–	54	–	–	–
Hispanic or Latino	108	88%	37%	9%	96	99%	76%	10%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	1	–	–	–
White								
Multiracial								
Small Group Totals	67	78%	25%	6%	55	100%	80%	7%
General-Education Students	150	86%	37%	9%	124	99%	84%	11%
Students with Disabilities	25	72%	8%	0%	27	100%	48%	0%
English Proficient	149	86%	36%	9%	128	100%	83%	11%
Limited English Proficient	26	73%	12%	0%	23	96%	48%	0%
Economically Disadvantaged	160	84%	33%	9%	151	99%	77%	9%
Not Disadvantaged	15	80%	27%	0%				
Migrant								
Not Migrant	175	84%	33%	8%	151	99%	77%	9%

NOTES

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Other Assessments

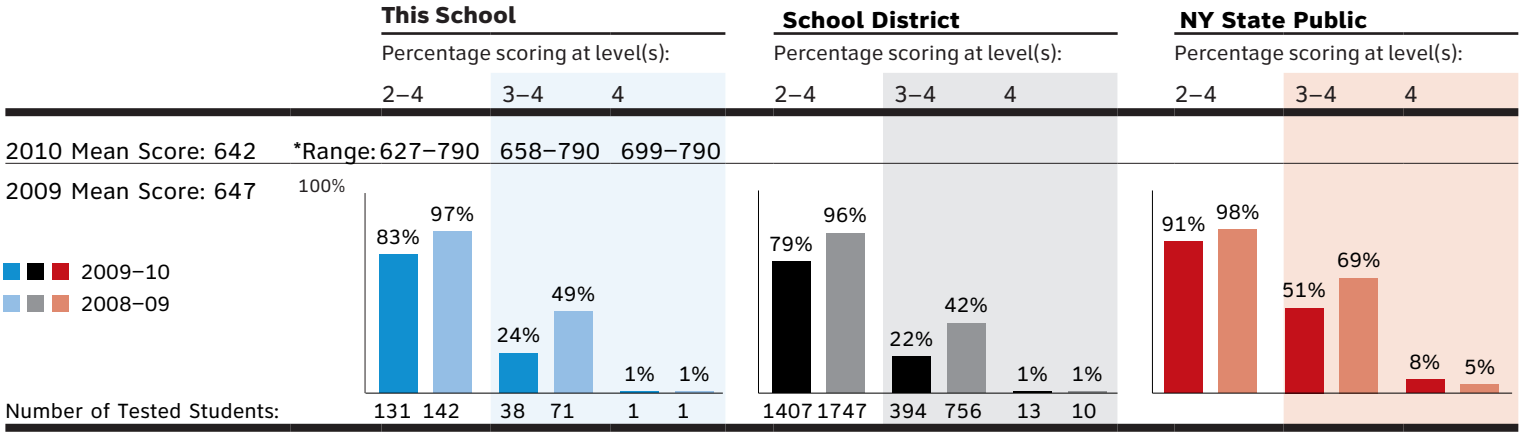
	2009–10 School Year				2008–09 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				2	–	–	–

3 Overview of School Performance

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

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

This School's Results in Grade 8 English Language Arts



Results by Student Group

	2009–10 School Year				2008–09 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	**157**	**83%**	**24%**	**1%**	**146**	**97%**	**49%**	**1%**
Female	78	92%	26%	1%	67	99%	63%	1%
Male	79	75%	23%	0%	79	96%	37%	0%
American Indian or Alaska Native								
Black or African American	54	–	–	–	44	–	–	–
Hispanic or Latino	101	82%	26%	1%	100	96%	50%	1%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	2	–	–	–
White								
Multiracial	1	–	–	–				
Small Group Totals	56	86%	21%	0%	46	100%	46%	0%
General-Education Students	131	85%	29%	1%	120	98%	58%	1%
Students with Disabilities	26	73%	0%	0%	26	92%	4%	0%
English Proficient	130	94%	29%	1%	118	98%	57%	1%
Limited English Proficient	27	33%	0%	0%	28	93%	14%	0%
Economically Disadvantaged	149	83%	23%	1%	146	97%	49%	1%
Not Disadvantaged	8	88%	38%	0%				
Migrant								
Not Migrant	157	83%	24%	1%	146	97%	49%	1%

NOTES

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* These ranges are for 2009–10 data only. Ranges for the 2008–09 data are available in the 2008–09 *Accountability and Overview Reports.*

Other Assessments

	2009–10 School Year				2008–09 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				4	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	2	N/A	N/A	N/A	5	N/A	N/A	N/A
	Total				Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A

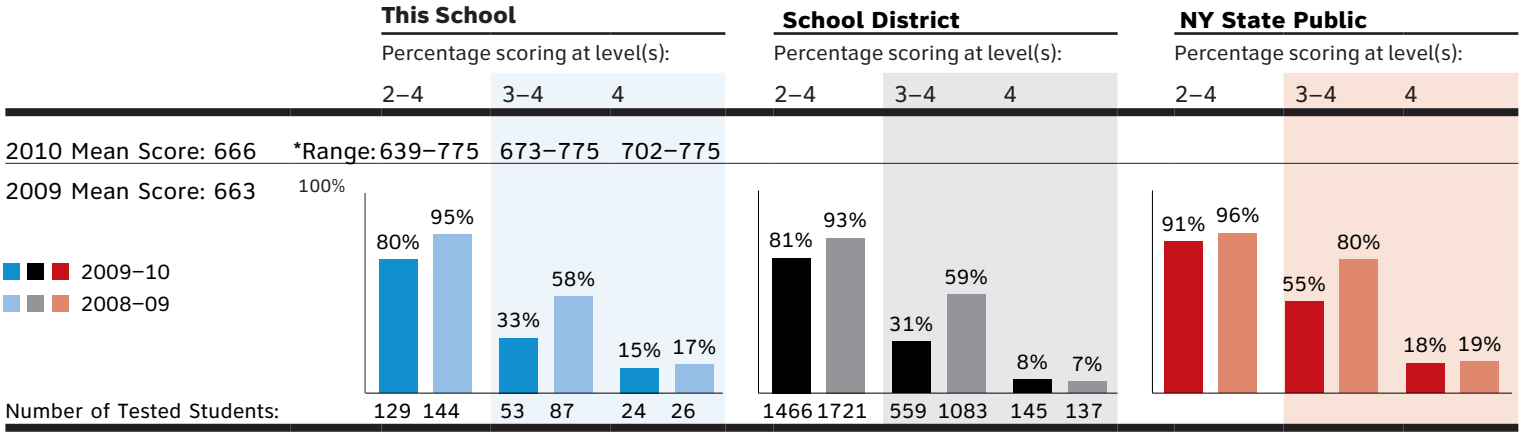
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

3 Overview of School Performance

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

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

This School's Results in Grade 8 Mathematics



Results by Student Group

	2009–10 School Year				2008–09 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	**162**	**80%**	**33%**	**15%**	**151**	**95%**	**58%**	**17%**
Female	81	81%	35%	14%	69	96%	65%	20%
Male	81	78%	31%	16%	82	95%	51%	15%
American Indian or Alaska Native								
Black or African American	55	–	–	–	44	–	–	–
Hispanic or Latino	105	78%	31%	15%	104	96%	59%	16%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	3	–	–	–
White								
Multiracial	1	–	–	–				
Small Group Totals	57	82%	35%	14%	47	94%	55%	19%
General-Education Students	134	81%	38%	17%	123	96%	66%	20%
Students with Disabilities	28	71%	7%	4%	28	93%	21%	4%
English Proficient	132	86%	39%	18%	119	98%	67%	21%
Limited English Proficient	30	50%	3%	0%	32	84%	22%	3%
Economically Disadvantaged	154	80%	33%	15%	151	95%	58%	17%
Not Disadvantaged	8	75%	25%	13%				
Migrant								
Not Migrant	162	80%	33%	15%	151	95%	58%	17%

NOTES

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

* These ranges are for 2009–10 data only. Ranges for the 2008–09 data are available in the 2008–09 *Accountability and Overview Reports.*

Other Assessments

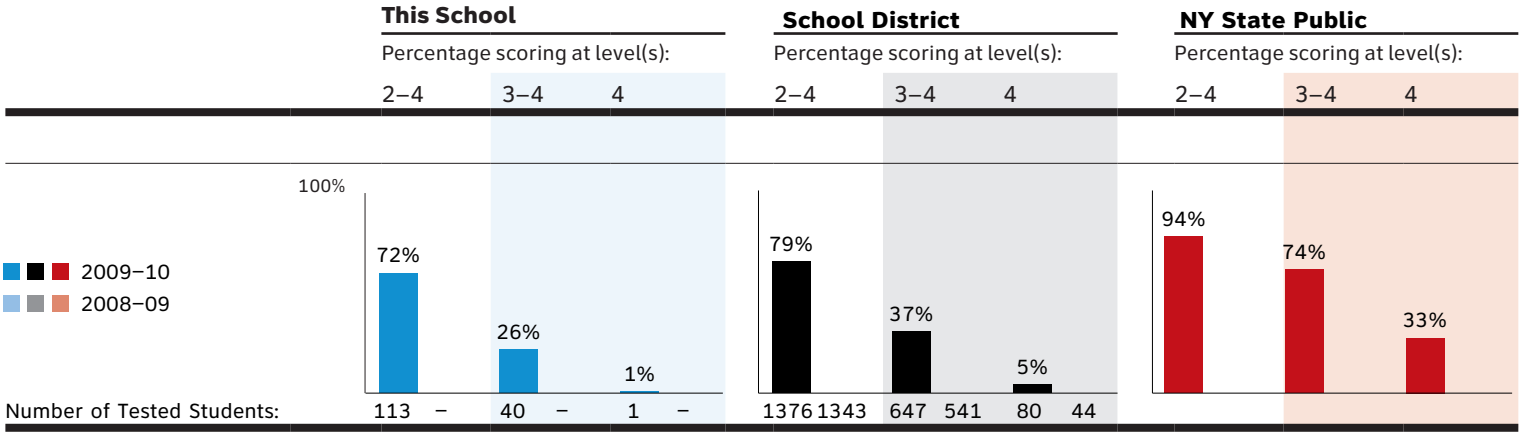
	2009–10 School Year				2008–09 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				4	–	–	–

3 Overview of School Performance

School **PS 129 TWINS PARKS UPPER**
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

	2009–10 School Year				2008–09 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	**156**	**72%**	**26%**	**1%**	**139**	**69%**	**33%**	**0%**
Female	79	75%	23%	0%	63	76%	41%	0%
Male	77	70%	29%	1%	76	63%	26%	0%
American Indian or Alaska Native								
Black or African American	53	–	–	–	41	–	–	–
Hispanic or Latino	101	71%	31%	1%	95	71%	35%	0%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	3	–	–	–
White								
Multiracial	1	–	–	–				
Small Group Totals	55	75%	16%	0%	44	66%	30%	0%
General-Education Students	130	80%	28%	1%	113	80%	40%	0%
Students with Disabilities	26	35%	12%	0%	26	23%	4%	0%
English Proficient	128	81%	30%	1%	107	76%	41%	0%
Limited English Proficient	28	32%	4%	0%	32	47%	6%	0%
Economically Disadvantaged	148	72%	25%	1%	139	69%	33%	0%
Not Disadvantaged	8	88%	38%	0%				
Migrant								
Not Migrant	156	72%	26%	1%	139	69%	33%	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

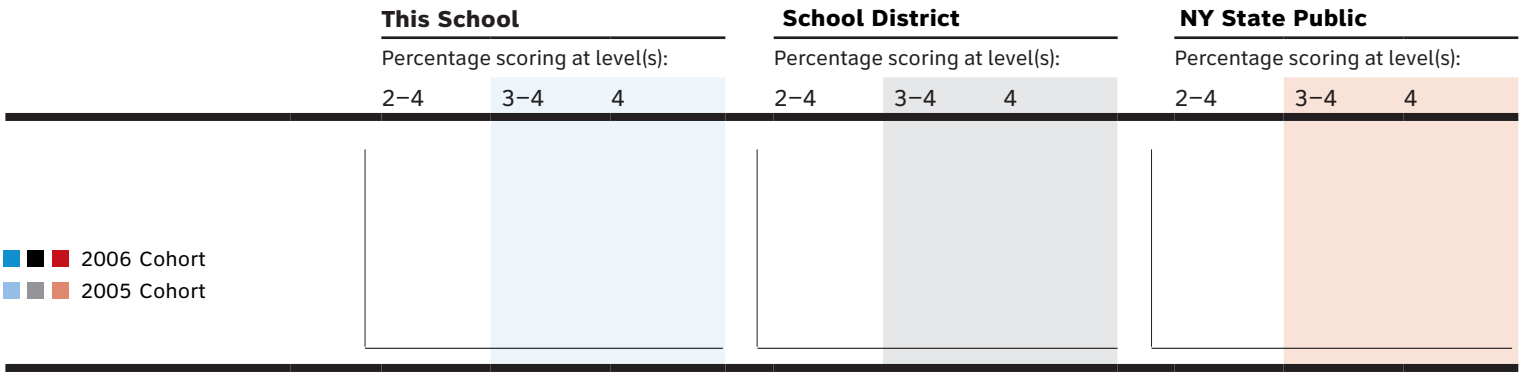
	2009–10 School Year				2008–09 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				4	–	–	–
Regents Science	0				1	–	–	–

3 Overview of School Performance

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

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

This School's Total Cohort* Results in Secondary-Level English after Four Years of Instruction



Results by Student Group

	2006 Cohort				2005 Cohort**			
	Number of Students	Percentage scoring at level(s): 2–4	3–4	4	Number of Students	Percentage scoring at level(s): 2–4	3–4	4
All Students	**1**	**–**	**–**	**–**	**1**	**–**	**–**	**–**
Female					1	–	–	–
Male	1	–	–	–				
American Indian or Alaska Native								
Black or African American	1	–	–	–				
Hispanic or Latino					1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals	1	–	–	–	1	–	–	–
General-Education Students	1	–	–	–				
Students with Disabilities					1	–	–	–
English Proficient	1	–	–	–	1	–	–	–
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged	1	–	–	–	1	–	–	–
Migrant								
Not Migrant	1	–	–	–	1	–	–	–

NOTES

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* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

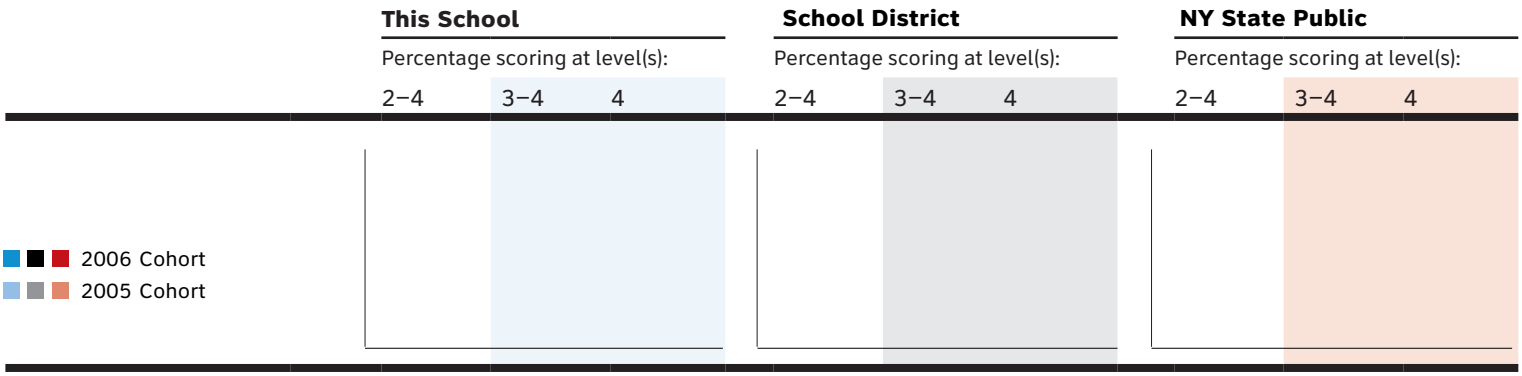
** 2005 cohort data are those reported in the 2008–09 *Accountability and Overview Report*.

3 Overview of School Performance

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

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

This School's Total Cohort* Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group

	2006 Cohort				2005 Cohort**			
	Number of Students	Percentage scoring at level(s): 2–4	3–4	4	Number of Students	Percentage scoring at level(s): 2–4	3–4	4
All Students	**1**	**–**	**–**	**–**	**1**	**–**	**–**	**–**
Female					1	–	–	–
Male	1	–	–	–				
American Indian or Alaska Native								
Black or African American	1	–	–	–				
Hispanic or Latino					1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals	1	–	–	–	1	–	–	–
General-Education Students	1	–	–	–				
Students with Disabilities					1	–	–	–
English Proficient	1	–	–	–	1	–	–	–
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged	1	–	–	–	1	–	–	–
Migrant								
Not Migrant	1	–	–	–	1	–	–	–

NOTES

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* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

** 2005 cohort data are those reported in the 2008–09 *Accountability and Overview Report*.