New York State School Report Card
Comprehensive Information Report

BEDS Code: 14-06-00-01-0018   Grade Range :   PK-8
Name: Dr Antonia Pantoja Community School Of Academic Excellence
Principal: Valarie Kent

Fall Enrollment

Grade	2002–03	2003–04	2004–05
Pre-K	45	44	18
Kindergarten	73	61	66
First	72	75	73
Second	58	67	58
Third	69	62	70
Fourth	77	62	68
Fifth	75	74	48
Sixth	55	76	48
Ungraded Elementary	0	0	0
Seventh	96	74	56
Eighth	40	76	57
Ninth	0	0	0
Tenth	0	0	0
Eleventh	0	0	0
Twelfth	0	0	0
Ungraded Secondary	0	0	0
Total K-12 Enrollment	615	627	544

Student Racial/Ethnic Origin

Race/Ethnicity	2002–03		2003–04		2004–05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	24	3.9%	19	3.0%	15	2.8%
Black (Not Hispanic)	135	22.0%	134	21.4%	142	26.1%
Hispanic	368	59.8%	398	63.5%	321	59.0%
White (Not Hispanic)	88	14.3%	76	12.1%	66	12.1%

Average Class Size

Grade Level	2002–03	2003–04	2004–05
Kindergarten	26	22	27
Common Branch	20	21	21
English Grade 8	35	17	29
Mathematics Grade 8	18	16	28
Science Grade 8	40	16	0
Social Studies Grade 8	0	17	29
English Grade 10	0	0	0
Mathematics Grade 10	0	0	0
Science Grade 10	0	0	0
Social Studies Grade 10	0	0	0

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
2	This is one of the large city school districts; Buffalo, Rochester, Syracuse, or Yonkers. All these districts have high student needs relative to district resource capacity.

Similar School Group and Description

Similar School Group	Description
6	All schools in this group are elementary level schools in large cities other than New York City. The schools in this group are in the higher range of student needs for elementary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2002–03		2003–04		2004–05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	182	27.6%	257	38.3%	178	31.7%
Eligible for Free Lunch	552	89.8%	564	90.0%	510	93.8%

Attendance and Suspension

	2001–02		2002–03		2003–04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		91.7%		91.8%		89.4%
Student Suspensions	223	36.6%	182	29.6%	130	20.7%

Student Socioeconomic and Stability Indicators
(Percent of Enrollment)

	2002–03	2003–04	2004–05
Reduced Lunch	5.0%	5.9%	3.1%
Public Assistance	91-100%	91-100%	91-100%
Student Stability	95%	75%	86%

Staff Counts

Staff	2004–05
Total Teachers	45
Total Other Professional Staff	2
Total Paraprofessionals	NA
Teaching Out of Certification*	2

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates and Completers		2002–03	2003–04	2004–05
General-Education Students	Total Graduates*	0	0	0
	Regents Diplomas	0	0	0
	% Regents Diplomas	0%	0%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	0	0	0
	Regents Diplomas	0	0	0
	% Regents Diplomas	0%	0%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	0	0
All Students	Total Graduates*	0	0	0
	Regents Diplomas	0	0	0
	% Regents Diplomas	0%	0%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	0	0	0

* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

**Beginning with students who first entered grade 9 in 2001–02, students may earn a Regents diploma by passing (scoring 65–100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml.

Post-Secondary Plans of 2004–05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
General-Education Students	Number	0	0	0	0	0	0	0	0
	Percent	0%	0%	0%	0%	0%	0%	0%	0%
Students with Disabilities	Number	0	0	0	0	0	0	0	0
	Percent	0%	0%	0%	0%	0%	0%	0%	0%
All Students	Number	0	0	0	0	0	0	0	0
	Percent	0%	0%	0%	0%	0%	0%	0%	0%

High School Noncompletion Rates

		2002–03		2003–04		2004–05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	0		0	0.0%	1	0.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	0		0	0.0%	1	0.0%
Students with Disabilities	Dropped Out	0		0	0.0%	0	0.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	0		0	0.0%	0	0.0%
All Students	Dropped Out	0	0.0%	0	0.0%	1	0.0%
	Entered GED Program*	0	0.0%	0	0.0%	0	0.0%
	Total Noncompleters	0	0.0%	0	0.0%	1	0.0%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form – C)

Career Development and Occupational Studies (CDOS)

**Percentage of Students Documenting Self- and
Career-Awareness Information and Career Exploration Activities, K–3**

Grades	2002–03	2003–04	2004–05
K–1	0%	0%	94%
2–3	0%	0%	97%

Students Developing a Career Plan, 4–12

Grades		2002–03	2003–04	2004–05
4–5	Number of General-Education Students	0	112	102
	Number of Students with Disabilities	0	24	0
	Number of All Students	0	136	102
	Percent of Enrollment	0%	100%	88%
6–8	Number of General-Education Students	0	188	145
	Number of Students with Disabilities	0	38	0
	Number of All Students	0	226	145
	Percent of Enrollment	0%	100%	90%
9–12	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%

(Form – D)

Second Language Proficiency Examinations

General-Education Students

Test	2002–03		2003–04		2004–05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	16	94%	7	86%

Students with Disabilities

Test	2002–03		2003–04		2004–05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	3	#	0	0%

Regents Competency Tests

General-Education Students

Test	2002–03		2003–04		2004–05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2002–03		2003–04		2004–05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

(Form – E)

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Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	35	46%	20%	31%	3%
	Students with Disabilities	12	58%	33%	8%	0%
	All Students	47	49%	23%	26%	2%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	46	7%	72%	22%	0%
	Students with Disabilities	5	0%	100%	0%	0%
	All Students	51	6%	75%	20%	0%

(Form – I)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
Listening and Speaking (Grade K–1)						
Number Tested		48	55		10	4
Beginning		5	3		2	#
Intermediate		10	17		1	#
Advanced		19	24		5	#
Proficient		14	11		2	#
Reading and Writing (Grade K–1)						
Number Tested		51	54		11	4
Beginning		24	33		7	#
Intermediate		15	16		1	#
Advanced		10	3		3	#
Proficient		2	2		0	#
Listening and Speaking (Grade 2–4)						
Number Tested		106	95		34	37
Beginning		12	3		6	3
Intermediate		26	16		11	6
Advanced		36	53		11	22
Proficient		32	23		6	6
Reading and Writing (Grade 2–4)						
Number Tested		106	95		34	37
Beginning		42	12		22	9
Intermediate		49	38		11	16
Advanced		13	36		0	10
Proficient		2	9		1	2
Listening and Speaking (Grade 5–6)						
Number Tested		42	19		7	7
Beginning		1	1		0	0
Intermediate		5	5		1	1
Advanced		13	10		2	5
Proficient		23	3		4	1
Reading and Writing (Grade 5–6)						
Number Tested		44	19		8	7
Beginning		7	5		1	0
Intermediate		26	7		6	5
Advanced		9	7		1	2
Proficient		2	0		0	0

*The NYSESLAT was first administered in the 2002–03 school year, but complete data for all school districts were not available until 2003–04.

(Form – K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2002–03	**2003–04**	**2004–05**	**2002–03**	**2003–04**	**2004–05**
Listening and Speaking (Grade 7–8)						
Number Tested		47	16		8	3
Beginning		12	0		1	#
Intermediate		6	1		2	#
Advanced		11	10		2	#
Proficient		18	5		3	#
Reading and Writing (Grade 7–8)						
Number Tested		50	16		9	3
Beginning		15	0		4	#
Intermediate		20	6		2	#
Advanced		14	7		3	#
Proficient		1	3		0	#
Listening and Speaking (Grade 9–12)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
Reading and Writing (Grade 9–12)						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0

*The NYSESLAT was first administered in the 2002–03 school year, but complete data for all school districts were not available until 2003–04.

(Form – L)