



# The New York State District Report Card

**Accountability  
and Overview Report  
2005 – 06**

District **NEW YORK CITY GEOGRAPHIC  
DISTRICT # 3**

District ID **310300010000**

Superintendent **JUDI ARONSON**

Telephone **(212) 521-3729**

Grades **PK-12, UE, US**

## This District's Report Card

The New York State District 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 district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

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

### 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](mailto:RPTCARD@mail.nysed.gov)

## Use this report to:

### **1** Get District Profile information.

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

### **2** Review District Accountability Status.

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

### **3** View School Accountability Status.

This section lists all schools in your district by 2006–07 accountability status.

### **4** Review an Overview of District Performance.

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

## District Profile

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

### Enrollment

	2003-04	2004-05	2005-06
Pre-K	538	532	458
Kindergarten	1404	1441	1330
Grade 1	1523	1543	1487
Grade 2	1485	1413	1419
Grade 3	1566	1501	1414
Grade 4	1486	1482	1371
Grade 5	1507	1474	1382
Grade 6	1648	1524	1458
Ungraded Elementary	373	437	546
Grade 7	1627	1650	1464
Grade 8	1543	1540	1534
Grade 9	2588	3108	2971
Grade 10	2263	2217	2497
Grade 11	1519	1604	1655
Grade 12	1224	1360	1466
Ungraded Secondary	465	496	534
<b>Total K-12</b>	<b>22221</b>	<b>22790</b>	<b>22528</b>

### Average Class Size

	2003-04	2004-05	2005-06
<b>Common Branch</b>	23	25	25
<b>Grade 8</b>			
English	32	30	28
Mathematics	31	29	27
Science		29	29
Social Studies		28	29
<b>Grade 10</b>			
English	30	29	27
Mathematics	34	30	26
Science	34	28	27
Social Studies	29	29	27

### 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 district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

### Average Class Size Information

*Average Class Size* is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

## Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	12678	57%	0	0%	11638	52%
Reduced-Price Lunch	1646	7%	0	0%	1612	7%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1911	9%	2224	10%	2367	11%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	122	1%	122	1%	109	0%
Black or African American	8507	38%	8451	37%	7843	35%
Hispanic or Latino	7924	36%	8301	36%	8369	37%
Asian or Native Hawaiian/Other Pacific Islander	1180	5%	1251	5%	1301	6%
White	4488	20%	4665	20%	4906	22%

\* Not available at the district level.

## Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate						
Student Suspensions	649	N/A	968	4%	974	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.

## Attendance and Suspensions Information

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

	2003-04	2004-05	2005-06
<b>Core Classes Not Taught by Highly Qualified Teachers</b>			
Total Number of Core Classes	1434	2703	4969
Percent Not Taught by Highly Qualified Teachers	19%	22%	13%
<b>Teachers with No Valid Teaching Certificate</b>			
Total Number of Teachers	71	80	79
Percent with No Valid Teaching Certificate	5%	5%	5%
<b>Individuals Teaching Out of Certification</b>			
Number of Teachers	186	267	246
Percentage of Total	14%	17%	16%
<b>Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate</b>			
	40%	36%	34%

## Staff Counts

	2003-04	2004-05	2005-06
Total Teachers			
Total Other Professional Staff			
Total Paraprofessionals*			
Assistant Principals			
Principals			

\* Not available at the school level.

## Teacher Qualifications Information

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

## Staff Counts Information

*Other Professionals* includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

## Understanding How Accountability Works in New York State

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

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



### 1 English Language Arts (ELA)

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

#### A Participation Criterion

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

#### B Performance Criterion

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

### 2 Mathematics

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

### 3 Third Indicator

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

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

#### A Participation Criterion

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

#### B Performance Criterion

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

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

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

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

## Useful Terms for Understanding Accountability

### Accountability Cohort

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

### Adequate Yearly Progress (AYP)

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

### Annual Measurable Objective (AMO)

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

### Continuously Enrolled Students

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

### Effective Annual Measurable Objective (Effective AMO)

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

### Performance Index (PI)

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

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

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

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

A list of tests used to measure student performance for accountability is available at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### Progress Target

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

### Safe Harbor

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

### Safe Harbor Targets

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

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

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

### Science Progress Target

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

### Science Standard

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

## Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: [www.emsc.nysed.gov/irts/school-accountability/about.shtml](http://www.emsc.nysed.gov/irts/school-accountability/about.shtml).

### Federal Title I Status

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

#### ▲ District in Good Standing

A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

#### ▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 2)

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

#### ▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

### New York State Status

(Applies to New York State districts)

#### ■ District Requiring Academic Progress (Year 1)

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

#### ■ District Requiring Academic Progress (Year 2)

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

#### ■ District Requiring Academic Progress (Year 3)

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

#### ■ District Requiring Academic Progress (Year 4)

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

#### ■ District Requiring Academic Progress (Year 5 and above)

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



## Summary

### Overall Accountability Status (2006–07)

#### ▲ Improvement (Year 5)

##### Elementary/Middle Level

ELA ▲ Improvement (Year 5)

Math ▲ Improvement (Year 4)

Science ▲ Good Standing

##### Secondary Level

ELA ▲ Improvement (Year 5)

Math ▲ Improvement (Year 4)

Graduation Rate ▲ Good Standing

### Title I Part A Funding

#### Years the District Received Title I Part A Funding

**2004–05**

YES

**2005–06**

YES

**2006–07**

YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
<b>All Students</b>	✓	✓	✓	✓	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	✗	✓		–	–	
Black or African American	✓	✓		✓	✓	
Hispanic or Latino	✓	✓		✗	✓	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		✓	✓	
<b>Other Groups</b>						
Students with Disabilities	✗	✓		✗	✓ <sup>SH</sup>	
Limited English Proficient	✗	✓		✗	✓ <sup>SH</sup>	
Economically Disadvantaged	✓	✓		✓	✓	
<b>Student groups making AYP in each subject</b>	✗ 6 of 9	✓ 9 of 9	✓ 1 of 1	✗ 5 of 8	✓ 8 of 8	✓ 1 of 1

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> 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) ■         |
| Improvement (Year 3) ▲         | Requiring Academic Progress (Year 3) ■         |
| Improvement (Year 4) ▲         | Requiring Academic Progress (Year 4) ■         |
| Improvement (Year 5 & Above) ▲ | Requiring Academic Progress (Year 5 & Above) ■ |



## Elementary/Middle-Level English Language Arts





























**Accountability Status for This Subject (2006–07)**  Improvement (Year 5)

**Accountability Measures** 6 of 9 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 district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 6) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 5) in 2007-08. [210]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (8977:8615)			98%		143	121	
<b>Ethnicity</b>							
American Indian or Alaska Native (68:40)			94%		133	107	
Black or African American (3547:3394)			99%		127	120	
Hispanic or Latino (3146:2985)			97%		130	120	
Asian or Native Hawaiian/Other Pacific Islander (428:420)			99%		182	117	
White (1809:1776)			99%		188	119	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (1795:1205)			94%		92	119	97    103
Limited English Proficient (1108:688)			93%		97	118	94    107
Economically Disadvantaged (5906:5707)			99%		149	121	
<b>Final AYP Determination</b>	 6 of 9						

#### NOTES

<sup>1</sup> 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.

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

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

<sup>4</sup> If the district 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 district is considered to have made AYP for students with disabilities.

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


#### AYP Status

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 3**

## Elementary/Middle-Level Mathematics





























**Accountability Status for This Subject (2006–07)**  Improvement (Year 4)

**Accountability Measures** 9 of 9  Student groups making AYP in Mathematics  
Made AYP

### Prospective Status

To be removed from improvement status in Mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 5) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [219]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (8992:8540)			98%		150	85	
<b>Ethnicity</b>							
American Indian or Alaska Native (45:40)			96%		148	71	
Black or African American (3553:3339)			98%		130	84	
Hispanic or Latino (3150:2971)			98%		143	84	
Asian or Native Hawaiian/Other Pacific Islander (433:422)			99%		189	81	
White (1811:1768)			99%		190	83	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (1316:1215)			96%		99	83	
Limited English Proficient (768:720)			97%		111	82	
Economically Disadvantaged (5921:5641)			99%		157	85	
<b>Final AYP Determination</b>	 9 of 9						

#### NOTES

<sup>1</sup> 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.


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

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

<sup>4</sup> If the district 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 district is considered to have made AYP for students with disabilities.

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

#### AYP Status

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 3**



















## Elementary/Middle-Level Science

**Accountability Status**  Good Standing  
**for This Subject**  
**(2006–07)**

**Accountability Measures** 1 of 1 Student groups making AYP in Science  
 Made AYP

**Prospective Status** This district will be in good standing in 2007-08. [201]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
<b>All Students</b> (3034:2690)		Qualified		92%		152	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (17:14)	–	–	–	–	–	–	–	–
Black or African American (1219:1037)		Qualified		89%		132	100	
Hispanic or Latino (1067:954)		Qualified		93%		145	100	
Asian or Native Hawaiian/Other Pacific Islander (145:140)		Qualified		98%		184	100	
White (586:545)		Qualified		94%		195	100	
<b>Other Groups</b>								
Students with Disabilities (440:374)		Qualified		88%		120	100	
Limited English Proficient (257:230)		Qualified		94%		112	100	
Economically Disadvantaged (1981:1776)		Qualified		93%		156	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

- <sup>1</sup> 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.
- <sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- <sup>3</sup> Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.


#### AYP Status

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 3**

## Secondary-Level English Language Arts

























**Accountability Status for This Subject (2006–07)**  Improvement (Year 5)

**Accountability Measures** 5 of 8 Student groups making AYP in English Language Arts  
 Did not make AYP

### Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 6) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 5) in 2007-08. [210]

### How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2002 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06	2006–07
<b>All Students</b> (1563:1624)			99%		168	151		
<b>Ethnicity</b>								
American Indian or Alaska Native (4:6)	–	–	–	–	–	–	–	–
Black or African American (459:524)			100%		165	149		
Hispanic or Latino (516:554)			99%		145	149	149	151
Asian or Native Hawaiian/Other Pacific Islander (155:141)			100%		191	145		
White (429:399)			100%		195	148		
<b>Other Groups</b>								
Students with Disabilities (36:74)		–	–		93	143	109	104
Limited English Proficient (140:183)			99%		97	146	105	107
Economically Disadvantaged (823:952)			100%		153	150		
<b>Final AYP Determination</b>	 5 of 8							

#### NOTES




<sup>1</sup> These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.

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



#### AYP Status

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 3**

## Secondary-Level Mathematics

























**Accountability Status for This Subject (2006–07)**  Improvement (Year 4)

**Accountability Measures** 8 of 8  Student groups making AYP in Mathematics  
 Made AYP

### Prospective Status

To be removed from improvement status in Mathematics, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 5) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [219]




### How did students in each accountability group perform on secondary-level Mathematics accountability measures?

Student Group (12th Graders: 2002 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (1563:1624)			99%		172	143	
<b>Ethnicity</b>							
American Indian or Alaska Native (4:6)	–	–	–	–	–	–	–
Black or African American (459:524)			99%		167	141	
Hispanic or Latino (516:554)			98%		152	141	
Asian or Native Hawaiian/Other Pacific Islander (155:141)			99%		198	137	
White (429:399)			99%		195	140	
<b>Other Groups</b>							
Students with Disabilities (36:74)	 SH	–	–	 SH	114	135	98    123
Limited English Proficient (140:183)	 SH		99%	 SH	129	138	115    136
Economically Disadvantaged (823:952)			99%		158	142	
<b>Final AYP Determination</b>	 8 of 8						

#### NOTES

- <sup>1</sup> These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
  - <sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
  - <sup>3</sup> For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

#### AYP Status

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











## Graduation Rate

**Accountability Status**  Good Standing  
**for This Indicator**  
**(2006–07)**

**Accountability Measures** 1 of 1 Student groups making AYP in Graduation Rate  
 Made AYP

**Prospective Status** This district will be in good standing in 2007-08. [201]

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

Student Group (Cohort Count) <sup>1</sup>	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	2005–06	2006–07
<b>All Students</b> (1486)			77%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (8)		–	–	–	–	–
Black or African American (444)			73%	55%		
Hispanic or Latino (527)			63%	55%		
Asian or Native Hawaiian/Other Pacific Islander (138)			95%	55%		
White (369)			94%	55%		
<b>Other Groups</b>						
Students with Disabilities (72)			32%	55%	32%	33%
Limited English Proficient (160)			51%	55%	45%	52%
Economically Disadvantaged (799)			66%	55%		
<b>Final AYP Determination</b>		1 of 1				

#### NOTES

<sup>1</sup> Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

<sup>2</sup> Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

## Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

# 3 School Accountability Status

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 3**

## 2006–07 Accountability Status of Schools in Your District

This section lists all schools in your district by 2006–07 accountability status.

### Federal Title I Status

### New York State Status

#### **Good Standing**

30 schools identified 75% of total

ANDERSON SCHOOL (THE)  
BEACON HIGH SCHOOL  
FIORELLO H. LA GUARDIA HIGH SCHOOL  
FREDERICK DOUGLAS ACADEMY II  
M.S. 243 CENTER SCHOOL  
M.S. 245 COMPUTER SCHOOL  
M.S. 246 CROSSROADS SCHOOL  
M.S. 250 WEST SIDE COLLABORATIVE MIDDLE SCHOOL  
M.S. 258 COMMUNITY ACTION SCHOOL  
MANHATTAN/HUNTER COLLEGE HS FOR THE SCIENCES  
MLK HIGH SCHOOL - LAW, ADVOCACY AND COMMUNITY JUSTICE  
MLK JUNIOR HIGH SCHOOL FOR ARTS AND TECHNOLOGY  
MOTT HALL II  
P.S. 9 SARAH ANDERSON SCHOOL  
P.S. 75 EMILY DICKINSON SCHOOL  
P.S. 76 A. PHILLIP RANDOLPH SCHOOL  
P.S. 84 LILIAN WEBER SCHOOL  
P.S. 87 WILLIAM SHERMAN SCHOOL  
P.S. 145 BLOOMINGDALE SCHOOL  
P.S. 149 SOJOURNER TRUTH SCHOOL  
P.S. 163 ALFRED E. SMITH SCHOOL  
P.S. 166-RICHARD ROGERS SCHOOL FOR THE ARTS & SCIENCE  
P.S. 180 HUGO NEWMAN SCHOOL  
P.S. 185 JOHN M. LANGSTON SCHOOL  
P.S. 191 AMSTERDAM SCHOOL  
P.S. 199 JESSE ISADOR STRAUS SCHOOL  
P.S. 242 MGP BROWN COMPUTER SCHOOL  
P.S. 333 MANHATTAN SCHOOL FOR CHILDREN  
SCHOOL FOR ARTS, INAGINATION AND INQUIRY  
URBAN ASSEMBLY SCHOOL FOR MEDIA STUDIES

#### **Improvement (Year 1)**

4 schools identified 10% of total

M.S. 247 DUAL LANGUAGE MID SCHOOL  
P.S. 165 ROBERT E. SIMON SCHOOL  
P.S. 208 ALAINE L. LOCKE SCHOOL  
WADLEIGH ARTS HIGH SCHOOL

#### **Requiring Academic Progress (Year 1)**

2 schools identified 5% of total

M.S. 244 COLUMBUS MIDDLE SCHOOL  
P.S. 241 FAMILY ACADEMY

#### **Planning for Restructuring**

1 school identified 3% of total

LOUIS D. BRANDEIS HIGH SCHOOL

#### **Requiring Academic Progress (Year 4)**

1 school identified 3% of total

J.H.S. 54 BOOKER T. WASHINGTON JUNIOR HIGH SCHOOL

#### **Restructuring (Year 2)**

2 schools identified 5% of total

J.H.S. 44 WILLIAM J. O'SHEA

(continued)



# 3 School Accountability Status


District **NEW YORK CITY GEOGRAPHIC DISTRICT # 3**

## 2006–07 Accountability Status of Schools in Your District continued

**Federal Title I Status**

**New York State Status**

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 **Restructuring (Year 2) (continued)**

M.S. 256 ACADEMY AND ATHLETIC EXCELLENCE

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District **NEW YORK CITY GEOGRAPHIC DISTRICT # 3**

## Summary of 2005–06 District Performance

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

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
<b>English Language Arts</b>				
Grade 3	62%			1251
Grade 4	62%			1309
Grade 5	58%			1376
Grade 6	50%			1434
Grade 7	49%			1433
Grade 8	41%			1490
<b>Mathematics</b>				
Grade 3	76%			1410
Grade 4	73%			1430
Grade 5	65%			1450
Grade 6	57%			1472
Grade 7	48%			1460
Grade 8	46%			1542
<b>Science</b>				
Grade 4	76%			1409
Grade 8	33%			1159

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
<b>Secondary Level</b>				
English	69%			1897
Mathematics	71%			1897

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
<b>Graduation Rate</b>				
2002 Cohort	63%			1897

### 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](http://www.emsc.nysed.gov/irts).

In this section, this district's performance is compared with that of public schools statewide.

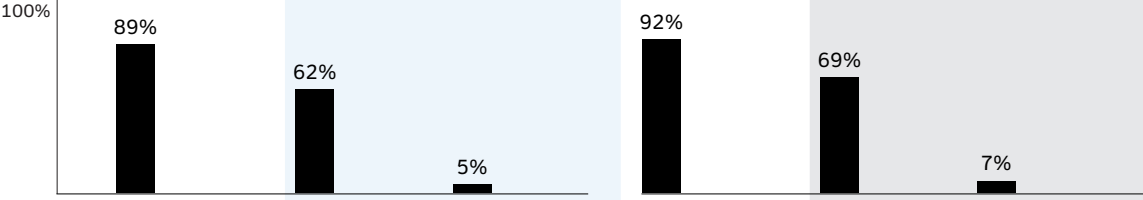
### This District's N/RC Category:

#### NYC Public Schools

This is New York City, a uniquely large and complex district with high student needs relative to district resource capacity.

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 3**

## This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 663	616-780	650-780	730-780			
						
Number of Students:	1118	778	66			

## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1251</b>	<b>89%</b>	<b>62%</b>	<b>5%</b>				
Female	659	92%	66%	6%				
Male	592	87%	58%	4%				
American Indian or Alaska Native	8	75%	38%	0%				
Black or African American	514	84%	49%	3%				
Hispanic or Latino	355	88%	52%	2%				
Asian or Native Hawaiian/Other Pacific Islander	61	98%	89%	11%				
White	313	98%	90%	12%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	1093	93%	66%	6%				
Students with Disabilities	158	65%	36%	1%				
English Proficient	1232	90%	63%	5%				
Limited English Proficient	19	63%	32%	0%				
Economically Disadvantaged	903	92%	63%	4%				
Not Disadvantaged	348	81%	59%	8%				
Migrant								
Not Migrant	1251	89%	62%	5%				

### NOTES

The – symbol indicates that data for a group of students has 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

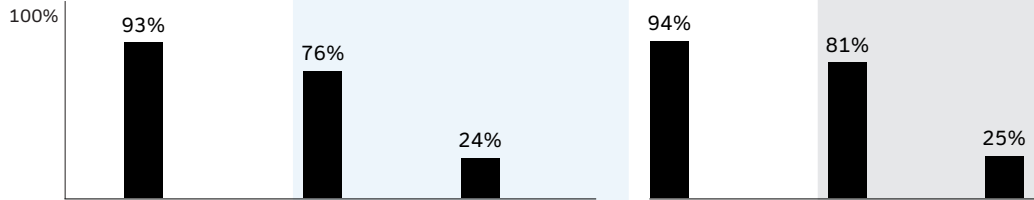
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	13	13	13	13	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	156	81	55	N/A	N/A	N/A	N/A	N/A

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 3**

## This District's Results in Grade 3 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 675	624-770	650-770	703-770			
Range:	624-770	650-770	703-770			
Number of Students:	1306	1075	345	1306	1075	345



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1410</b>	<b>93%</b>	<b>76%</b>	<b>24%</b>				
Female	729	93%	77%	25%				
Male	681	92%	75%	24%				
American Indian or Alaska Native	10	90%	60%	10%				
Black or African American	538	88%	65%	10%				
Hispanic or Latino	472	92%	74%	17%				
Asian or Native Hawaiian/Other Pacific Islander	71	100%	96%	51%				
White	319	99%	96%	54%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	1225	95%	80%	27%				
Students with Disabilities	185	76%	49%	9%				
English Proficient	1231	93%	79%	27%				
Limited English Proficient	179	87%	59%	10%				
Economically Disadvantaged	1026	95%	79%	23%				
Not Disadvantaged	384	86%	70%	28%				
Migrant								
Not Migrant	1410	93%	76%	24%				

### NOTES

The – symbol indicates that data for a group of students has 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

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	11	11	11	10	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 3**

## This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 661	612-775	650-775	716-775			
Number of Students:	1185	813	105			

## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1309</b>	<b>91%</b>	<b>62%</b>	<b>8%</b>				
Female	637	92%	62%	10%				
Male	672	89%	62%	6%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	492	87%	49%	3%				
Hispanic or Latino	433	88%	51%	2%				
Asian or Native Hawaiian/Other Pacific Islander	78	-	-	-				
White	302	97%	92%	22%				
Small Group Totals	82	100%	89%	23%				
General-Education Students	1129	96%	69%	9%				
Students with Disabilities	180	57%	22%	0%				
English Proficient	1275	91%	64%	8%				
Limited English Proficient	34	68%	9%	0%				
Economically Disadvantaged	909	95%	65%	7%				
Not Disadvantaged	400	80%	56%	11%				
Migrant								
Not Migrant	1309	91%	62%	8%				

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

### NOTES

The - symbol indicates that data for a group of students has 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

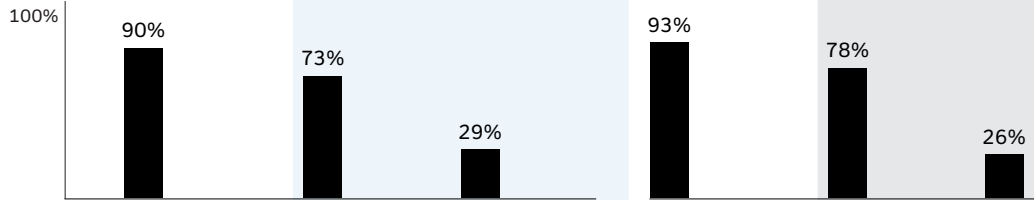
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	12	12	10	8	25	24	21	12
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	92	68	51	N/A	80	44	32	N/A

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 3**

## This District's Results in Grade 4 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 675	622-800	650-800	702-800			
Range:	622-800	650-800	702-800			
Number of Students:	1291	1048	413	1291	1048	413



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1430</b>	<b>90%</b>	<b>73%</b>	<b>29%</b>				
Female	701	90%	70%	26%				
Male	729	91%	76%	32%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	512	88%	64%	14%				
Hispanic or Latino	517	87%	66%	16%				
Asian or Native Hawaiian/Other Pacific Islander	87	-	-	-				
White	310	98%	95%	65%				
Small Group Totals	91	99%	93%	67%				
General-Education Students	1222	95%	79%	32%				
Students with Disabilities	208	64%	39%	8%				
English Proficient	1286	92%	77%	31%				
Limited English Proficient	144	74%	41%	6%				
Economically Disadvantaged	989	94%	77%	29%				
Not Disadvantaged	441	81%	65%	29%				
Migrant								
Not Migrant	1430	90%	73%	29%				

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

### NOTES

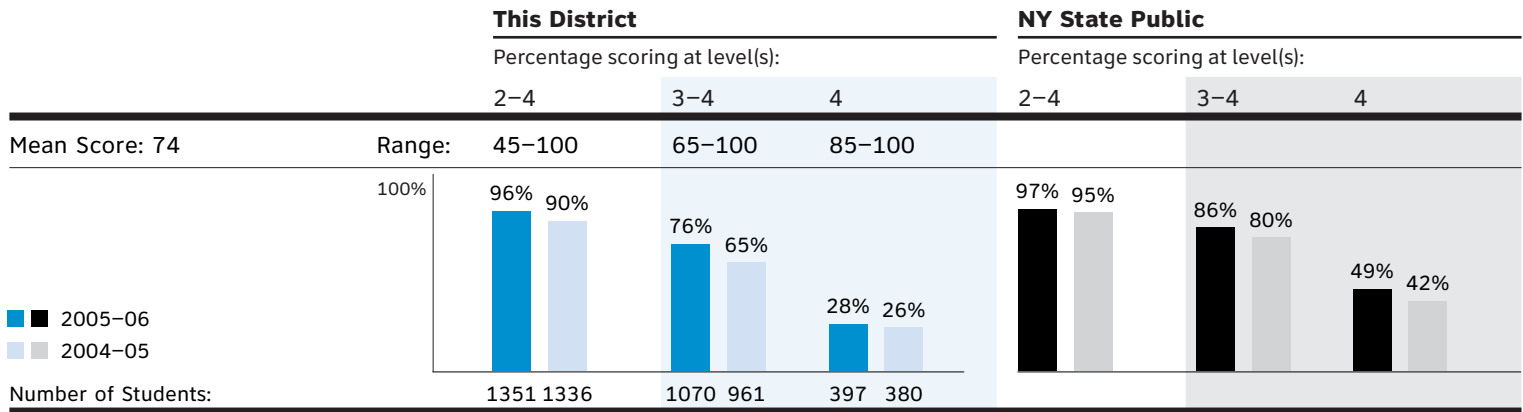
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## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	12	11	10	8	20	20	19	14

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 3**

## This District's Results in Grade 4 Science



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1409</b>	<b>96%</b>	<b>76%</b>	<b>28%</b>	<b>1478</b>	<b>90%</b>	<b>65%</b>	<b>26%</b>
Female	693	96%	74%	25%	743	91%	64%	26%
Male	716	96%	77%	31%	735	90%	66%	25%
American Indian or Alaska Native	4	-	-	-	6	100%	67%	17%
Black or African American	505	93%	68%	13%	580	88%	57%	11%
Hispanic or Latino	506	96%	68%	17%	512	88%	54%	12%
Asian or Native Hawaiian/Other Pacific Islander	86	-	-	-	70	96%	89%	61%
White	308	100%	97%	64%	310	98%	92%	68%
Small Group Totals	90	99%	92%	53%				
General-Education Students	1210	98%	79%	31%	1297	92%	68%	28%
Students with Disabilities	199	86%	56%	11%	181	78%	45%	8%
English Proficient	1272	97%	79%	31%	1312	93%	70%	29%
Limited English Proficient	137	88%	47%	5%	166	67%	25%	1%
Economically Disadvantaged	984	97%	77%	26%	1356	90%	64%	25%
Not Disadvantaged	425	93%	72%	34%	122	95%	75%	32%
Migrant								
Not Migrant	1409	96%	76%	28%	1478	90%	65%	26%

### NOTES

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## Other Assessments

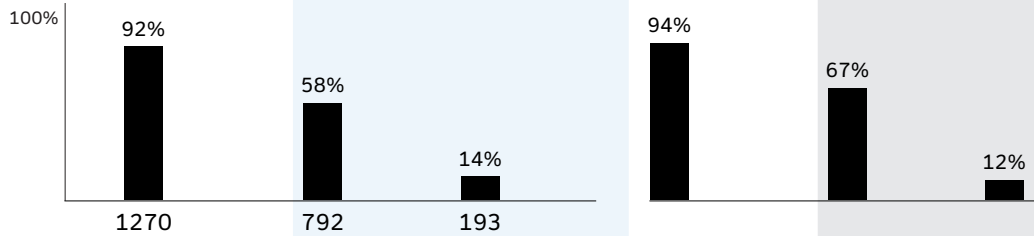
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	15	14	12	11	21	19	17	13



District **NEW YORK CITY GEOGRAPHIC DISTRICT # 3**

## This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 659	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
	92%	58%	14%	94%	67%	12%
Number of Students:	1270	792	193			



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1376</b>	<b>92%</b>	<b>58%</b>	<b>14%</b>				
Female	722	93%	58%	16%				
Male	654	92%	57%	12%				
American Indian or Alaska Native	6	100%	50%	0%				
Black or African American	539	90%	47%	3%				
Hispanic or Latino	457	91%	44%	4%				
Asian or Native Hawaiian/Other Pacific Islander	67	99%	85%	36%				
White	307	96%	90%	43%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	1184	95%	63%	16%				
Students with Disabilities	192	74%	23%	2%				
English Proficient	1318	93%	59%	14%				
Limited English Proficient	58	78%	17%	3%				
Economically Disadvantaged	979	95%	59%	12%				
Not Disadvantaged	397	86%	53%	19%				
Migrant								
Not Migrant	1376	92%	58%	14%				

### NOTES

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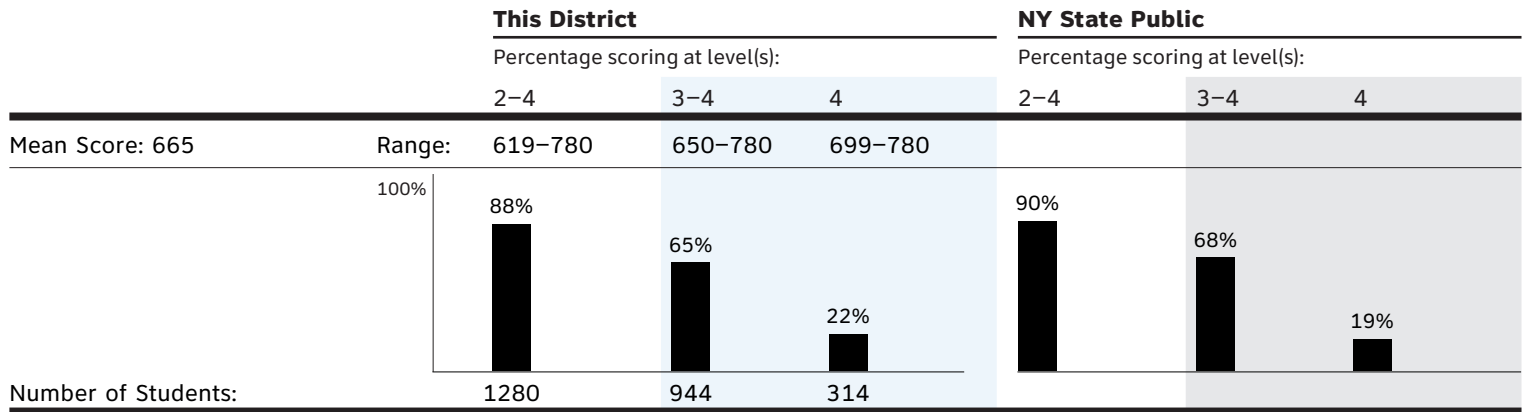
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	18	17	17	16	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	50	33	26	N/A	N/A	N/A	N/A	N/A

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 3**

## This District's Results in Grade 5 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1450</b>	<b>88%</b>	<b>65%</b>	<b>22%</b>				
Female	750	89%	63%	21%				
Male	700	88%	67%	22%				
American Indian or Alaska Native	5	100%	40%	0%				
Black or African American	565	83%	52%	7%				
Hispanic or Latino	502	87%	61%	12%				
Asian or Native Hawaiian/Other Pacific Islander	69	97%	94%	55%				
White	309	96%	91%	57%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	1245	91%	71%	24%				
Students with Disabilities	205	69%	32%	6%				
English Proficient	1325	90%	67%	23%				
Limited English Proficient	125	67%	45%	3%				
Economically Disadvantaged	1034	91%	68%	19%				
Not Disadvantaged	416	82%	58%	28%				
Migrant								
Not Migrant	1450	88%	65%	22%				

### NOTES

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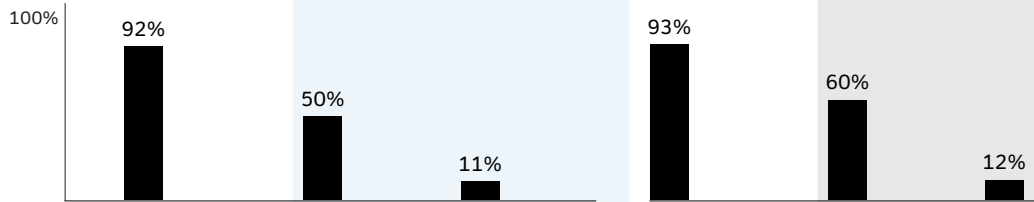
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	19	18	15	13	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 3**

## This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 651	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	1317	718	157			



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1434</b>	<b>92%</b>	<b>50%</b>	<b>11%</b>				
Female	704	94%	52%	12%				
Male	730	90%	48%	10%				
American Indian or Alaska Native	6	67%	33%	0%				
Black or African American	549	89%	33%	2%				
Hispanic or Latino	510	91%	40%	3%				
Asian or Native Hawaiian/Other Pacific Islander	81	99%	91%	37%				
White	288	98%	90%	34%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	1233	96%	56%	12%				
Students with Disabilities	201	68%	14%	1%				
English Proficient	1363	93%	52%	12%				
Limited English Proficient	71	73%	13%	0%				
Economically Disadvantaged	870	96%	55%	10%				
Not Disadvantaged	564	85%	43%	12%				
Migrant								
Not Migrant	1434	92%	50%	11%				

### NOTES

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## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	18	18	16	15	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	30	20	16	N/A	N/A	N/A	N/A	N/A

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 3**

## This District's Results in Grade 6 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 657	616-780	650-780	696-780			
Range:						
	83%	57%	18%	87%	60%	13%
Number of Students:	1229	836	266			

## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1472</b>	<b>83%</b>	<b>57%</b>	<b>18%</b>				
Female	717	84%	56%	18%				
Male	755	83%	58%	18%				
American Indian or Alaska Native	6	83%	33%	0%				
Black or African American	547	75%	40%	4%				
Hispanic or Latino	542	82%	49%	6%				
Asian or Native Hawaiian/Other Pacific Islander	86	99%	94%	58%				
White	291	98%	92%	57%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	1266	87%	62%	21%				
Students with Disabilities	206	60%	22%	2%				
English Proficient	1371	85%	59%	19%				
Limited English Proficient	101	61%	27%	3%				
Economically Disadvantaged	899	87%	60%	18%				
Not Disadvantaged	573	78%	52%	18%				
Migrant								
Not Migrant	1472	83%	57%	18%				

### NOTES

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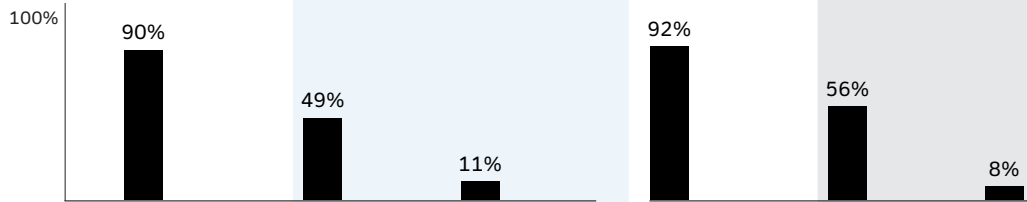
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	17	16	15	12	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 3**

## This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 650	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	1294	697	160	1294	697	160



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1433</b>	<b>90%</b>	<b>49%</b>	<b>11%</b>				
Female	724	93%	52%	12%				
Male	709	88%	46%	11%				
American Indian or Alaska Native	6	100%	100%	0%				
Black or African American	607	86%	31%	2%				
Hispanic or Latino	485	91%	42%	4%				
Asian or Native Hawaiian/Other Pacific Islander	52	100%	81%	29%				
White	283	98%	90%	40%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	1262	94%	53%	12%				
Students with Disabilities	171	66%	16%	2%				
English Proficient	1382	91%	50%	12%				
Limited English Proficient	51	76%	8%	0%				
Economically Disadvantaged	915	94%	51%	12%				
Not Disadvantaged	518	84%	45%	9%				
Migrant								
Not Migrant	1433	90%	49%	11%				

### NOTES

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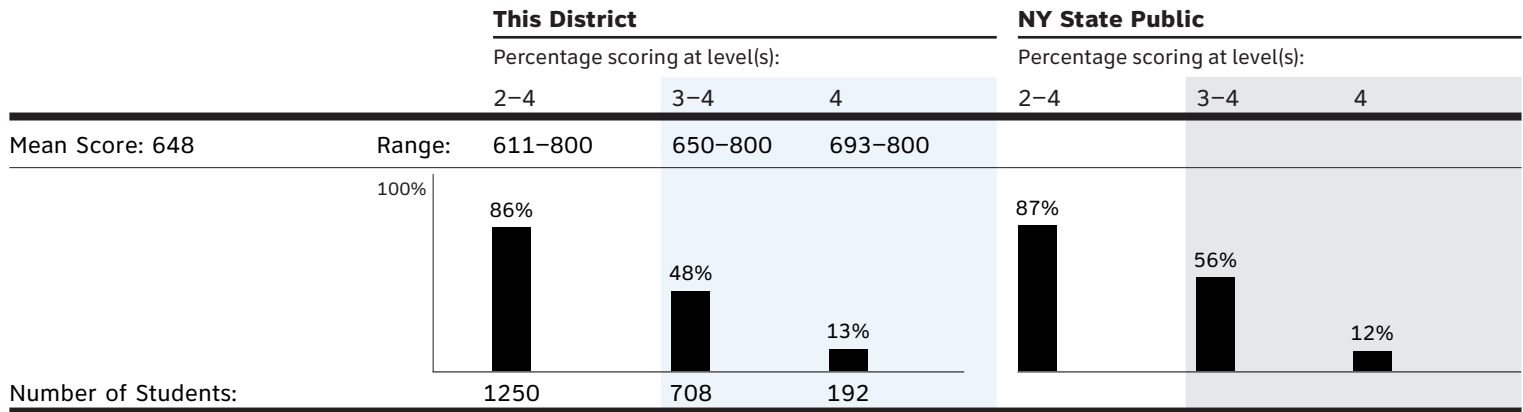
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	16	16	16	13	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	39	18	11	N/A	N/A	N/A	N/A	N/A

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

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 3**

## This District's Results in Grade 7 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1460</b>	<b>86%</b>	<b>48%</b>	<b>13%</b>				
Female	722	86%	50%	15%				
Male	738	85%	47%	12%				
American Indian or Alaska Native	6	100%	83%	0%				
Black or African American	615	78%	29%	2%				
Hispanic or Latino	498	87%	45%	6%				
Asian or Native Hawaiian/Other Pacific Islander	56	95%	86%	43%				
White	285	99%	89%	44%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	1289	88%	53%	15%				
Students with Disabilities	171	65%	13%	3%				
English Proficient	1376	87%	51%	14%				
Limited English Proficient	84	56%	15%	4%				
Economically Disadvantaged	940	88%	51%	15%				
Not Disadvantaged	520	82%	44%	10%				
Migrant								
Not Migrant	1460	86%	48%	13%				

### NOTES

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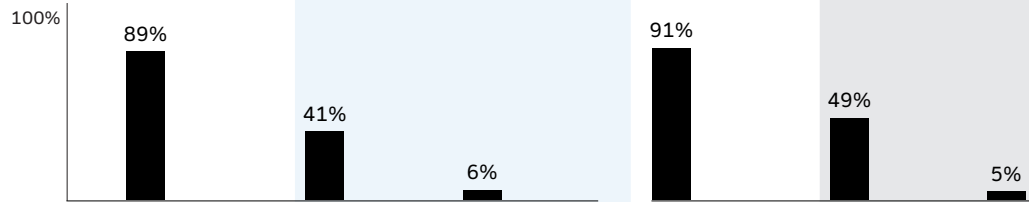
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	15	14	14	13	This test was not given in 2004-05.			

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 3**

## This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 646	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	1333	612	87	1333	612	87



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1490</b>	<b>89%</b>	<b>41%</b>	<b>6%</b>				
Female	798	91%	45%	7%				
Male	692	87%	37%	4%				
American Indian or Alaska Native	11	73%	27%	0%				
Black or African American	678	86%	27%	1%				
Hispanic or Latino	480	88%	32%	1%				
Asian or Native Hawaiian/Other Pacific Islander	54	94%	72%	26%				
White	267	99%	88%	22%				
Small Group Totals								
General-Education Students	1301	94%	46%	7%				
Students with Disabilities	189	61%	8%	0%				
English Proficient	1438	91%	42%	6%				
Limited English Proficient	52	58%	4%	0%				
Economically Disadvantaged	917	94%	44%	7%				
Not Disadvantaged	573	83%	37%	4%				
Migrant								
Not Migrant	1490	89%	41%	6%				

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

### NOTES

The – symbol indicates that data for a group of students has 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

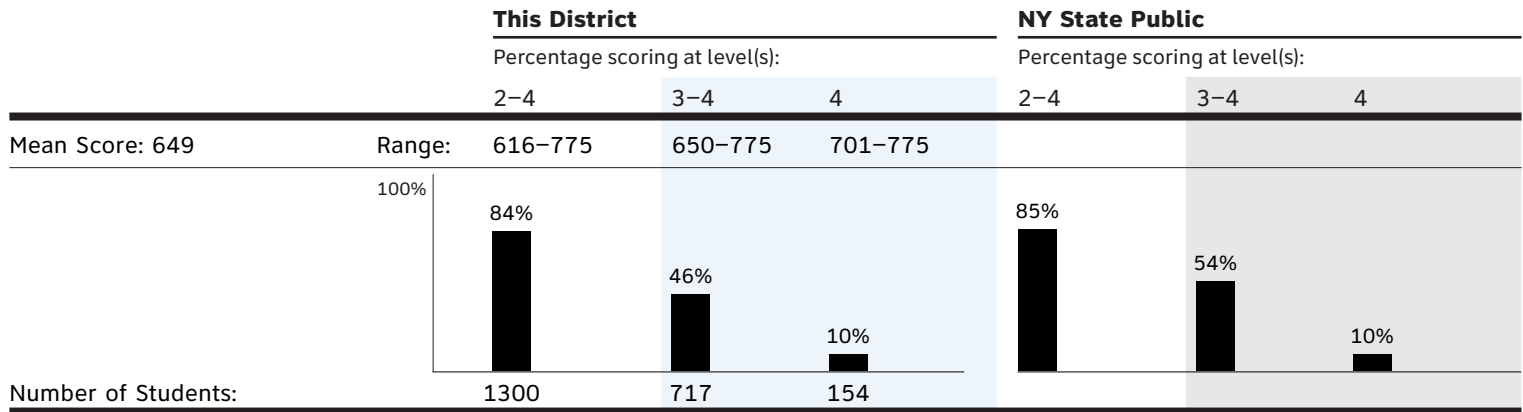
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	17	17	16	16	16	16	15	15
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	57	32	24	N/A	59	35	28	N/A

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



District **NEW YORK CITY GEOGRAPHIC DISTRICT # 3**

## This District's Results in Grade 8 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1542</b>	<b>84%</b>	<b>46%</b>	<b>10%</b>				
Female	823	86%	47%	10%				
Male	719	83%	46%	9%				
American Indian or Alaska Native	12	83%	33%	0%				
Black or African American	678	80%	33%	2%				
Hispanic or Latino	524	82%	39%	5%				
Asian or Native Hawaiian/Other Pacific Islander	57	93%	82%	40%				
White	271	97%	88%	34%				
Small Group Totals								
General-Education Students	1348	89%	52%	11%				
Students with Disabilities	194	52%	10%	0%				
English Proficient	1434	86%	49%	11%				
Limited English Proficient	108	58%	19%	0%				
Economically Disadvantaged	970	88%	51%	10%				
Not Disadvantaged	572	77%	39%	9%				
Migrant								
Not Migrant	1542	84%	46%	10%				

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

### NOTES

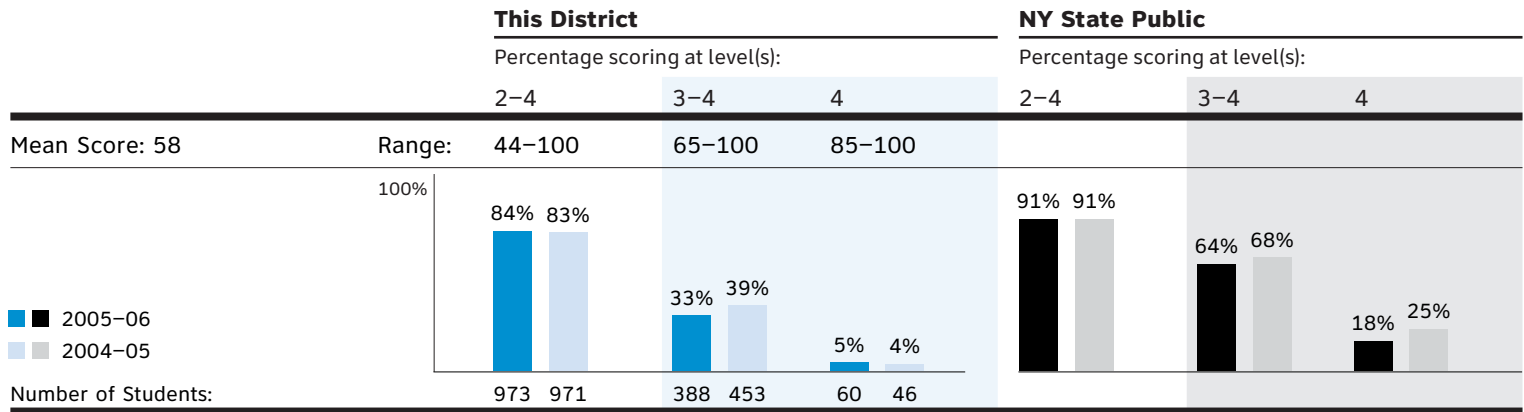
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## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	17	17	16	14	15	14	13	11

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 3**

## This District's Results in Grade 8 Science



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>1159</b>	<b>84%</b>	<b>33%</b>	<b>5%</b>	<b>1172</b>	<b>83%</b>	<b>39%</b>	<b>4%</b>
Female	613	85%	32%	5%	613	86%	37%	3%
Male	546	83%	35%	6%	559	79%	41%	5%
American Indian or Alaska Native	10	90%	20%	0%	10	90%	60%	10%
Black or African American	546	79%	21%	1%	541	77%	30%	1%
Hispanic or Latino	458	85%	34%	2%	489	85%	38%	3%
Asian or Native Hawaiian/Other Pacific Islander	37	89%	68%	22%	25	92%	64%	12%
White	108	99%	85%	36%	107	96%	75%	20%
<b>Small Group Totals</b>								
General-Education Students	1002	87%	37%	6%	989	86%	42%	4%
Students with Disabilities	157	64%	13%	1%	183	64%	20%	3%
English Proficient	1055	87%	35%	6%	1051	85%	41%	4%
Limited English Proficient	104	56%	13%	0%	121	65%	14%	1%
Economically Disadvantaged	694	86%	30%	1%	957	81%	34%	2%
Not Disadvantaged	465	81%	39%	12%	215	92%	58%	12%
<b>Migrant</b>								
Not Migrant	1159	84%	33%	5%	1172	83%	39%	4%

### NOTES

The – symbol indicates that data for a group of students has 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

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	15	15	14	13	15	14	13	9
Regents Science	193	193	193	56	245	216	197	70

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 3**

## Previous Years' Results for English Language Arts

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

### Grade 4

#### This District

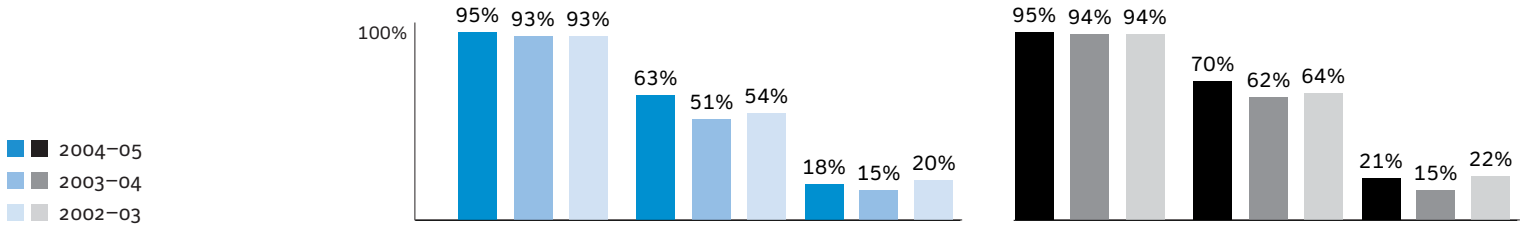
Percentage scoring at level(s):

2-4	3-4	4
Range: 603-800	645-800	692-800

#### NY State Public

Percentage scoring at level(s):

2-4	3-4	4
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#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	70	452	639	250	1411	659
Feb 2004	102	612	528	218	1460	651
Feb 2003	95	575	491	289	1450	655

### Grade 8

#### This School

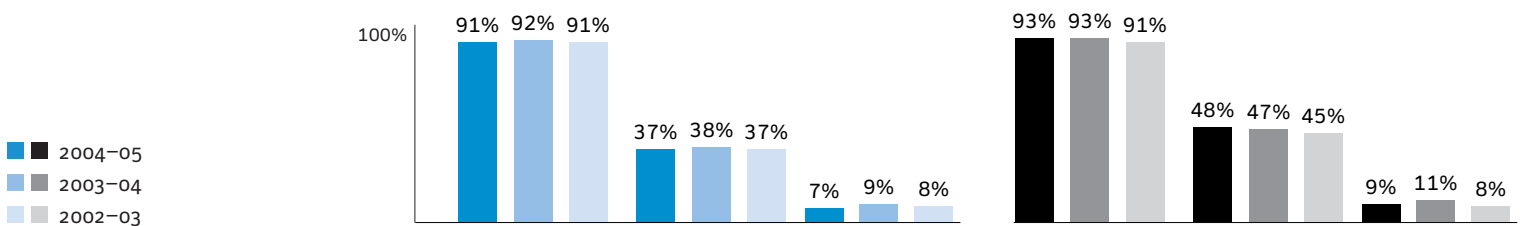
Percentage scoring at level(s):

2-4	3-4	4
Range: 658-830	697-830	737-830

#### NY State Public

Percentage scoring at level(s):

2-4	3-4	4
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#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	135	810	455	105	1505	691
Jan 2004	125	825	445	133	1528	694
Jan 2003	123	765	407	117	1412	692

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 3**

## Previous Years' Results for Mathematics

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

### Grade 4

#### This District

Percentage scoring at level(s):

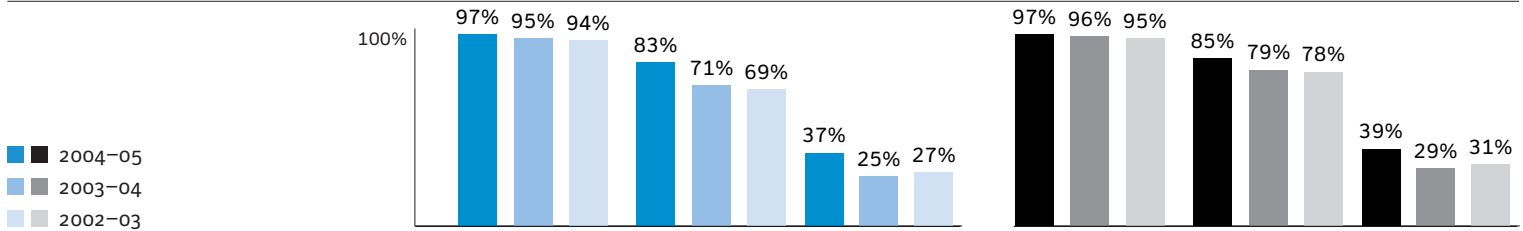
2-4                      3-4                      4

Range: 602-810                      637-810                      678-810

#### NY State Public

Percentage scoring at level(s):

2-4                      3-4                      4



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	46	202	694	554	1496	670
May 2004	78	368	696	376	1518	659
May 2003	93	371	643	400	1507	656

### Grade 8

#### This School

Percentage scoring at level(s):

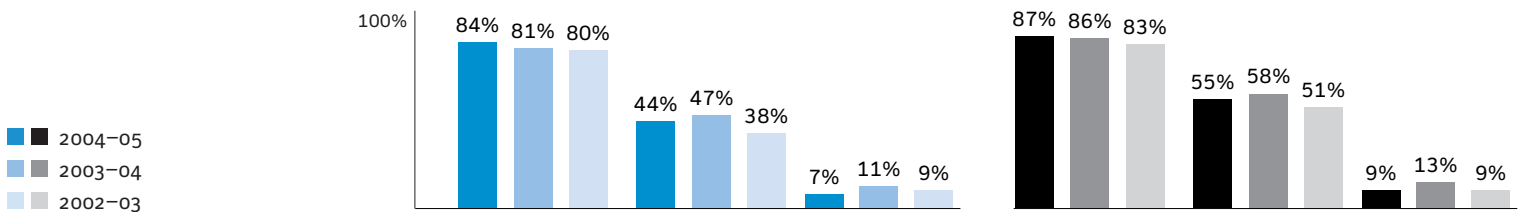
2-4                      3-4                      4

Range: 681-882                      716-882                      760-882

#### NY State Public

Percentage scoring at level(s):

2-4                      3-4                      4



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	252	618	571	105	1546	711
May 2004	299	519	563	167	1548	710
May 2003	298	612	427	127	1464	707

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 3**

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

### This District

Percentage scoring at level(s):

2-4

3-4

4

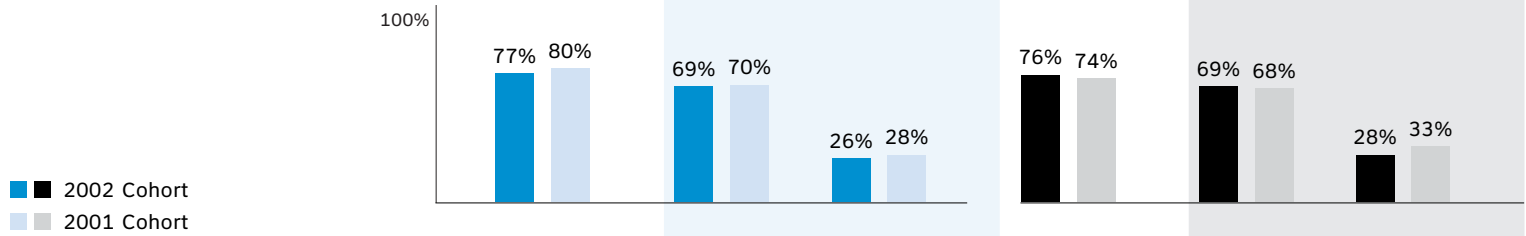
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2002 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>1897</b>	<b>77%</b>	<b>69%</b>	<b>26%</b>	<b>1681</b>	<b>80%</b>	<b>70%</b>	<b>28%</b>
Female	1116	82%	76%	31%	940	86%	78%	34%
Male	781	69%	60%	18%	741	71%	60%	20%
American Indian or Alaska Native	8	75%	38%	0%	8	75%	75%	13%
Black or African American	659	71%	64%	15%	530	74%	63%	15%
Hispanic or Latino	663	66%	56%	13%	608	70%	58%	16%
Asian or Native Hawaiian/Other Pacific Islander	147	96%	90%	41%	143	97%	90%	43%
White	420	96%	93%	58%	392	95%	91%	58%
<b>Small Group Totals</b>								
General-Education Students	1740	82%	75%	28%	1563	83%	74%	30%
Students with Disabilities	157	19%	13%	1%	118	28%	19%	3%
English Proficient	1663	81%	75%	29%	1480	84%	76%	31%
Limited English Proficient	234	45%	32%	2%	201	48%	29%	3%
Economically Disadvantaged	1151	69%	60%	12%				
Not Disadvantaged	746	88%	85%	46%				
Migrant								
Not Migrant	1897	77%	69%	26%				

### NOTES

The – symbol indicates that data for a group of students has 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

### 2002 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	13	0

\* 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.

District **NEW YORK CITY GEOGRAPHIC DISTRICT # 3**

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

### This District

Percentage scoring at level(s):

2-4

3-4

4

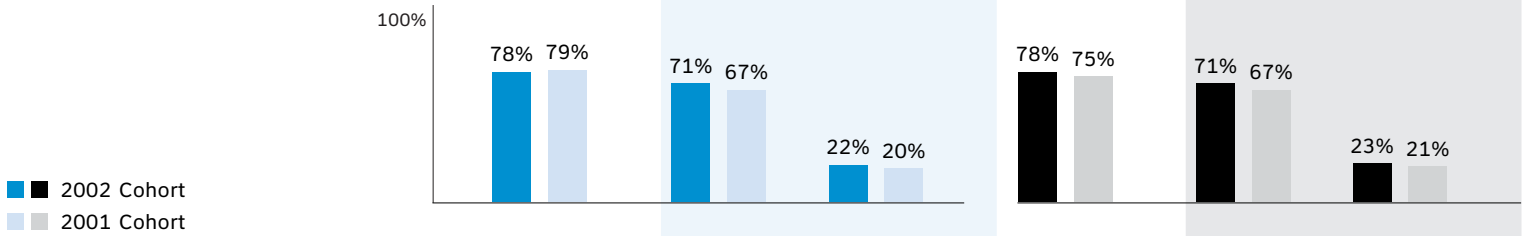
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2002 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>1897</b>	<b>78%</b>	<b>71%</b>	<b>22%</b>	<b>1681</b>	<b>79%</b>	<b>67%</b>	<b>20%</b>
Female	1116	82%	77%	26%	940	85%	74%	23%
Male	781	72%	63%	17%	741	70%	58%	15%
American Indian or Alaska Native	8	75%	63%	25%	8	88%	88%	13%
Black or African American	659	72%	64%	9%	530	73%	56%	9%
Hispanic or Latino	663	69%	59%	12%	608	69%	54%	10%
Asian or Native Hawaiian/Other Pacific Islander	147	98%	97%	53%	143	97%	94%	43%
White	420	96%	94%	48%	392	94%	91%	40%
<b>Small Group Totals</b>								
General-Education Students	1740	83%	76%	24%	1563	82%	71%	21%
Students with Disabilities	157	24%	15%	1%	118	27%	13%	0%
English Proficient	1663	81%	75%	25%	1480	82%	72%	22%
Limited English Proficient	234	57%	45%	6%	201	56%	32%	4%
Economically Disadvantaged	1151	71%	62%	13%				
Not Disadvantaged	746	89%	87%	37%				
Migrant								
Not Migrant	1897	78%	71%	22%				

### NOTES

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## Other Assessments

### 2002 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	15	0

\* 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.

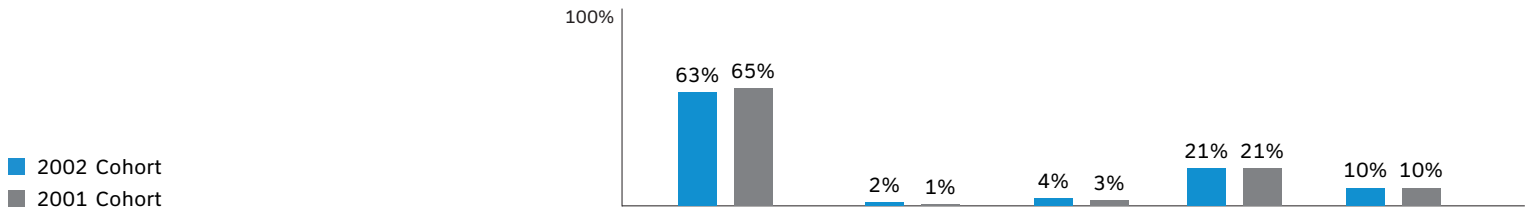
District **NEW YORK CITY GEOGRAPHIC DISTRICT # 3**

## Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

## Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
<b>All Students</b>	<b>2002</b>	<b>1897</b>	<b>63%</b>	<b>2%</b>	<b>4%</b>	<b>21%</b>	<b>10%</b>
	<b>2001</b>	<b>1681</b>	<b>65%</b>	<b>1%</b>	<b>3%</b>	<b>21%</b>	<b>10%</b>
Female	2002	1116	71%	1%	3%	17%	8%
	2001	940	72%	1%	1%	19%	7%
Male	2002	781	53%	2%	5%	26%	14%
	2001	741	57%	2%	5%	23%	13%
American Indian or Alaska Native	2002	8	38%	0%	0%	50%	13%
	2001	8	75%	0%	0%	13%	13%
Black or African American	2002	659	57%	2%	4%	22%	14%
	2001	530	60%	2%	4%	21%	14%
Hispanic or Latino	2002	663	49%	2%	5%	30%	15%
	2001	608	53%	1%	4%	29%	13%
Asian or Native Hawaiian/Other Pacific Islander	2002	147	91%	0%	1%	7%	1%
	2001	143	87%	0%	1%	11%	1%
White	2002	420	88%	0%	2%	8%	1%
	2001	392	85%	1%	1%	12%	2%
<b>Small Group Totals</b>							
General-Education Students	2002	1740	68%	0%	4%	20%	8%
	2001	1563	69%	0%	3%	21%	7%
Students with Disabilities	2002	157	17%	19%	5%	25%	34%
	2001	118	19%	17%	2%	19%	42%
English Proficient	2002	1663	67%	1%	3%	18%	10%
	2001	1480	69%	1%	2%	19%	8%
Limited English Proficient	2002	234	35%	4%	6%	38%	16%
	2001	201	37%	3%	7%	33%	19%
Economically Disadvantaged	2002	1151	52%	2%	5%	28%	13%
	2001	1051	53%	2%	5%	28%	13%
Not Disadvantaged	2002	746	81%	1%	2%	10%	6%
	2001	630	82%	1%	2%	10%	6%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
	2001	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	1897	63%	2%	4%	21%	10%
	2001	1681	65%	1%	3%	21%	10%

### NOTES

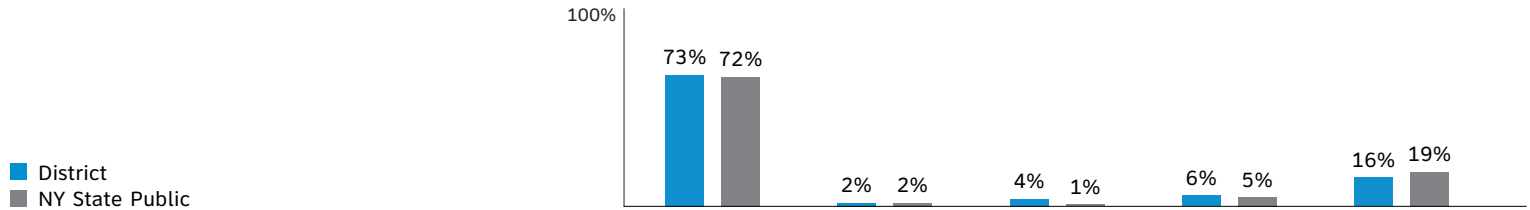
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District **NEW YORK CITY GEOGRAPHIC DISTRICT # 3**

## Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
<b>All Students</b>	<b>1665</b>	<b>73%</b>	<b>2%</b>	<b>4%</b>	<b>6%</b>	<b>16%</b>
Female	935	80%	1%	2%	5%	12%
Male	730	64%	2%	6%	8%	20%
American Indian or Alaska Native	8	75%	0%	0%	0%	25%
Black or African American	532	65%	3%	5%	7%	21%
Hispanic or Latino	600	62%	2%	5%	9%	22%
Asian or Native Hawaiian/Other Pacific Islander	142	96%	0%	1%	2%	1%
White	383	93%	1%	2%	2%	3%
<b>Small Group Totals</b>						
General-Education Students	1530	78%	0%	4%	6%	12%
Students with Disabilities	135	18%	20%	4%	6%	53%
English Proficient	1457	77%	1%	3%	6%	13%
Limited English Proficient	208	45%	4%	7%	9%	36%
Economically Disadvantaged	906	64%	2%	4%	9%	21%
Not Disadvantaged	759	83%	1%	3%	3%	10%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	1665	73%	2%	4%	6%	16%

### NOTES

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