



The New York State Report Card

**Accountability
and Overview Report
2008–09**

New York State Public Schools Report Card

The New York State 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 state's performance under the State and federal accountability systems, on student performance, and on other measures of performance. Knowledge gained from the report card on the state'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:

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Use this report to:

- 1 Get Statewide Profile information.**
This section shows comprehensive data relevant to the state's learning environment.
- 2 Review State Accountability Status.**
This section indicates whether the state made adequate yearly progress (AYP).
- 3 Review an Overview of Statewide Performance.**
This section has information about statewide performance on state assessments in English, mathematics, and science.

Statewide Profile

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

Enrollment

	2006-07	2007-08	2008-09
Pre-K	40,063	45,263	70,625
Kindergarten	186,243	184,717	187,515
Grade 1	200,272	196,578	194,701
Grade 2	194,200	196,137	193,207
Grade 3	194,108	191,179	193,083
Grade 4	192,235	191,681	190,082
Grade 5	196,999	192,043	191,410
Grade 6	199,845	195,577	191,970
Ungraded Elementary	53,693	54,000	56,753
Grade 7	208,283	203,307	197,104
Grade 8	210,369	205,171	202,078
Grade 9	249,208	242,279	235,687
Grade 10	232,027	229,686	223,981
Grade 11	194,489	194,243	194,259
Grade 12	178,472	185,810	185,848
Ungraded Secondary	50,815	51,977	53,589
Total K-12	2,741,258	2,714,385	2,691,267

Average Class Size

	2006-07	2007-08	2008-09
Common Branch	22	21	22
Grade 8			
English	22	22	22
Mathematics	22	22	22
Science	23	22	23
Social Studies	23	22	23
Grade 10			
English	23	22	23
Mathematics	22	21	22
Science	23	22	22
Social Studies	24	22	23

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. The state public enrollment includes public school districts, charter schools, NYSED-operated programs, and BOCES programs. 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

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	1,001,767	37%	986,578	37%	1,030,575	39%
Reduced-Price Lunch	213,885	8%	211,396	8%	214,831	8%
Student Stability*	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	199,828	7%	198,550	7%	202,220	8%
Racial/Ethnic Origin						
American Indian or Alaska Native	13,511	**	13,147	**	13,027	**
Black or African American	534,335	19%	526,867	19%	517,997	19%
Hispanic or Latino	559,543	20%	565,479	21%	571,699	21%
Asian or Native Hawaiian/Other Pacific Islander	195,644	7%	199,959	7%	205,486	8%
White	1,431,470	52%	1,403,836	52%	1,374,718	51%
Multiracial	6,755	**	5,097	**	8,340	**

* Available only at the school level.

** Percentage is less than 1.

Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate	N/A	95%	N/A	93%	N/A	93%
Student Suspensions	152,841	6%	142,676	5%	143,124	5%

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

A district's *Annual Attendance Rate* is determined by dividing the 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. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

Teacher Qualifications

	2006-07	2007-08	2008-09
Total Number of Teachers	207,747	221,514	223,132
Percent with No Valid Teaching Certificate	3%	1%	1%
Percent Teaching Out of Certification	5%	5%	4%
Percent with Fewer Than Three Years of Experience	11%	10%	9%
Percentage with Master's Degree Plus 30 Hours or Doctorate	32%	33%	34%
Total Number of Core Classes	500,476	547,874	542,258
Percent Not Taught by Highly Qualified Teachers	5%	5%	3%
Total Number of Classes	705,619	712,119	717,860
Percent Taught by Teachers Without Appropriate Certification	5%	5%	4%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	20%	20%	20%
Turnover Rate of All Teachers	14%	13%	13%

Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	18,618	31,478	32,078
Total Paraprofessionals*	45,024	66,776	67,568
Assistant Principals	2,074	5,502	5,650
Principals	3,171	4,661	4,731

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.

Teacher Turnover Rate Information

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

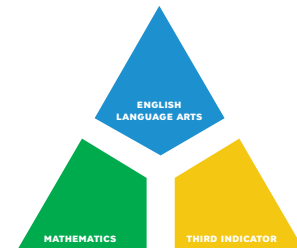
Staff Counts Information

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 2008–09, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: <http://www.emsc.nysed.gov/irts/accountability/>.



1 English Language Arts (ELA)

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

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2008–09 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2005 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2004 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2008 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 2004 graduation-rate total cohort earning a local or Regents diploma by August 31, 2008 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 for English and Mathematics

The 2005 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, who were enrolled on October 1, 2008 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2009, are not included in the 2005 school accountability cohort. The 2005 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Graduation-Rate Total Cohort

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

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

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

The 2008–09 safe harbor targets were calculated using the following equation:

$$2007\text{--}08 \text{ PI} + (200 - \text{the } 2007\text{--}08 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI. The 2008–09 target is provided for groups whose PI was below the State Science Standard in 2008–09.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2008–09, 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.

Summary

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	✓	✓		✓ ^{SH}	✓	
Black or African American	✓	✓		✓ ^{SH}	✗	
Hispanic or Latino	✓	✓		✓ ^{SH}	✓ ^{SH}	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		✓	✓	
Multiracial	✓	✓		✓	✓	
Other Groups						
Students with Disabilities	✓ ^{SH}	✓		✗	✗	
Limited English Proficient	✓ ^{SH}	✓		✗	✓ ^{SH}	
Economically Disadvantaged	✓	✓		✓ ^{SH}	✓	
Student groups making AYP in each subject	✓ _{10 of 10}	✓ _{10 of 10}	✓ _{1 of 1}	✗ _{8 of 10}	✗ _{8 of 10}	✓ _{1 of 1}

AYP Status

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

Elementary/Middle-Level English Language Arts

Accountability Measures	10 of 10	Student groups making AYP in English language arts
	✓	Made AYP

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (1,231,251:1,191,115)	✓	✓	99%	✓	176	143	
Ethnicity							
American Indian or Alaska Native (5,674:5,436)	✓	✓	99%	✓	167	143	
Black or African American (236,407:226,015)	✓	✓	99%	✓	162	143	
Hispanic or Latino (259,737:245,951)	✓	✓	99%	✓	162	143	
Asian or Native Hawaiian/Other Pacific Islander (94,003:89,272)	✓	✓	100%	✓	186	143	
White (632,381:621,710)	✓	✓	100%	✓	185	143	
Multiracial (3,049:2,731)	✓	✓	99%	✓	182	142	
Other Groups							
Students with Disabilities ² (208,435:198,953)	✓ ^{SH}	✓	98%	✓ ^{SH}	133	143	124 140
Limited English Proficient ³ (88,755:75,794)	✓ ^{SH}	✓	99%	✓ ^{SH}	128	143	117 135
Economically Disadvantaged (622,338:594,231)	✓	✓	99%	✓	164	143	
Final AYP Determination	✓ _{10 of 10}						

AYP Status

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

NOTES

- ¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
 - ² If the state 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 state is considered to have made AYP for students with disabilities.
 - ³ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.
- ‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

Elementary/Middle-Level Mathematics

Accountability Measures	10 of 10	Student groups making AYP in mathematics
	✓	Made AYP

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (1,232,121:1,189,745)	✓	✓	99%	✓	184	118	
Ethnicity							
American Indian or Alaska Native (5,678:5,393)	✓	✓	99%	✓	179	118	
Black or African American (236,482:224,063)	✓	✓	99%	✓	171	118	
Hispanic or Latino (260,109:247,209)	✓	✓	99%	✓	177	118	
Asian or Native Hawaiian/Other Pacific Islander (94,472:90,925)	✓	✓	100%	✓	195	118	
White (632,254:619,439)	✓	✓	100%	✓	191	118	
Multiracial (3,126:2,716)	✓	✓	99%	✓	187	117	
Other Groups							
Students with Disabilities ² (208,210:197,203)	✓	✓	98%	✓	149	118	
Limited English Proficient ³ (89,590:82,152)	✓	✓	99%	✓	162	118	
Economically Disadvantaged (622,505:594,110)	✓	✓	99%	✓	177	118	
Final AYP Determination	✓ _{10 of 10}						

AYP Status

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

NOTES

- ¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
 - ² If the state 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 state is considered to have made AYP for students with disabilities.
 - ³ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.
- ‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

Elementary/Middle-Level Science

Accountability Measures	1 of 1	Student groups making AYP in science
	✓	Made AYP

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation		Test Performance		Performance Objectives		
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2008-09 2009-10
All Students (414,664:394,232)	✓	Qualified	✓	98%	✓	176	100	
Ethnicity								
American Indian or Alaska Native (1,947:1,796)		Qualified	✓	97%	✓	170	100	
Black or African American (79,661:73,571)		Qualified	✓	97%	✓	154	100	
Hispanic or Latino (87,493:81,309)		Qualified	✓	98%	✓	157	100	
Asian or Native Hawaiian/Other Pacific Islander (31,347:29,782)		Qualified	✓	99%	✓	185	100	
White (213,267:206,986)		Qualified	✓	99%	✓	190	100	
Multiracial (949:788)		Qualified	✓	98%	✓	184	100	
Other Groups								
Students with Disabilities (69,305:63,785)		Qualified	✓	96%	✓	144	100	
Limited English Proficient ² (29,524:26,427)		Qualified	✓	98%	✓	129	100	
Economically Disadvantaged (207,077:193,811)		Qualified	✓	98%	✓	162	100	
Final AYP Determination	✓ 1 of 1							

AYP Status

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

NOTES

- ¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
- ² If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Secondary-Level English Language Arts

Accountability Measures 8 of 10 Student groups making AYP in English language arts
 X Did Not Make AYP

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

Student Group	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
(12th Graders: 2005 Cohort) ¹						2008-09	2009-10	
All Students (197,251:196,311)	✓	✓	99%	✓	177	170		
Ethnicity								
American Indian or Alaska Native (736:773)	✓ ^{SH}	✓	98%	✓ ^{SH}	165	167	165	169
Black or African American (35,970:35,919)	✓ ^{SH}	✓	98%	✓ ^{SH}	159	170	159	163
Hispanic or Latino (34,544:34,846)	✓ ^{SH}	✓	99%	✓ ^{SH}	160	170	160	164
Asian or Native Hawaiian/Other Pacific Islander (15,215:14,832)	✓	✓	99%	✓	186	170		
White (110,437:109,609)	✓	✓	99%	✓	188	170		
Multiracial (349:332)	✓	✓	98%	✓	167	165		
Other Groups								
Students with Disabilities ² (19,659:24,883)	X	✓	95%	X	123	170	126‡	131
Limited English Proficient ³ (8,270:8,525)	X	✓	98%	X	119	170	123‡	127
Economically Disadvantaged (67,782:71,331)	✓ ^{SH}	✓	99%	✓ ^{SH}	165	170	164	169
Final AYP Determination	X							
	8 of 10							

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

NOTES

- ¹ These data show the count of 12th graders in 2008-09 (used for Participation) followed by the count of students in the 2005 cohort (used for Performance).
 - ² If the state 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 state is considered to have made AYP for students with disabilities.
 - ³ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

Secondary-Level Mathematics

Accountability Measures	8 of 10	Student groups making AYP in mathematics
	X	Did Not Make AYP

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

Student Group	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
(12th Graders: 2005 Cohort) ¹							2008-09	2009-10
All Students (197,251:196,311)	✓	✓	99%	✓	178	165		
Ethnicity								
American Indian or Alaska Native (736:773)	✓	✓	98%	✓	166	162		
Black or African American (35,970:35,919)	X	✓	98%	X	158	165	159	162
Hispanic or Latino (34,544:34,846)	✓ ^{SH}	✓	98%	✓ ^{SH}	162	165	162	166
Asian or Native Hawaiian/Other Pacific Islander (15,215:14,832)	✓	✓	99%	✓	190	165		
White (110,437:109,609)	✓	✓	99%	✓	189	165		
Multiracial (349:332)	✓	✓	98%	✓	167	160		
Other Groups								
Students with Disabilities ² (19,659:24,883)	X	✓	96%	X	128	165	133‡	135
Limited English Proficient ³ (8,270:8,525)	✓ ^{SH}	✓	99%	✓ ^{SH}	146	165	146‡	151
Economically Disadvantaged (67,782:71,331)	✓	✓	99%	✓	168	165		
Final AYP Determination	X	8 of 10						

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X** Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

NOTES

- ¹ These data show the count of 12th graders in 2008-09 (used for Participation) followed by the count of students in the 2005 cohort (used for Performance).
 - ² If the state 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 state is considered to have made AYP for students with disabilities.
 - ³ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

Graduation Rate

Accountability Measures	1 of 1	Student groups making AYP in graduation rate
	✓	Made AYP

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

Student Group (Cohort Count)	Graduation		Graduation Rate ¹	Objectives State Standard	Progress Target	
	AYP	Met Criterion			2008-09	2009-10
All Students (221,430)	✓	✓	74%	55%		
Ethnicity						
American Indian or Alaska Native (876)		✓	61%	55%		
Black or African American (41,971)		✓	59%	55%		
Hispanic or Latino (39,995)		✓	57%	55%		
Asian or Native Hawaiian/Other Pacific Islander (15,738)		✓	82%	55%		
White (122,536)		✓	84%	55%		
Multiracial (314)		✓	69%	55%		
Other Groups						
Students with Disabilities (30,850)		✓	45%	55%	42	46
Limited English Proficient ² (10,031)		✗	43%	55%	29	44
Economically Disadvantaged (73,165)		✓	63%	55%		
Final AYP Determination	✓	1 of 1				

NOTES

¹ Percentage of the 2004 cohort that earned a local or Regents diploma by August 31, 2008.

² If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Graduation Rate Information




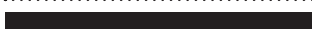
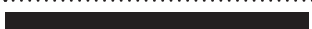

To make AYP in graduation rate, the percentage of 2004 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2008 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2008-09.

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 2004 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.







The 2008-09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. The 2009-10 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2008 is below the Graduation-Rate Standard in 2008-09 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

Summary of 2008–09 Statewide 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.


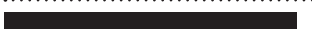
English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	76%			198,219
Grade 4	77%			195,827
Grade 5	82%			197,765
Grade 6	81%			197,931
Grade 7	80%			202,679
Grade 8	69%			207,409

Mathematics

Grade 3	93%		200,184
Grade 4	87%		197,561
Grade 5	88%		199,452
Grade 6	83%		199,915
Grade 7	87%		204,585
Grade 8	80%		209,215

Science

Grade 4	88%		196,825
Grade 8	68%		185,178

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	77%			224,902
Mathematics	77%			224,902

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.

Statewide Results in Grade 3 English Language Arts

NY State Public

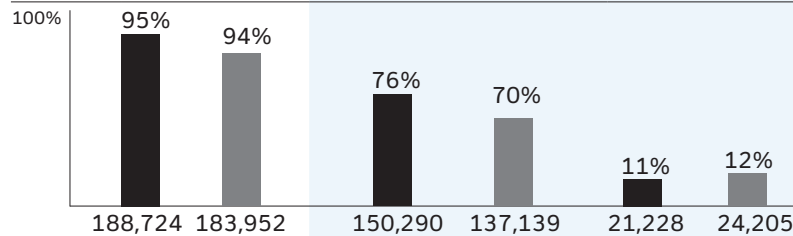
Percentage scoring at level(s):

2-4 3-4 4

2009 Mean Score: 670

2008 Mean Score: 669

Range: 616-780 650-780 720-780



■ 2008-09

■ 2007-08

Number of Tested Students:

188,724 183,952 150,290 137,139 21,228 24,205

Results by Student Group

2008-09 School Year

2007-08 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	198,219	95%	76%	11%	195,570	94%	70%	12%
Female	96,714	97%	80%	13%	95,006	96%	73%	13%
Male	101,505	94%	72%	9%	100,564	93%	67%	11%
American Indian or Alaska Native	909	95%	66%	5%	958	93%	59%	6%
Black or African American	37,551	92%	63%	5%	37,699	91%	56%	6%
Hispanic or Latino	42,349	92%	64%	5%	41,446	89%	54%	5%
Asian or Native Hawaiian/Other Pacific Islander	15,884	98%	87%	17%	14,424	97%	80%	16%
White	100,831	97%	84%	14%	100,778	97%	81%	17%
Multiracial	695	97%	82%	11%	265	96%	79%	13%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	168,427	98%	83%	12%	165,782	98%	77%	14%
Students with Disabilities	29,792	77%	36%	2%	29,788	74%	31%	2%
English Proficient	179,969	96%	79%	12%	178,190	95%	74%	13%
Limited English Proficient	18,250	86%	47%	1%	17,380	82%	33%	1%
Economically Disadvantaged	104,298	93%	66%	6%	99,750	91%	57%	6%
Not Disadvantaged	93,921	98%	87%	16%	95,820	98%	84%	19%
Migrant	58	81%	47%	2%	57	91%	54%	2%
Not Migrant	198,161	95%	76%	11%	195,513	94%	70%	12%

NOTE

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Other Assessments

2008-09 School Year

2007-08 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	2,202	2,048	1,835	1,473	2,002	1,819	1,578	1,207
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	1,696	N/A	N/A	N/A	1,154	N/A	N/A	N/A

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

Statewide Results in Grade 3 Mathematics

NY State Public

Percentage scoring at level(s):

2-4 3-4 4

2009 Mean Score: 692

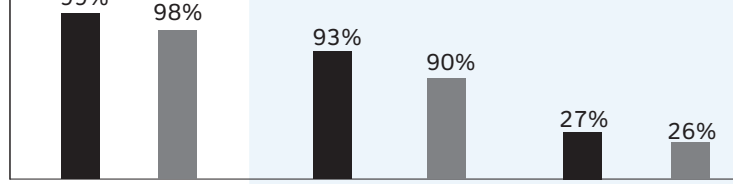
2008 Mean Score: 688

Range: 624-770

650-770

703-770

100%



■ 2008-09

■ 2007-08

Number of Tested Students:

198,159 192,769 186,111 177,341 53,951 51,947

Results by Student Group

2008-09 School Year

2007-08 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	200,184	99%	93%	27%	197,256	98%	90%	26%
Female	97,584	99%	94%	28%	95,784	98%	91%	26%
Male	102,600	99%	92%	26%	101,472	97%	89%	26%
American Indian or Alaska Native	914	99%	90%	18%	951	97%	86%	15%
Black or African American	37,699	98%	87%	16%	37,872	96%	81%	14%
Hispanic or Latino	43,286	99%	90%	18%	42,365	97%	85%	17%
Asian or Native Hawaiian/Other Pacific Islander	16,454	100%	97%	47%	14,894	99%	96%	48%
White	101,119	99%	96%	32%	100,900	99%	94%	32%
Multiracial	712	100%	95%	25%	274	99%	91%	27%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	170,308	100%	96%	30%	167,435	99%	94%	30%
Students with Disabilities	29,876	95%	74%	8%	29,821	89%	67%	7%
English Proficient	180,117	99%	94%	29%	178,231	98%	91%	28%
Limited English Proficient	20,067	97%	84%	12%	19,025	95%	78%	10%
Economically Disadvantaged	105,730	99%	90%	20%	101,103	97%	85%	18%
Not Disadvantaged	94,454	99%	97%	35%	96,153	99%	95%	35%
Migrant	58	97%	72%	5%	57	98%	84%	7%
Not Migrant	200,126	99%	93%	27%	197,199	98%	90%	26%

NOTE

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Other Assessments

2008-09 School Year

2007-08 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	2,205	2,163	1,959	1,306	2,005	1,948	1,732	1,032

Statewide Results in Grade 4 English Language Arts

NY State Public

Percentage scoring at level(s):

2-4 3-4 4

2009 Mean Score: 670

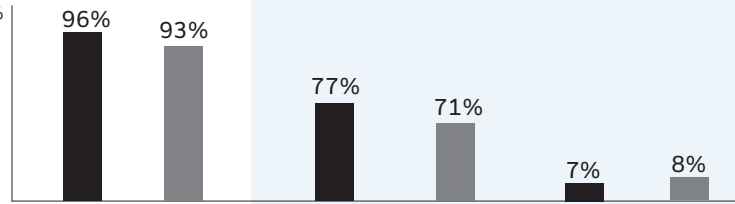
2008 Mean Score: 666

Range: 612-775

650-775

716-775

100%



■ 2008-09
■ 2007-08

Number of Tested Students:

187,347 182,100 150,574 139,987 14,231 16,567

Results by Student Group

2008-09 School Year

2007-08 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	195,827	96%	77%	7%	196,834	93%	71%	8%
Female	95,273	97%	80%	9%	96,334	95%	75%	11%
Male	100,554	94%	74%	5%	100,500	90%	67%	6%
American Indian or Alaska Native	893	95%	69%	3%	931	88%	61%	4%
Black or African American	37,519	93%	65%	3%	37,961	88%	56%	3%
Hispanic or Latino	41,491	93%	65%	3%	41,193	88%	57%	3%
Asian or Native Hawaiian/Other Pacific Islander	14,663	98%	87%	14%	14,294	96%	83%	15%
White	100,714	97%	85%	10%	102,219	96%	81%	11%
Multiracial	547	96%	80%	8%	236	94%	72%	9%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	164,724	99%	84%	9%	164,917	97%	79%	10%
Students with Disabilities	31,103	79%	37%	1%	31,917	69%	30%	1%
English Proficient	180,953	97%	80%	8%	182,206	94%	74%	9%
Limited English Proficient	14,874	85%	41%	0%	14,628	76%	31%	0%
Economically Disadvantaged	102,017	94%	67%	3%	99,515	89%	58%	4%
Not Disadvantaged	93,810	98%	88%	12%	97,319	97%	84%	13%
Migrant	55	93%	49%	0%	36	81%	36%	3%
Not Migrant	195,772	96%	77%	7%	196,798	93%	71%	8%

NOTE

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Other Assessments

2008-09 School Year

2007-08 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	2,434	2,285	1,999	1,535	2,207	2,026	1,699	1,204
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	1,659	N/A	N/A	N/A	1,255	N/A	N/A	N/A

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

Statewide Results in Grade 4 Mathematics

NY State Public

Percentage scoring at level(s):

2-4

3-4

4

2009 Mean Score: 689

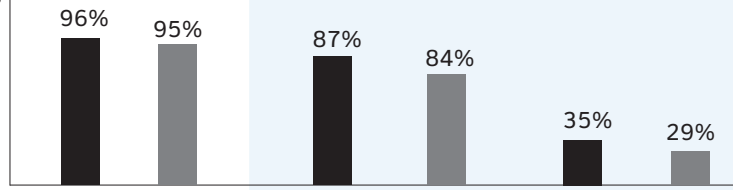
Range: 622-800

650-800

702-800

2008 Mean Score: 683

100%



■ 2008-09

■ 2007-08

Number of Tested Students:

190,127

189,117

172,297

166,525

70,027

58,428

Results by Student Group

2008-09 School Year

2007-08 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	197,561	96%	87%	35%	198,505	95%	84%	29%
Female	96,042	97%	88%	35%	97,148	96%	84%	28%
Male	101,519	96%	87%	36%	101,357	95%	84%	30%
American Indian or Alaska Native	892	95%	83%	24%	929	93%	78%	19%
Black or African American	37,707	93%	78%	21%	38,156	91%	72%	15%
Hispanic or Latino	42,461	95%	82%	26%	42,154	93%	77%	18%
Asian or Native Hawaiian/Other Pacific Islander	15,150	99%	96%	62%	14,749	98%	95%	55%
White	100,789	98%	92%	41%	102,268	97%	90%	36%
Multiracial	562	96%	86%	33%	249	95%	83%	29%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	166,406	99%	92%	40%	166,541	98%	90%	34%
Students with Disabilities	31,155	83%	61%	10%	31,964	80%	54%	7%
English Proficient	180,876	97%	89%	37%	182,122	96%	86%	31%
Limited English Proficient	16,685	90%	71%	15%	16,383	87%	64%	9%
Economically Disadvantaged	103,393	95%	82%	27%	100,968	93%	76%	20%
Not Disadvantaged	94,168	98%	93%	45%	97,537	98%	92%	40%
Migrant	61	92%	75%	8%	36	89%	61%	3%
Not Migrant	197,500	96%	87%	35%	198,469	95%	84%	29%

NOTE

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Other Assessments

2008-09 School Year

2007-08 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	2,438	2,402	2,068	1,312	2,210	2,141	1,750	1,000

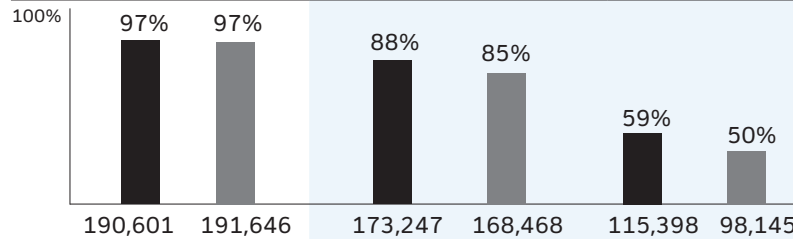
Statewide Results in Grade 4 Science

NY State Public

Percentage scoring at level(s):

2-4 3-4 4
 Range: 45-100 65-100 85-100

2009 Mean Score: 83
 2008 Mean Score: 80



Results by Student Group

2008-09 School Year

2007-08 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	196,825	97%	88%	59%	197,708	97%	85%	50%
Female	95,744	97%	88%	58%	96,828	97%	85%	49%
Male	101,081	97%	88%	59%	100,880	97%	85%	50%
American Indian or Alaska Native	891	96%	87%	51%	915	96%	81%	40%
Black or African American	37,424	94%	79%	40%	37,762	94%	72%	29%
Hispanic or Latino	42,319	94%	79%	41%	41,977	94%	73%	30%
Asian or Native Hawaiian/Other Pacific Islander	15,197	98%	93%	72%	14,780	98%	91%	62%
White	100,417	99%	95%	71%	102,018	99%	94%	64%
Multiracial	577	97%	90%	61%	256	96%	88%	52%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	166,025	98%	92%	64%	166,076	98%	89%	55%
Students with Disabilities	30,800	90%	69%	28%	31,632	90%	64%	20%
English Proficient	180,201	98%	90%	62%	181,376	98%	88%	53%
Limited English Proficient	16,624	87%	63%	22%	16,332	86%	55%	13%
Economically Disadvantaged	102,793	95%	81%	44%	100,257	95%	76%	33%
Not Disadvantaged	94,032	99%	95%	75%	97,451	99%	95%	67%
Migrant	60	92%	75%	25%	35	97%	74%	14%
Not Migrant	196,765	97%	88%	59%	197,673	97%	85%	50%

NOTE

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Other Assessments

2008-09 School Year

2007-08 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	2,423	2,349	2,282	1,880	2,191	2,071	1,987	1,547

Statewide Results in Grade 5 English Language Arts

NY State Public

Percentage scoring at level(s):

2-4 3-4 4

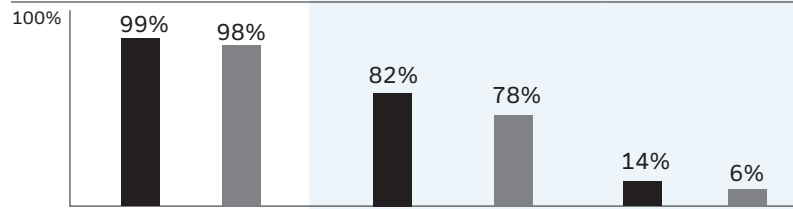
2009 Mean Score: 675

Range: 608-795

650-795

711-795

2008 Mean Score: 667



Number of Tested Students:

196,516 194,223 162,564 153,565 26,805 11,706

Results by Student Group

2008-09 School Year

2007-08 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	197,765	99%	82%	14%	197,893	98%	78%	6%
Female	96,872	100%	84%	14%	96,631	99%	80%	7%
Male	100,893	99%	80%	13%	101,262	98%	76%	5%
American Indian or Alaska Native	914	100%	78%	9%	888	98%	68%	3%
Black or African American	38,041	99%	70%	6%	38,298	97%	64%	2%
Hispanic or Latino	41,486	99%	72%	7%	40,604	97%	65%	2%
Asian or Native Hawaiian/Other Pacific Islander	14,637	100%	89%	22%	14,640	99%	86%	11%
White	102,154	100%	90%	18%	103,271	99%	86%	8%
Multiracial	533	100%	84%	14%	192	98%	83%	7%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	165,237	100%	89%	16%	165,617	99%	85%	7%
Students with Disabilities	32,528	97%	48%	2%	32,276	91%	41%	1%
English Proficient	185,108	100%	85%	14%	186,028	99%	80%	6%
Limited English Proficient	12,657	96%	43%	1%	11,865	90%	34%	0%
Economically Disadvantaged	101,504	99%	74%	7%	98,205	97%	67%	3%
Not Disadvantaged	96,261	100%	91%	20%	99,688	99%	88%	9%
Migrant	31	97%	65%	10%	42	98%	57%	0%
Not Migrant	197,734	99%	82%	14%	197,851	98%	78%	6%

NOTE

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Other Assessments

2008-09 School Year

2007-08 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	2,506	2,409	2,180	1,349	2,051	1,940	1,726	1,001
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	1,553	N/A	N/A	N/A	1,229	N/A	N/A	N/A

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

Statewide Results in Grade 5 Mathematics

NY State Public

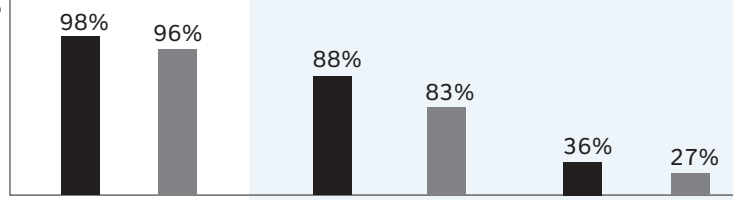
Percentage scoring at level(s):

2-4	3-4	4
619-780	650-780	699-780

2009 Mean Score: 686

2008 Mean Score: 680

100%



■ 2008-09

■ 2007-08

Number of Tested Students:

195,058 191,972 175,676 166,143 71,477 53,915

Results by Student Group

2008-09 School Year

2007-08 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	199,452	98%	88%	36%	199,590	96%	83%	27%
Female	97,668	98%	89%	36%	97,441	97%	84%	26%
Male	101,784	97%	87%	36%	102,149	96%	83%	28%
American Indian or Alaska Native	920	97%	85%	24%	893	95%	75%	15%
Black or African American	38,231	96%	78%	19%	38,487	93%	71%	13%
Hispanic or Latino	42,352	97%	83%	25%	41,513	94%	75%	16%
Asian or Native Hawaiian/Other Pacific Islander	15,175	99%	96%	63%	15,123	99%	94%	54%
White	102,222	99%	93%	43%	103,376	98%	90%	33%
Multiracial	552	97%	86%	30%	198	97%	84%	26%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	166,904	99%	93%	41%	167,306	99%	89%	31%
Students with Disabilities	32,548	90%	62%	9%	32,284	84%	53%	6%
English Proficient	185,061	98%	90%	38%	186,016	97%	85%	28%
Limited English Proficient	14,391	93%	69%	13%	13,574	87%	58%	8%
Economically Disadvantaged	102,834	97%	83%	26%	99,571	94%	75%	18%
Not Disadvantaged	96,618	99%	94%	46%	100,019	98%	91%	36%
Migrant	32	94%	75%	9%	45	89%	69%	4%
Not Migrant	199,420	98%	88%	36%	199,545	96%	83%	27%

NOTE

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Other Assessments

2008-09 School Year

2007-08 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	2,506	2,439	2,247	1,447	2,053	1,951	1,767	1,045

Statewide Results in Grade 6 English Language Arts

NY State Public

Percentage scoring at level(s):

2-4

3-4

4

2009 Mean Score: 667

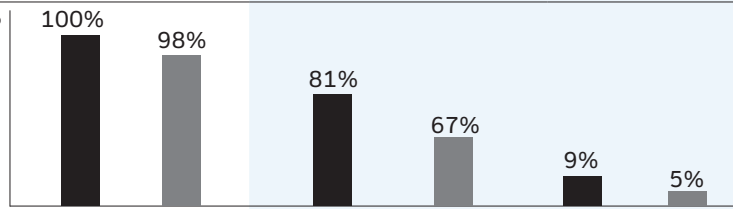
Range: 598-785

650-785

696-785*

2008 Mean Score: 661

100%



■ 2008-09

■ 2007-08

Number of Tested Students:

197,666 196,941

160,121 134,184

17,817 9,341

Results by Student Group

2008-09 School Year

2007-08 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	197,931	100%	81%	9%	200,387	98%	67%	5%
Female	96,564	100%	84%	12%	97,496	99%	71%	6%
Male	101,367	100%	78%	6%	102,891	98%	63%	3%
American Indian or Alaska Native	889	100%	75%	5%	890	98%	58%	2%
Black or African American	38,211	100%	69%	3%	38,004	98%	50%	1%
Hispanic or Latino	40,586	100%	70%	4%	40,581	97%	48%	1%
Asian or Native Hawaiian/Other Pacific Islander	14,807	100%	90%	19%	14,616	99%	78%	8%
White	102,975	100%	88%	12%	106,114	99%	79%	7%
Multiracial	463	100%	86%	11%	182	100%	75%	9%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	165,955	100%	88%	11%	167,691	100%	75%	6%
Students with Disabilities	31,976	99%	44%	1%	32,696	92%	24%	0%
English Proficient	187,285	100%	83%	10%	190,099	99%	70%	5%
Limited English Proficient	10,646	99%	35%	0%	10,288	89%	15%	0%
Economically Disadvantaged	98,712	100%	72%	4%	96,752	97%	52%	1%
Not Disadvantaged	99,219	100%	90%	14%	103,635	99%	81%	8%
Migrant	45	100%	47%	0%	40	93%	38%	0%
Not Migrant	197,886	100%	81%	9%	200,347	98%	67%	5%

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* Level 4 range is for 2008-09 only. The 2007-08 Level 4 range is 705-785.

Other Assessments

2008-09 School Year

2007-08 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	2,302	2,222	1,865	1,361	2,226	2,117	1,671	1,149
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	1,673	N/A	N/A	N/A	1,302	N/A	N/A	N/A

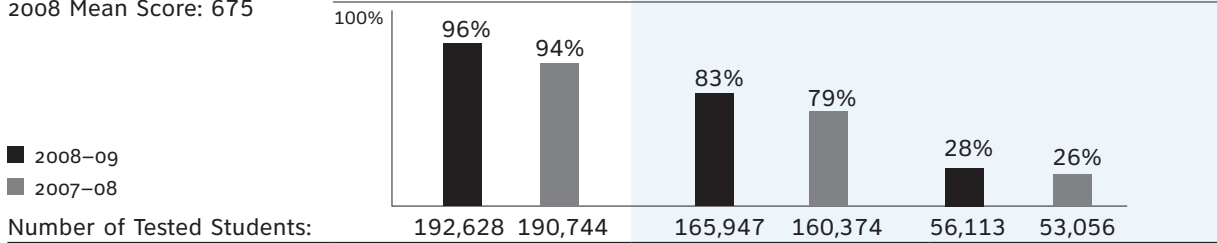
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

Statewide Results in Grade 6 Mathematics

NY State Public

Percentage scoring at level(s):

	2-4	3-4	4
2009 Mean Score: 680	616-780	650-780	696-780
2008 Mean Score: 675			



Results by Student Group

2008-09 School Year

2007-08 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	199,915	96%	83%	28%	201,883	94%	79%	26%
Female	97,438	97%	85%	28%	98,245	95%	81%	26%
Male	102,477	96%	82%	28%	103,638	94%	78%	26%
American Indian or Alaska Native	890	95%	76%	16%	899	91%	71%	17%
Black or African American	38,430	93%	70%	13%	38,026	90%	64%	12%
Hispanic or Latino	41,578	94%	74%	17%	41,465	91%	68%	14%
Asian or Native Hawaiian/Other Pacific Islander	15,399	99%	94%	55%	15,132	98%	93%	54%
White	103,134	98%	90%	34%	106,167	97%	88%	33%
Multiracial	484	98%	85%	27%	194	95%	77%	24%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	167,887	99%	89%	32%	169,276	98%	86%	31%
Students with Disabilities	32,028	84%	49%	5%	32,607	77%	43%	4%
English Proficient	187,442	97%	85%	29%	189,938	95%	81%	28%
Limited English Proficient	12,473	86%	53%	7%	11,945	81%	47%	6%
Economically Disadvantaged	100,244	95%	75%	18%	97,953	91%	69%	16%
Not Disadvantaged	99,671	98%	91%	38%	103,930	97%	89%	36%
Migrant	45	91%	47%	4%	44	91%	59%	5%
Not Migrant	199,870	96%	83%	28%	201,839	94%	79%	26%

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Other Assessments

2008-09 School Year

2007-08 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	2,232	2,200	1,944	1,346	2,301	2,256	2,082	1,480

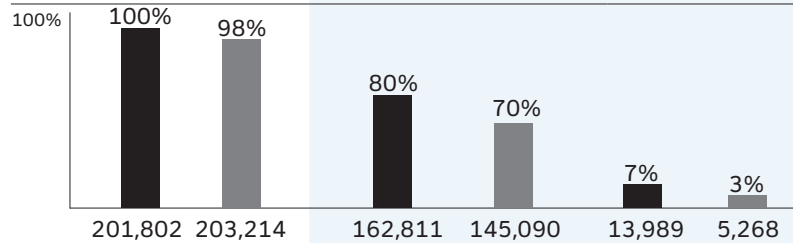
Statewide Results in Grade 7 English Language Arts

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
Range: 600-790	650-790	705-790*

2009 Mean Score: 667
2008 Mean Score: 662



Number of Tested Students: 201,802 203,214 162,811 145,090 13,989 5,268

Results by Student Group

2008-09 School Year

2007-08 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	202,679	100%	80%	7%	207,041	98%	70%	3%
Female	98,552	100%	84%	8%	101,247	99%	75%	3%
Male	104,127	99%	77%	6%	105,794	98%	65%	2%
American Indian or Alaska Native	921	99%	74%	3%	1,011	98%	59%	1%
Black or African American	38,499	99%	67%	2%	39,917	97%	54%	1%
Hispanic or Latino	41,198	99%	67%	2%	41,469	97%	55%	1%
Asian or Native Hawaiian/Other Pacific Islander	14,916	99%	87%	13%	14,570	99%	80%	6%
White	106,740	100%	89%	10%	109,917	99%	80%	4%
Multiracial	405	100%	84%	10%	157	99%	76%	5%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	170,056	100%	87%	8%	174,467	99%	78%	3%
Students with Disabilities	32,623	98%	44%	0%	32,574	92%	30%	0%
English Proficient	192,778	100%	83%	7%	197,324	99%	73%	3%
Limited English Proficient	9,901	96%	25%	0%	9,717	88%	17%	0%
Economically Disadvantaged	98,330	99%	70%	3%	97,959	97%	56%	1%
Not Disadvantaged	104,349	100%	90%	11%	109,082	99%	82%	4%
Migrant	37	100%	57%	0%	36	94%	47%	0%
Not Migrant	202,642	100%	80%	7%	207,005	98%	70%	3%

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* Level 4 range is for 2008-09 only. The 2007-08 Level 4 range is 712-790.

Other Assessments

2008-09 School Year

2007-08 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	2,471	2,436	2,196	1,852	2,291	2,255	1,959	1,562
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	1,841	N/A	N/A	N/A	1,478	N/A	N/A	N/A

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

Statewide Results in Grade 7 Mathematics

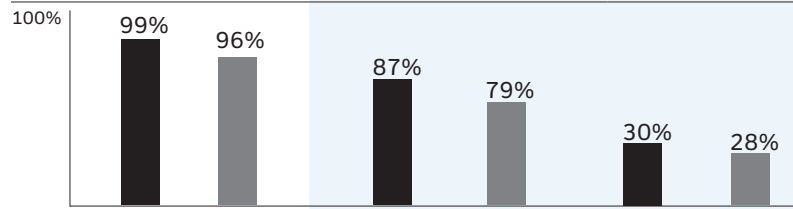
NY State Public

Percentage scoring at level(s):

2-4	3-4	4
611-800	650-800	693-800

2009 Mean Score: 681

2008 Mean Score: 675



Number of Tested Students:

201,595 200,724 178,595 164,873 60,785 57,939

Results by Student Group

2008-09 School Year

2007-08 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	204,585	99%	87%	30%	208,761	96%	79%	28%
Female	99,430	99%	88%	30%	102,037	97%	81%	28%
Male	105,155	98%	86%	30%	106,724	95%	77%	27%
American Indian or Alaska Native	925	98%	83%	18%	1,009	96%	71%	16%
Black or African American	38,613	97%	75%	12%	40,098	93%	61%	10%
Hispanic or Latino	42,219	98%	79%	15%	42,508	94%	67%	13%
Asian or Native Hawaiian/Other Pacific Islander	15,601	99%	94%	55%	15,057	98%	91%	51%
White	106,806	99%	94%	38%	109,929	98%	89%	37%
Multiracial	421	98%	86%	29%	160	98%	81%	34%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	172,014	100%	93%	34%	176,261	99%	86%	32%
Students with Disabilities	32,571	93%	59%	5%	32,500	83%	43%	4%
English Proficient	192,696	99%	89%	31%	197,192	97%	81%	29%
Limited English Proficient	11,889	93%	58%	6%	11,569	84%	44%	5%
Economically Disadvantaged	99,857	98%	80%	18%	99,419	94%	67%	15%
Not Disadvantaged	104,728	99%	94%	41%	109,342	98%	89%	40%
Migrant	38	97%	74%	8%	39	97%	67%	8%
Not Migrant	204,547	99%	87%	30%	208,722	96%	79%	28%

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Other Assessments

2008-09 School Year

2007-08 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	2,470	2,265	2,111	1,331	2,294	2,058	1,851	1,074

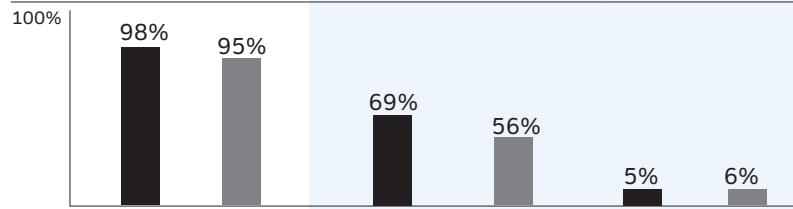
Statewide Results in Grade 8 English Language Arts

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
602-790	650-790	715-790

2009 Mean Score: 661
2008 Mean Score: 657



Number of Tested Students: 203,784 (2008-09), 198,332 (2007-08) for level 2-4; 142,118 (2008-09), 117,457 (2007-08) for level 3-4; 10,080 (2008-09), 11,890 (2007-08) for level 4.

Results by Student Group

2008-09 School Year

2007-08 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	207,409	98%	69%	5%	209,146	95%	56%	6%
Female	101,566	99%	74%	6%	101,918	97%	63%	8%
Male	105,843	98%	64%	4%	107,228	93%	50%	4%
American Indian or Alaska Native	992	98%	56%	2%	1,043	92%	42%	2%
Black or African American	39,678	98%	52%	1%	40,479	92%	37%	2%
Hispanic or Latino	41,991	97%	53%	1%	41,020	90%	37%	2%
Asian or Native Hawaiian/Other Pacific Islander	15,051	98%	80%	9%	14,335	96%	70%	9%
White	109,366	99%	79%	7%	112,143	97%	68%	8%
Multiracial	331	98%	74%	5%	126	98%	72%	10%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	175,459	99%	76%	6%	176,817	98%	64%	7%
Students with Disabilities	31,950	92%	25%	0%	32,329	78%	14%	0%
English Proficient	197,366	99%	71%	5%	200,065	96%	58%	6%
Limited English Proficient	10,043	86%	13%	0%	9,081	66%	6%	0%
Economically Disadvantaged	98,632	97%	55%	2%	96,120	92%	39%	2%
Not Disadvantaged	108,777	99%	81%	8%	113,026	98%	70%	9%
Migrant	36	94%	50%	0%	32	81%	25%	0%
Not Migrant	207,373	98%	69%	5%	209,114	95%	56%	6%

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Other Assessments

2008-09 School Year

2007-08 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	2,531	2,498	2,292	1,848	2,459	2,411	2,182	1,641
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	1,868	N/A	N/A	N/A	1,518	N/A	N/A	N/A

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

Statewide Results in Grade 8 Mathematics

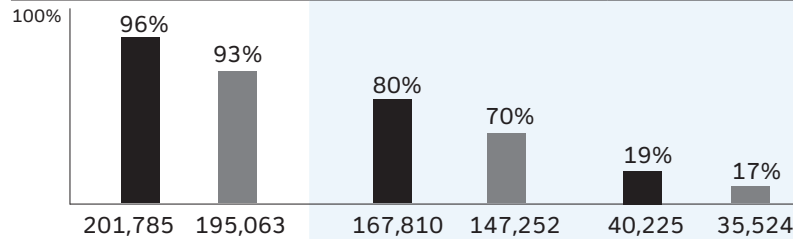
NY State Public

Percentage scoring at level(s):

2-4	3-4	4
616-775	650-775	701-775

2009 Mean Score: 675

2008 Mean Score: 666



■ 2008-09

■ 2007-08

Number of Tested Students:

201,785 195,063 167,810 147,252 40,225 35,524

Results by Student Group

2008-09 School Year

2007-08 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	209,215	96%	80%	19%	210,589	93%	70%	17%
Female	102,437	97%	82%	21%	102,621	94%	72%	18%
Male	106,778	96%	78%	18%	107,968	91%	68%	16%
American Indian or Alaska Native	999	96%	74%	11%	1,044	90%	61%	7%
Black or African American	39,816	93%	63%	7%	40,529	85%	48%	6%
Hispanic or Latino	43,014	95%	69%	9%	42,026	88%	55%	7%
Asian or Native Hawaiian/Other Pacific Islander	15,686	99%	92%	43%	14,910	97%	88%	41%
White	109,352	98%	89%	24%	111,953	96%	81%	21%
Multiracial	348	97%	79%	17%	127	95%	83%	23%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	177,313	99%	86%	22%	178,465	96%	77%	20%
Students with Disabilities	31,902	84%	46%	2%	32,124	71%	32%	2%
English Proficient	197,137	97%	82%	20%	199,561	93%	72%	18%
Limited English Proficient	12,078	89%	53%	5%	11,028	79%	41%	5%
Economically Disadvantaged	100,169	95%	70%	12%	97,541	89%	56%	9%
Not Disadvantaged	109,046	98%	89%	26%	113,048	96%	82%	23%
Migrant	39	95%	74%	0%	33	85%	52%	0%
Not Migrant	209,176	96%	80%	19%	210,556	93%	70%	17%

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Other Assessments

2008-09 School Year

2007-08 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	2,526	2,339	2,148	1,314	2,445	2,177	1,959	1,146

Statewide Results in Grade 8 Science

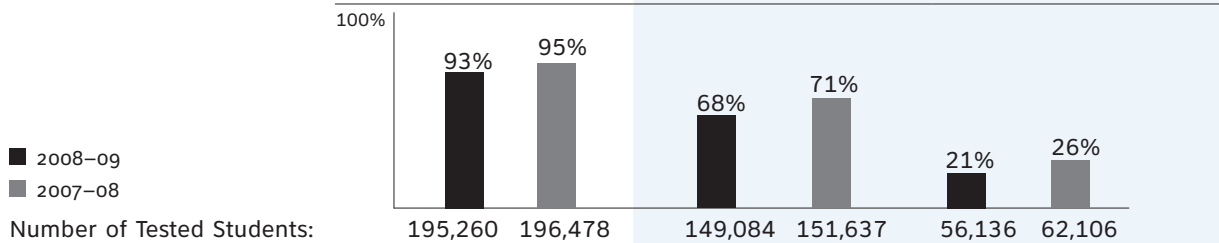
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2008-09 School Year

2007-08 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	185,178	93%	68%	21%	186,513	95%	71%	26%
Female	90,203	94%	68%	19%	90,351	95%	70%	23%
Male	94,975	92%	69%	23%	96,162	94%	72%	28%
American Indian or Alaska Native	918	91%	63%	12%	994	94%	66%	17%
Black or African American	37,423	86%	45%	6%	37,878	89%	48%	8%
Hispanic or Latino	40,854	87%	49%	7%	39,765	91%	51%	9%
Asian or Native Hawaiian/Other Pacific Islander	13,261	95%	77%	28%	12,571	97%	80%	33%
White	92,402	98%	85%	32%	95,185	99%	87%	39%
Multiracial	320	94%	74%	19%	120	95%	80%	35%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	154,922	95%	74%	24%	156,118	97%	76%	29%
Students with Disabilities	30,256	80%	38%	5%	30,395	85%	43%	7%
English Proficient	173,458	95%	71%	22%	175,742	96%	74%	27%
Limited English Proficient	11,720	69%	22%	1%	10,771	78%	27%	3%
Economically Disadvantaged	95,356	89%	53%	10%	92,689	92%	56%	12%
Not Disadvantaged	89,822	97%	84%	32%	93,824	98%	86%	39%
Migrant	37	95%	62%	3%	34	91%	53%	3%
Not Migrant	185,141	93%	68%	21%	186,479	95%	71%	26%

NOTE

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Other Assessments

2008-09 School Year

2007-08 School Year

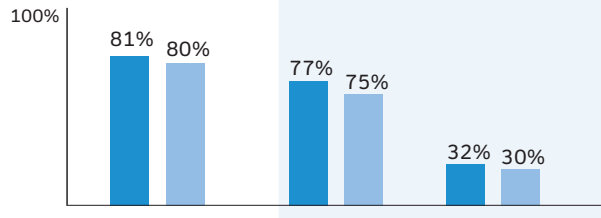
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2,524	2,397	2,134	1,800	2,434	2,297	1,988	1,622
Regents Science	20,973	20,755	20,479	15,948	20,038	19,718	19,332	14,052

Statewide Total Cohort* Results in Secondary-Level English after Four Years of Instruction

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



■ 2005 Cohort
■ 2004 Cohort

Results by Student Group

	2005 Cohort				2004 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	224,902	81%	77%	32%	223,953	80%	75%	30%
Female	110,275	85%	81%	38%	109,739	84%	79%	35%
Male	114,627	77%	72%	26%	114,214	76%	70%	24%
American Indian or Alaska Native	980	67%	63%	18%	901	68%	62%	18%
Black or African American	43,854	70%	63%	14%	42,597	69%	60%	12%
Hispanic or Latino	42,649	70%	64%	14%	40,506	68%	60%	12%
Asian or Native Hawaiian/Other Pacific Islander	16,067	89%	86%	43%	15,852	88%	85%	40%
White	120,947	87%	85%	43%	123,772	87%	83%	40%
Multiracial	405	77%	72%	21%	325	78%	75%	23%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	192,821	86%	83%	37%	192,649	86%	81%	34%
Students with Disabilities	32,081	46%	37%	4%	31,304	44%	34%	3%
English Proficient	213,817	82%	78%	33%	213,879	81%	76%	31%
Limited English Proficient	11,085	51%	42%	2%	10,074	54%	41%	2%
Economically Disadvantaged	82,819	75%	70%	17%	73,961	73%	64%	14%
Not Disadvantaged	142,083	84%	81%	40%	149,992	84%	80%	37%
Migrant	30	37%	30%	3%	40	23%	15%	0%
Not Migrant	224,872	81%	77%	32%	223,913	80%	75%	30%

NOTE

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

Other Assessments

	2005 Cohort				2004 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent***								

* 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.

** 2004 cohort data are those reported in the 2007–08 *Accountability and Overview Report*.

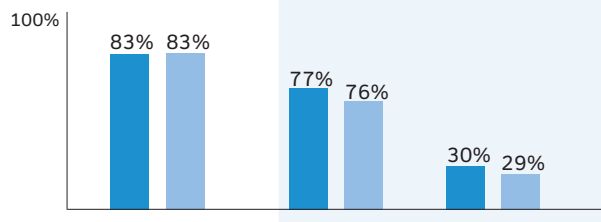
*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

Statewide Total Cohort* Results in Secondary-Level Mathematics after Four Years of Instruction

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



■ 2005 Cohort
■ 2004 Cohort

Results by Student Group

	2005 Cohort				2004 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	224,902	83%	77%	30%	223,953	83%	76%	29%
Female	110,275	86%	80%	31%	109,739	86%	79%	31%
Male	114,627	80%	74%	28%	114,214	79%	73%	28%
American Indian or Alaska Native	980	73%	66%	16%	901	73%	65%	18%
Black or African American	43,854	72%	61%	9%	42,597	72%	59%	9%
Hispanic or Latino	42,649	73%	63%	11%	40,506	72%	60%	11%
Asian or Native Hawaiian/Other Pacific Islander	16,067	92%	90%	53%	15,852	92%	89%	53%
White	120,947	89%	86%	41%	123,772	89%	86%	40%
Multiracial	405	78%	71%	18%	325	85%	76%	20%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	192,821	89%	84%	34%	192,649	88%	82%	33%
Students with Disabilities	32,081	48%	37%	5%	31,304	48%	36%	5%
English Proficient	213,817	84%	78%	31%	213,879	83%	77%	30%
Limited English Proficient	11,085	66%	53%	9%	10,074	68%	52%	11%
Economically Disadvantaged	82,819	79%	70%	16%	73,961	76%	65%	15%
Not Disadvantaged	142,083	85%	81%	38%	149,992	86%	81%	37%
Migrant	30	43%	40%	7%	40	38%	38%	5%
Not Migrant	224,872	83%	77%	30%	223,913	83%	76%	29%

NOTE

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

Other Assessments

	2005 Cohort				2004 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
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