



The New York State Report Card

**Accountability
and Overview Report
2007–08**

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, and on high school graduation rate.

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

	2005-06	2006-07	2007-08
Pre-K	40,515	40,063	45,263
Kindergarten	189,971	186,243	184,717
Grade 1	199,685	200,272	196,578
Grade 2	196,802	194,200	196,137
Grade 3	195,960	194,108	191,179
Grade 4	196,313	192,235	191,681
Grade 5	202,364	196,999	192,043
Grade 6	205,839	199,845	195,577
Ungraded Elementary	53,278	53,693	54,000
Grade 7	213,908	208,283	203,307
Grade 8	216,302	210,369	205,171
Grade 9	257,032	249,208	242,279
Grade 10	233,656	232,027	229,686
Grade 11	186,124	194,489	194,243
Grade 12	173,945	178,472	185,810
Ungraded Secondary	51,490	50,815	51,977
Total K-12	2,772,669	2,741,258	2,714,385

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	22	22	21
Grade 8			
English	22	22	22
Mathematics	22	22	22
Science	23	23	22
Social Studies	23	23	22
Grade 10			
English	23	23	22
Mathematics	22	22	21
Science	23	23	22
Social Studies	24	24	22

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

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	1,027,545	37%	1,001,767	37%	986,578	36%
Reduced-Price Lunch	213,744	8%	213,885	8%	211,396	8%
Student Stability*	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	201,946	7%	200,998	7%	198,550	7%
Racial/Ethnic Origin						
American Indian or Alaska Native	13,659	**	13,511	**	13,147	**
Black or African American	545,526	20%	534,335	19%	526,867	19%
Hispanic or Latino	554,563	20%	559,543	20%	565,479	21%
Asian or Native Hawaiian/Other Pacific Islander	192,414	7%	195,644	7%	199,959	7%
White	1,466,507	53%	1,431,470	52%	1,403,836	52%
Multiracial***	N/A	N/A	6,755	**	5,097	**

* Available only at the school level.

** Percentage is less than 1.

*** Multiracial enrollment data were not collected statewide in the 2005-06 school year.

Attendance and Suspensions

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Annual Attendance Rate	N/A	93%	N/A	93%	N/A	93%
Student Suspensions	127,780	5%	152,841	6%	142,676	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

	2005-06	2006-07	2007-08
Total Number of Teachers	212,902	207,747	213,242
Percent with No Valid Teaching Certificate	2%	3%	1%
Percent Teaching Out of Certification	6%	5%	5%
Percent with Fewer Than Three Years of Experience	11%	11%	10%
Percentage with Master's Degree Plus 30 Hours or Doctorate	31%	32%	33%
Total Number of Core Classes	763,211	500,476	523,530
Percent Not Taught by Highly Qualified Teachers	5%	5%	5%
Total Number of Classes	695,028	706,300	675,919
Percent Taught by Teachers Without Appropriate Certification	6%	5%	5%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	22%	20%	20%
Turnover Rate of All Teachers	16%	14%	13%

Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	32,589	30,119	31,478
Total Paraprofessionals*	69,306	64,027	66,776
Assistant Principals	5,036	5,197	5,502
Principals	4,543	4,635	4,661

* 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. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency.

Teacher Turnover Rate 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.

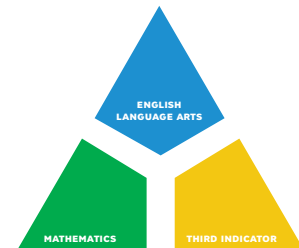
Staff Counts Information

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 2007–08, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

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



1 English Language Arts (ELA)

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

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2007–08 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 2004 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2003 graduation-rate total cohort in the All Students group earning a high school diploma by August 31, 2007 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 2003 graduation-rate total cohort earning a local diploma by August 31, 2007 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 2004 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2004–05 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2004–05 school year, who were enrolled on October 3, 2007 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, 2008, are not included in the 2004 school accountability cohort. The 2004 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 2007–08 safe harbor targets were calculated using the following equation:

$$2006-07 \text{ PI} + (200 - \text{the } 2006-07 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2007–08 target is provided for groups whose PI was below the State Science Standard in 2007–08.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2007–08, 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	✓	✓		✓	✓	
Black or African American	✓	✓		✓ ^{SH}	✗	
Hispanic or Latino	✓	✓		✗	✓	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		✓	✓	
Multiracial	✓	✓		✓	✓	
Other Groups						
Students with Disabilities	✓ ^{SH}	✓		✗	✗	
Limited English Proficient	✓ ^{SH}	✓		✗	✗	
Economically Disadvantaged	✓	✓		✓ ^{SH}	✓	
Student groups making AYP in each subject	✓ _{10 of 10}	✓ _{10 of 10}	✓ _{1 of 1}	✗ _{7 of 10}	✗ _{7 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 2007-08 2008-09
All Students (1,240,509:1,198,077)	✓	✓	99%	✓	165	132	
Ethnicity							
American Indian or Alaska Native (5,880:5,627)	✓	✓	99%	✓	153	132	
Black or African American (240,114:228,965)	✓	✓	99%	✓	148	132	
Hispanic or Latino (257,497:243,288)	✓	✓	98%	✓	146	132	
Asian or Native Hawaiian/Other Pacific Islander (90,710:86,218)	✓	✓	99%	✓	177	132	
White (645,119:632,922)	✓	✓	99%	✓	177	132	
Multiracial (1,189:1,057)	✓	✓	99%	✓	175	130	
Other Groups							
Students with Disabilities ² (211,483:199,552)	✓ ^{SH}	✓	97%	✓ ^{SH}	115	132	113 124
Limited English Proficient ³ (84,648:72,273)	✓ ^{SH}	✓	97%	✓ ^{SH}	108	132	104 117
Economically Disadvantaged (607,629:580,232)	✓	✓	99%	✓	149	132	
Final AYP Determination	✓ _{10 of 10}						

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.

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 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 2007-08 2008-09
All Students (1,240,913:1,194,199)	✓	✓	99%	✓	177	101	
Ethnicity							
American Indian or Alaska Native (5,871:5,550)	✓	✓	99%	✓	168	101	
Black or African American (240,015:226,407)	✓	✓	99%	✓	158	101	
Hispanic or Latino (257,885:244,125)	✓	✓	99%	✓	166	101	
Asian or Native Hawaiian/Other Pacific Islander (91,014:87,451)	✓	✓	100%	✓	192	101	
White (644,902:629,624)	✓	✓	99%	✓	186	101	
Multiracial (1,226:1,042)	✓	✓	98%	✓	184	99	
Other Groups							
Students with Disabilities ² (211,093:197,048)	✓	✓	97%	✓	133	101	
Limited English Proficient ³ (85,473:78,449)	✓	✓	99%	✓	147	101	
Economically Disadvantaged (607,689:578,986)	✓	✓	99%	✓	166	101	
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 2007-08 2008-09
All Students (418,310:395,574)	✓	Qualified	✓	98%	✓	176	100	
Ethnicity								
American Indian or Alaska Native (2,023:1,868)		Qualified	✓	96%	✓	170	100	
Black or African American (81,169:74,327)		Qualified	✓	96%	✓	154	100	
Hispanic or Latino (86,469:79,932)		Qualified	✓	97%	✓	157	100	
Asian or Native Hawaiian/Other Pacific Islander (30,138:28,544)		Qualified	✓	99%	✓	186	100	
White (218,110:210,595)		Qualified	✓	99%	✓	190	100	
Multiracial (401:308)		Qualified	✓	96%	✓	187	100	
Other Groups								
Students with Disabilities (71,216:64,443)		Qualified	✓	94%	✓	145	100	
Limited English Proficient ² (28,171:25,195)		Qualified	✓	98%	✓	130	100	
Economically Disadvantaged (202,329:188,764)		Qualified	✓	98%	✓	161	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 7 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 (12th Graders: 2004 Cohort) ¹	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09	
All Students (193,258:195,533)	✓	✓	99%	✓	175	164		
Ethnicity								
American Indian or Alaska Native (679:710)	✓	✓	97%	✓	161	161		
Black or African American (34,206:34,979)	✓ ^{SH}	✓	98%	✓ ^{SH}	154	164	154	159
Hispanic or Latino (31,608:32,791)	X	✓	99%	X	155	164	151‡	160
Asian or Native Hawaiian/Other Pacific Islander (14,529:14,598)	✓	✓	99%	✓	183	164		
White (111,931:112,196)	✓	✓	99%	✓	186	164		
Multiracial (305:259)	✓	✓	98%	✓	171	158		
Other Groups								
Students with Disabilities (19,080:24,600)	X	X	94%	X	118	164	125‡	126
Limited English Proficient ² (7,563:8,236)	X	✓	98%	X	114	164	92‡	123
Economically Disadvantaged (57,082:61,942)	✓ ^{SH}	✓	99%	✓ ^{SH}	160	164	157	164
Final AYP Determination	X							

X 7 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 2007–08 (used for Participation) followed by the count of students in the 2004 cohort (used for Performance).

² 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	7 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 (12th Graders: 2004 Cohort) ¹	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09	
All Students (193,258:195,533)	✓	✓	99%	✓	177	158		
Ethnicity								
American Indian or Alaska Native (679:710)	✓	✓	98%	✓	167	155		
Black or African American (34,206:34,979)	X	✓	98%	X	154	158	155	159
Hispanic or Latino (31,608:32,791)	✓	✓	98%	✓	158	158		
Asian or Native Hawaiian/Other Pacific Islander (14,529:14,598)	✓	✓	100%	✓	189	158		
White (111,931:112,196)	✓	✓	99%	✓	188	158		
Multiracial (305:259)	✓	✓	99%	✓	176	152		
Other Groups								
Students with Disabilities (19,080:24,600)	X	✓	95%	X	125	158	134‡	133
Limited English Proficient ² (7,563:8,236)	X	✓	99%	X	140	158	136‡	146
Economically Disadvantaged (57,082:61,942)	✓	✓	99%	✓	164	158		
Final AYP Determination	X	7 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 2007–08 (used for Participation) followed by the count of students in the 2004 cohort (used for Performance).

² 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			2007-08	2008-09
All Students (220,332)	✓	✓	71%	55%		
Ethnicity						
American Indian or Alaska Native (920)		✓	56%	55%		
Black or African American (42,593)		✓	55%	55%		
Hispanic or Latino (38,963)		✗	51%	55%	54	52
Asian or Native Hawaiian/Other Pacific Islander (15,402)		✓	79%	55%		
White (121,949)		✓	82%	55%		
Multiracial (504)		✓	78%	55%		
Other Groups						
Students with Disabilities (28,528)		✗	41%	55%	51	42
Limited English Proficient ² (11,403)		✗	28%	55%	41	29
Economically Disadvantaged (77,954)		✓	57%	55%		
Final AYP Determination	✓	1 of 1				

NOTES

¹ Percentage of the 2003 cohort that earned a local or Regents diploma by August 31, 2007.

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 2003 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2007 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2007-08.

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 2003 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2007-08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. 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. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2007 is below the Graduation-Rate Standard in 2007-08 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

Summary of 2007–08 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	70%			195,570
Grade 4	71%			196,834
Grade 5	78%			197,893
Grade 6	67%			200,387
Grade 7	70%			207,041
Grade 8	56%			209,146

Mathematics

Grade 3	90%			197,256
Grade 4	84%			198,505
Grade 5	83%			199,590
Grade 6	79%			201,883
Grade 7	79%			208,761
Grade 8	70%			210,589

Science

Grade 4	85%			197,708
Grade 8	71%			186,513

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	75%			223,953
Mathematics	76%			223,953

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

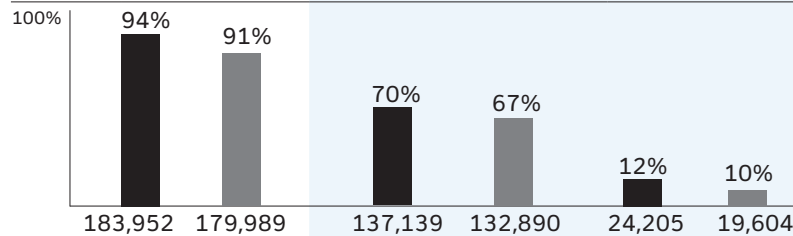
2008 Mean Score: 669

2007 Mean Score: 667

Range: 616-780

650-780

720-780*



Number of Tested Students:

183,952

179,989

137,139

132,890

24,205

19,604

Results by Student Group

2007-08 School Year

2006-07 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	195,570	94%	70%	12%	197,517	91%	67%	10%
Female	95,006	96%	73%	13%	96,697	93%	71%	11%
Male	100,564	93%	67%	11%	100,820	89%	64%	9%
American Indian or Alaska Native	958	93%	59%	6%	957	87%	56%	5%
Black or African American	37,699	91%	56%	6%	38,624	85%	51%	4%
Hispanic or Latino	41,446	89%	54%	5%	41,166	85%	51%	4%
Asian or Native Hawaiian/Other Pacific Islander	14,424	97%	80%	16%	13,967	96%	79%	14%
White	100,778	97%	81%	17%	102,702	95%	78%	14%
Multiracial	265	96%	79%	13%	101	98%	68%	12%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	165,782	98%	77%	14%	169,692	95%	74%	11%
Students with Disabilities	29,788	74%	31%	2%	27,825	66%	28%	2%
English Proficient	178,190	95%	74%	13%	180,246	93%	71%	11%
Limited English Proficient	17,380	82%	33%	1%	17,271	75%	31%	1%
Economically Disadvantaged	99,750	91%	57%	6%	100,746	86%	54%	4%
Not Disadvantaged	95,820	98%	84%	19%	96,771	96%	82%	16%
Migrant	57	91%	54%	2%	55	69%	42%	4%
Not Migrant	195,513	94%	70%	12%	197,462	91%	67%	10%

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.

* Level 4 range is for 2007-08 only. The 2006-07 Level 4 range is 730-780

Other Assessments

2007-08 School Year

2006-07 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	2,002	1,819	1,578	1,207	2,022	1,984	1,717	1,200
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	1,154	N/A	N/A	N/A	1,705	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

2008 Mean Score: 688

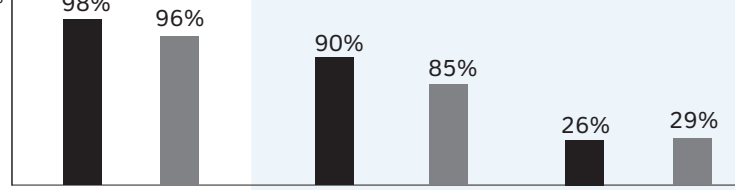
Range: 624-770

650-770

703-770

2007 Mean Score: 685

100%



■ 2007-08

■ 2006-07

Number of Tested Students:

192,769

191,332

177,341

170,212

51,947

58,558

Results by Student Group

2007-08 School Year

2006-07 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	197,256	98%	90%	26%	199,462	96%	85%	29%
Female	95,784	98%	91%	26%	97,560	96%	86%	30%
Male	101,472	97%	89%	26%	101,902	95%	85%	29%
American Indian or Alaska Native	951	97%	86%	15%	959	94%	79%	17%
Black or African American	37,872	96%	81%	14%	38,767	92%	75%	18%
Hispanic or Latino	42,365	97%	85%	17%	42,295	94%	79%	21%
Asian or Native Hawaiian/Other Pacific Islander	14,894	99%	96%	48%	14,456	99%	95%	53%
White	100,900	99%	94%	32%	102,878	98%	91%	34%
Multiracial	274	99%	91%	27%	107	98%	88%	31%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	167,435	99%	94%	30%	171,545	98%	90%	33%
Students with Disabilities	29,821	89%	67%	7%	27,917	83%	57%	8%
English Proficient	178,231	98%	91%	28%	180,238	97%	87%	31%
Limited English Proficient	19,025	95%	78%	10%	19,224	90%	69%	13%
Economically Disadvantaged	101,103	97%	85%	18%	102,216	94%	79%	22%
Not Disadvantaged	96,153	99%	95%	35%	97,246	98%	92%	37%
Migrant	57	98%	84%	7%	59	88%	73%	8%
Not Migrant	197,199	98%	90%	26%	199,403	96%	85%	29%

NOTE

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Other Assessments

2007-08 School Year

2006-07 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	2,005	1,948	1,732	1,032	2,028	2,014	1,817	1,408

Statewide Results in Grade 4 English Language Arts

NY State Public

Percentage scoring at level(s):

2-4 3-4 4

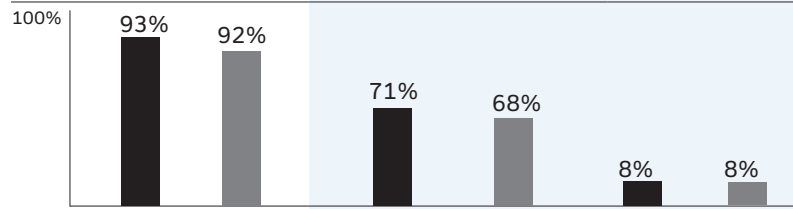
2008 Mean Score: 666

Range: 612-775

650-775

716-775

2007 Mean Score: 665



Number of Tested Students:

182,100 181,366 139,987 133,914 16,567 16,190

Results by Student Group

2007-08 School Year

2006-07 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	196,834	93%	71%	8%	196,650	92%	68%	8%
Female	96,334	95%	75%	11%	96,177	94%	72%	10%
Male	100,500	90%	67%	6%	100,473	90%	65%	6%
American Indian or Alaska Native	931	88%	61%	4%	897	89%	56%	4%
Black or African American	37,961	88%	56%	3%	38,040	88%	51%	3%
Hispanic or Latino	41,193	88%	57%	3%	40,183	86%	51%	3%
Asian or Native Hawaiian/Other Pacific Islander	14,294	96%	83%	15%	14,158	96%	80%	14%
White	102,219	96%	81%	11%	103,298	96%	79%	12%
Multiracial	236	94%	72%	9%	74	99%	76%	11%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	164,917	97%	79%	10%	167,379	97%	75%	10%
Students with Disabilities	31,917	69%	30%	1%	29,271	67%	28%	1%
English Proficient	182,206	94%	74%	9%	182,514	94%	72%	9%
Limited English Proficient	14,628	76%	31%	0%	14,136	71%	24%	0%
Economically Disadvantaged	99,515	89%	58%	4%	98,427	88%	54%	3%
Not Disadvantaged	97,319	97%	84%	13%	98,223	97%	83%	13%
Migrant	36	81%	36%	3%	50	84%	34%	0%
Not Migrant	196,798	93%	71%	8%	196,600	92%	68%	8%

NOTE

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Other Assessments

2007-08 School Year

2006-07 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	2,207	2,026	1,699	1,204	1,959	1,925	1,592	1,182
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	1,255	N/A	N/A	N/A	1,670	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

2008 Mean Score: 683

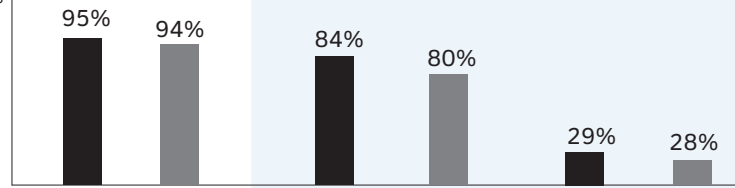
Range: 622-800

650-800

702-800

2007 Mean Score: 680

100%



■ 2007-08

■ 2006-07

Number of Tested Students:

189,117 186,743

166,525 159,008

58,428 54,656

Results by Student Group

2007-08 School Year

2006-07 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	198,505	95%	84%	29%	198,720	94%	80%	28%
Female	97,148	96%	84%	28%	97,111	94%	80%	26%
Male	101,357	95%	84%	30%	101,609	94%	80%	29%
American Indian or Alaska Native	929	93%	78%	19%	900	91%	70%	15%
Black or African American	38,156	91%	72%	15%	38,226	89%	65%	13%
Hispanic or Latino	42,154	93%	77%	18%	41,274	91%	70%	17%
Asian or Native Hawaiian/Other Pacific Islander	14,749	98%	95%	55%	14,710	98%	93%	52%
White	102,268	97%	90%	36%	103,534	97%	88%	34%
Multiracial	249	95%	83%	29%	76	95%	83%	30%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	166,541	98%	90%	34%	169,382	97%	86%	31%
Students with Disabilities	31,964	80%	54%	7%	29,338	76%	47%	6%
English Proficient	182,122	96%	86%	31%	182,583	95%	82%	29%
Limited English Proficient	16,383	87%	64%	9%	16,137	82%	54%	8%
Economically Disadvantaged	100,968	93%	76%	20%	99,935	91%	71%	18%
Not Disadvantaged	97,537	98%	92%	40%	98,785	97%	90%	37%
Migrant	36	89%	61%	3%	56	86%	61%	7%
Not Migrant	198,469	95%	84%	29%	198,664	94%	80%	28%

NOTE

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Other Assessments

2007-08 School Year

2006-07 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	2,210	2,141	1,750	1,000	1,959	1,916	1,738	1,387

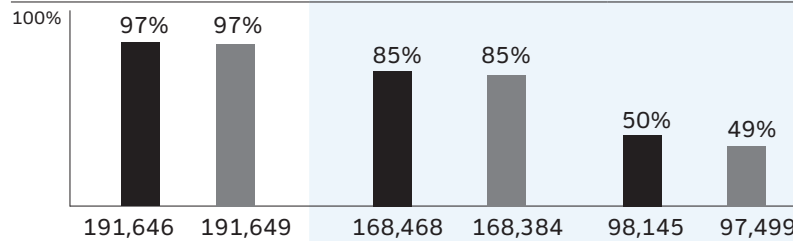
Statewide Results in Grade 4 Science

NY State Public

Percentage scoring at level(s):

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

2008 Mean Score: 80
 2007 Mean Score: 79



Number of Tested Students: 191,646 191,649 168,468 168,384 98,145 97,499

Results by Student Group

2007-08 School Year

2006-07 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	197,708	97%	85%	50%	197,405	97%	85%	49%
Female	96,828	97%	85%	49%	96,450	97%	85%	48%
Male	100,880	97%	85%	50%	100,955	97%	85%	50%
American Indian or Alaska Native	915	96%	81%	40%	893	97%	82%	36%
Black or African American	37,762	94%	72%	29%	37,821	95%	73%	28%
Hispanic or Latino	41,977	94%	73%	30%	40,957	94%	72%	28%
Asian or Native Hawaiian/Other Pacific Islander	14,780	98%	91%	62%	14,604	98%	91%	61%
White	102,018	99%	94%	64%	103,055	99%	95%	64%
Multiracial	256	96%	88%	52%	75	97%	89%	51%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	166,076	98%	89%	55%	168,388	98%	89%	54%
Students with Disabilities	31,632	90%	64%	20%	29,017	90%	64%	21%
English Proficient	181,376	98%	88%	53%	181,314	98%	88%	53%
Limited English Proficient	16,332	86%	55%	13%	16,091	86%	51%	12%
Economically Disadvantaged	100,257	95%	76%	33%	98,940	95%	76%	32%
Not Disadvantaged	97,451	99%	95%	67%	98,465	99%	95%	67%
Migrant	35	97%	74%	14%	54	91%	74%	19%
Not Migrant	197,673	97%	85%	50%	197,351	97%	85%	49%

NOTE

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Other Assessments

2007-08 School Year

2006-07 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	2,191	2,071	1,987	1,547	1,953	1,929	1,807	1,485

Statewide Results in Grade 5 English Language Arts

NY State Public

Percentage scoring at level(s):

2-4 3-4 4

2008 Mean Score: 667

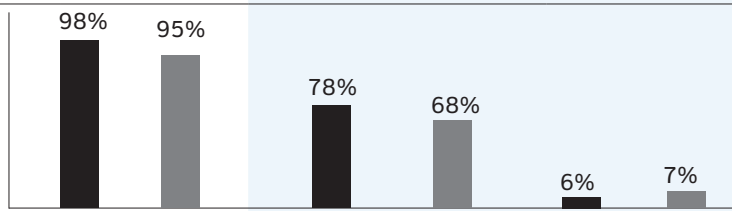
2007 Mean Score: 665

Range: 608-795

650-795

711-795

100%



■ 2007-08

■ 2006-07

Number of Tested Students:

194,223 191,319 153,565 137,354 11,706 13,839

Results by Student Group

2007-08 School Year

2006-07 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	197,893	98%	78%	6%	201,151	95%	68%	7%
Female	96,631	99%	80%	7%	98,019	96%	70%	8%
Male	101,262	98%	76%	5%	103,132	94%	66%	6%
American Indian or Alaska Native	888	98%	68%	3%	915	93%	57%	3%
Black or African American	38,298	97%	64%	2%	38,683	93%	51%	2%
Hispanic or Latino	40,604	97%	65%	2%	40,647	90%	50%	2%
Asian or Native Hawaiian/Other Pacific Islander	14,640	99%	86%	11%	14,396	97%	79%	11%
White	103,271	99%	86%	8%	106,427	98%	80%	10%
Multiracial	192	98%	83%	7%	83	100%	69%	8%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	165,617	99%	85%	7%	170,377	98%	75%	8%
Students with Disabilities	32,276	91%	41%	1%	30,774	79%	29%	1%
English Proficient	186,028	99%	80%	6%	189,959	96%	71%	7%
Limited English Proficient	11,865	90%	34%	0%	11,192	73%	19%	0%
Economically Disadvantaged	98,205	97%	67%	3%	99,516	92%	54%	3%
Not Disadvantaged	99,688	99%	88%	9%	101,635	98%	82%	11%
Migrant	42	98%	57%	0%	44	84%	36%	0%
Not Migrant	197,851	98%	78%	6%	201,107	95%	68%	7%

NOTE

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Other Assessments

2007-08 School Year

2006-07 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	2,051	1,940	1,726	1,001	2,156	2,132	2,052	1,584
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	1,229	N/A	N/A	N/A	1,718	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

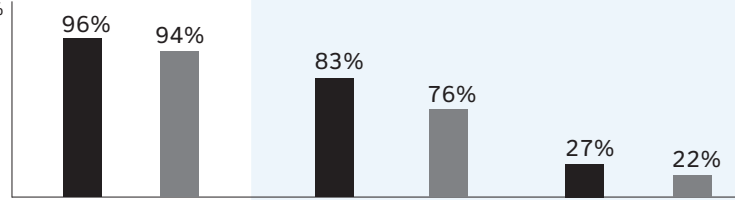
Percentage scoring at level(s):

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

2008 Mean Score: 680

2007 Mean Score: 674

100%



■ 2007-08

■ 2006-07

Number of Tested Students:

191,972 191,335 166,143 154,799 53,915 44,957

Results by Student Group

2007-08 School Year

2006-07 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	199,590	96%	83%	27%	203,115	94%	76%	22%
Female	97,441	97%	84%	26%	98,945	95%	76%	21%
Male	102,149	96%	83%	28%	104,170	94%	76%	23%
American Indian or Alaska Native	893	95%	75%	15%	920	90%	64%	12%
Black or African American	38,487	93%	71%	13%	38,820	89%	61%	11%
Hispanic or Latino	41,513	94%	75%	16%	41,816	91%	66%	14%
Asian or Native Hawaiian/Other Pacific Islander	15,123	99%	94%	54%	14,892	98%	92%	48%
White	103,376	98%	90%	33%	106,583	97%	84%	26%
Multiracial	198	97%	84%	26%	84	100%	85%	18%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	167,306	99%	89%	31%	172,298	97%	82%	25%
Students with Disabilities	32,284	84%	53%	6%	30,817	77%	42%	4%
English Proficient	186,016	97%	85%	28%	189,943	95%	78%	23%
Limited English Proficient	13,574	87%	58%	8%	13,172	80%	46%	7%
Economically Disadvantaged	99,571	94%	75%	18%	101,073	91%	66%	15%
Not Disadvantaged	100,019	98%	91%	36%	102,042	97%	86%	29%
Migrant	45	89%	69%	4%	49	86%	61%	4%
Not Migrant	199,545	96%	83%	27%	203,066	94%	76%	22%

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Other Assessments

2007-08 School Year

2006-07 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	2,053	1,951	1,767	1,045	2,164	2,141	1,996	1,663

Statewide Results in Grade 6 English Language Arts

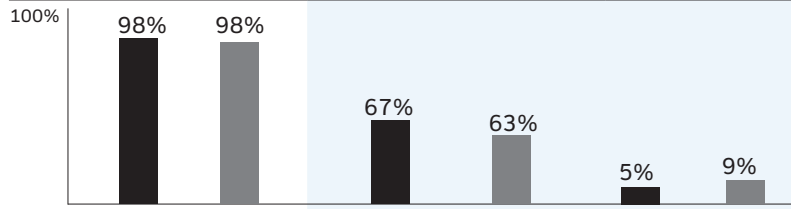
NY State Public

Percentage scoring at level(s):

2-4	3-4	4
598-785	650-785	705-785

2008 Mean Score: 661

2007 Mean Score: 661



Number of Tested Students:

196,941 198,608 134,184 129,072 9,341 19,169

Results by Student Group

2007-08 School Year

2006-07 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	200,387	98%	67%	5%	203,622	98%	63%	9%
Female	97,496	99%	71%	6%	99,780	98%	67%	12%
Male	102,891	98%	63%	3%	103,842	97%	60%	7%
American Indian or Alaska Native	890	98%	58%	2%	965	96%	52%	5%
Black or African American	38,004	98%	50%	1%	39,049	96%	45%	3%
Hispanic or Latino	40,581	97%	48%	1%	40,179	95%	45%	3%
Asian or Native Hawaiian/Other Pacific Islander	14,616	99%	78%	8%	14,214	98%	76%	18%
White	106,114	99%	79%	7%	109,129	99%	75%	13%
Multiracial	182	100%	75%	9%	86	99%	66%	14%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	167,691	100%	75%	6%	173,390	99%	71%	11%
Students with Disabilities	32,696	92%	24%	0%	30,232	88%	20%	0%
English Proficient	190,099	99%	70%	5%	194,047	98%	66%	10%
Limited English Proficient	10,288	89%	15%	0%	9,575	85%	11%	0%
Economically Disadvantaged	96,752	97%	52%	1%	98,739	96%	47%	4%
Not Disadvantaged	103,635	99%	81%	8%	104,883	99%	79%	15%
Migrant	40	93%	38%	0%	53	96%	42%	0%
Not Migrant	200,347	98%	67%	5%	203,569	98%	63%	9%

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Other Assessments

2007-08 School Year

2006-07 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	2,226	2,117	1,671	1,149	2,205	2,133	1,970	1,521
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	1,302	N/A	N/A	N/A	1,693	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

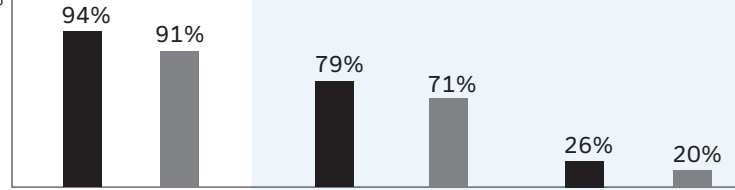
Percentage scoring at level(s):

2-4	3-4	4
616-780	650-780	696-780

2008 Mean Score: 675

2007 Mean Score: 668

100%



■ 2007-08

■ 2006-07

Number of Tested Students:

190,744 187,711 160,374 146,761 53,056 41,227

Results by Student Group

2007-08 School Year

2006-07 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	201,883	94%	79%	26%	205,642	91%	71%	20%
Female	98,245	95%	81%	26%	100,631	92%	72%	20%
Male	103,638	94%	78%	26%	105,011	90%	71%	20%
American Indian or Alaska Native	899	91%	71%	17%	972	86%	60%	11%
Black or African American	38,026	90%	64%	12%	39,232	84%	53%	9%
Hispanic or Latino	41,465	91%	68%	14%	41,302	86%	59%	11%
Asian or Native Hawaiian/Other Pacific Islander	15,132	98%	93%	54%	14,744	97%	89%	45%
White	106,167	97%	88%	33%	109,301	95%	80%	24%
Multiracial	194	95%	77%	24%	91	92%	66%	14%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	169,276	98%	86%	31%	175,319	96%	78%	23%
Students with Disabilities	32,607	77%	43%	4%	30,323	67%	32%	3%
English Proficient	189,938	95%	81%	28%	194,053	92%	73%	21%
Limited English Proficient	11,945	81%	47%	6%	11,589	71%	36%	5%
Economically Disadvantaged	97,953	91%	69%	16%	100,385	86%	59%	12%
Not Disadvantaged	103,930	97%	89%	36%	105,257	96%	83%	27%
Migrant	44	91%	59%	5%	55	87%	62%	4%
Not Migrant	201,839	94%	79%	26%	205,587	91%	71%	20%

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Other Assessments

2007-08 School Year

2006-07 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	2,211	2,159	1,928	1,495

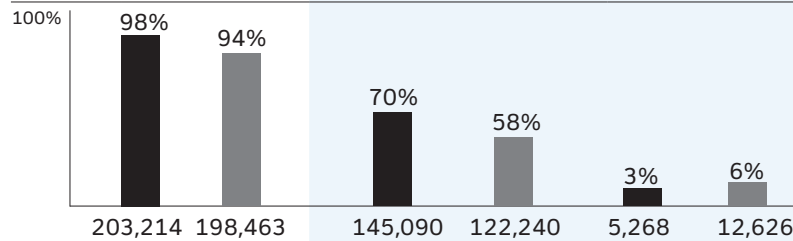
Statewide Results in Grade 7 English Language Arts

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
Range: 600-790	650-790	712-790

2008 Mean Score: 662
2007 Mean Score: 655



Number of Tested Students:

203,214 198,463 145,090 122,240 5,268 12,626

Results by Student Group

2007-08 School Year

2006-07 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	207,041	98%	70%	3%	210,790	94%	58%	6%
Female	101,247	99%	75%	3%	102,430	96%	63%	8%
Male	105,794	98%	65%	2%	108,360	93%	53%	4%
American Indian or Alaska Native	1,011	98%	59%	1%	1,066	90%	44%	2%
Black or African American	39,917	97%	54%	1%	41,569	91%	38%	2%
Hispanic or Latino	41,469	97%	55%	1%	41,196	89%	40%	2%
Asian or Native Hawaiian/Other Pacific Islander	14,570	99%	80%	6%	13,931	96%	71%	11%
White	109,917	99%	80%	4%	112,957	97%	70%	8%
Multiracial	157	99%	76%	5%	71	99%	63%	6%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	174,467	99%	78%	3%	179,846	97%	65%	7%
Students with Disabilities	32,574	92%	30%	0%	30,944	76%	17%	0%
English Proficient	197,324	99%	73%	3%	201,869	96%	60%	6%
Limited English Proficient	9,717	88%	17%	0%	8,921	61%	7%	0%
Economically Disadvantaged	97,959	97%	56%	1%	101,649	90%	42%	2%
Not Disadvantaged	109,082	99%	82%	4%	109,141	98%	73%	9%
Migrant	36	94%	47%	0%	41	80%	37%	0%
Not Migrant	207,005	98%	70%	3%	210,749	94%	58%	6%

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Other Assessments

2007-08 School Year

2006-07 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	2,291	2,255	1,959	1,562	2,405	2,379	2,128	1,650
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	1,478	N/A	N/A	N/A	1,797	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

2008 Mean Score: 675

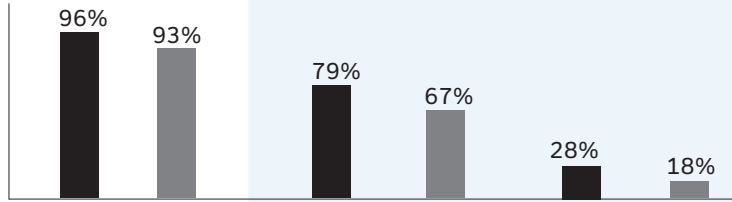
Range: 611-800

650-800

693-800

2007 Mean Score: 663

100%



■ 2007-08

■ 2006-07

Number of Tested Students:

200,724

196,887

164,873

141,588

57,939

39,103

Results by Student Group

2007-08 School Year

2006-07 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	208,761	96%	79%	28%	212,697	93%	67%	18%
Female	102,037	97%	81%	28%	103,352	94%	69%	19%
Male	106,724	95%	77%	27%	109,345	91%	65%	18%
American Indian or Alaska Native	1,009	96%	71%	16%	1,089	88%	55%	7%
Black or African American	40,098	93%	61%	10%	41,664	85%	43%	6%
Hispanic or Latino	42,508	94%	67%	13%	42,299	88%	51%	8%
Asian or Native Hawaiian/Other Pacific Islander	15,057	98%	91%	51%	14,497	97%	86%	42%
White	109,929	98%	89%	37%	113,074	97%	79%	24%
Multiracial	160	98%	81%	34%	74	93%	70%	16%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	176,261	99%	86%	32%	181,795	96%	73%	21%
Students with Disabilities	32,500	83%	43%	4%	30,902	72%	27%	2%
English Proficient	197,192	97%	81%	29%	201,670	94%	69%	19%
Limited English Proficient	11,569	84%	44%	5%	11,027	73%	29%	4%
Economically Disadvantaged	99,419	94%	67%	15%	103,058	88%	52%	10%
Not Disadvantaged	109,342	98%	89%	40%	109,639	97%	81%	27%
Migrant	39	97%	67%	8%	47	81%	36%	4%
Not Migrant	208,722	96%	79%	28%	212,650	93%	67%	18%

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Other Assessments

2007-08 School Year

2006-07 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	2,294	2,058	1,851	1,074	2,406	2,368	2,119	1,544

Statewide Results in Grade 8 English Language Arts

NY State Public

Percentage scoring at level(s):

2-4

3-4

4

2008 Mean Score: 657

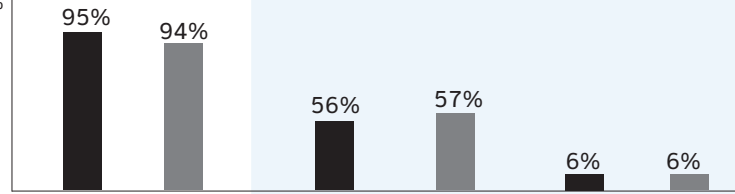
Range: 602-790

650-790

715-790

2007 Mean Score: 655

100%



Number of Tested Students:

198,332

199,972

117,457

121,871

11,890

12,119

Results by Student Group

2007-08 School Year

2006-07 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	209,146	95%	56%	6%	212,962	94%	57%	6%
Female	101,918	97%	63%	8%	103,607	96%	63%	7%
Male	107,228	93%	50%	4%	109,355	92%	52%	4%
American Indian or Alaska Native	1,043	92%	42%	2%	1,038	92%	45%	4%
Black or African American	40,479	92%	37%	2%	41,982	90%	37%	2%
Hispanic or Latino	41,020	90%	37%	2%	41,176	88%	38%	2%
Asian or Native Hawaiian/Other Pacific Islander	14,335	96%	70%	9%	13,779	96%	70%	10%
White	112,143	97%	68%	8%	114,929	97%	70%	8%
Multiracial	126	98%	72%	10%	58	97%	41%	5%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	176,817	98%	64%	7%	182,548	97%	64%	7%
Students with Disabilities	32,329	78%	14%	0%	30,414	75%	16%	0%
English Proficient	200,065	96%	58%	6%	203,314	95%	60%	6%
Limited English Proficient	9,081	66%	6%	0%	9,648	62%	7%	0%
Economically Disadvantaged	96,120	92%	39%	2%	99,037	90%	39%	2%
Not Disadvantaged	113,026	98%	70%	9%	113,925	97%	73%	9%
Migrant	32	81%	25%	0%	35	69%	34%	0%
Not Migrant	209,114	95%	56%	6%	212,927	94%	57%	6%

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Other Assessments

2007-08 School Year

2006-07 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	2,459	2,411	2,182	1,641	2,389	2,360	2,145	1,665
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	1,518	N/A	N/A	N/A	1,857	N/A	N/A	N/A

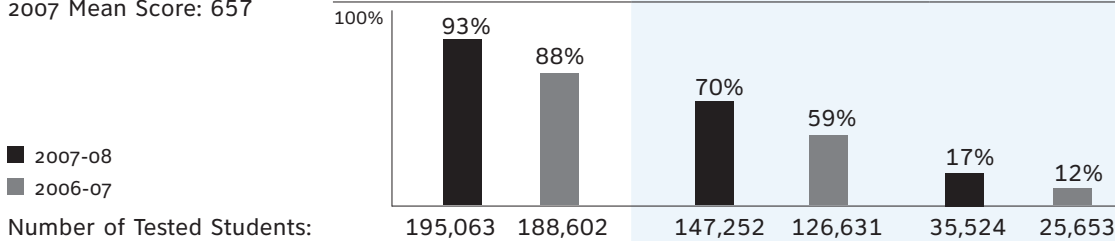
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

Statewide Results in Grade 8 Mathematics

NY State Public

Percentage scoring at level(s):

	2-4	3-4	4
2008 Mean Score: 666	616-775	650-775	701-775
2007 Mean Score: 657			



Results by Student Group

2007-08 School Year

2006-07 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	210,589	93%	70%	17%	214,752	88%	59%	12%
Female	102,621	94%	72%	18%	104,381	89%	61%	12%
Male	107,968	91%	68%	16%	110,371	87%	57%	11%
American Indian or Alaska Native	1,044	90%	61%	7%	1,033	85%	46%	5%
Black or African American	40,529	85%	48%	6%	42,006	76%	35%	3%
Hispanic or Latino	42,026	88%	55%	7%	42,372	80%	41%	4%
Asian or Native Hawaiian/Other Pacific Islander	14,910	97%	88%	41%	14,351	96%	81%	33%
White	111,953	96%	81%	21%	114,928	94%	72%	15%
Multiracial	127	95%	83%	23%	62	79%	52%	8%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	178,465	96%	77%	20%	184,378	92%	65%	14%
Students with Disabilities	32,124	71%	32%	2%	30,374	60%	21%	1%
English Proficient	199,561	93%	72%	18%	202,937	89%	61%	12%
Limited English Proficient	11,028	79%	41%	5%	11,815	67%	27%	3%
Economically Disadvantaged	97,541	89%	56%	9%	100,557	80%	43%	6%
Not Disadvantaged	113,048	96%	82%	23%	114,195	94%	73%	17%
Migrant	33	85%	52%	0%	38	82%	39%	3%
Not Migrant	210,556	93%	70%	17%	214,714	88%	59%	12%

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Other Assessments

2007-08 School Year

2006-07 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	2,445	2,177	1,959	1,146	2,388	2,340	2,073	1,351

Statewide Results in Grade 8 Science

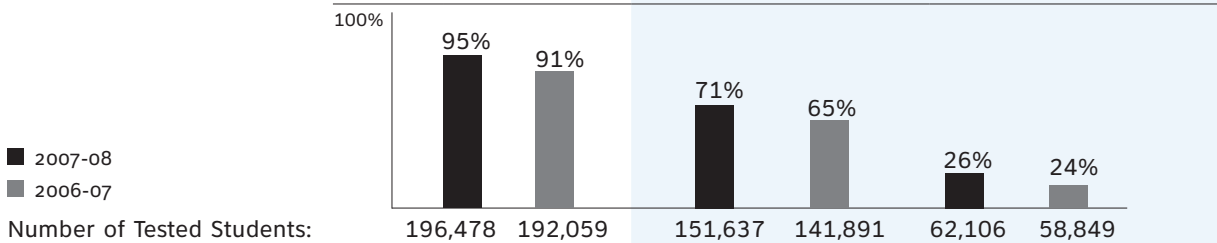
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2007-08 School Year

2006-07 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	186,513	95%	71%	26%	191,162	91%	65%	24%
Female	90,351	95%	70%	23%	92,465	91%	63%	22%
Male	96,162	94%	72%	28%	98,697	90%	66%	26%
American Indian or Alaska Native	994	94%	66%	17%	977	90%	58%	15%
Black or African American	37,878	89%	48%	8%	38,836	81%	39%	6%
Hispanic or Latino	39,765	91%	51%	9%	40,080	82%	40%	7%
Asian or Native Hawaiian/Other Pacific Islander	12,571	97%	80%	33%	12,430	94%	74%	31%
White	95,185	99%	87%	39%	98,783	98%	84%	37%
Multiracial	120	95%	80%	35%	56	86%	45%	16%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	156,118	97%	76%	29%	162,477	93%	70%	27%
Students with Disabilities	30,395	85%	43%	7%	28,685	76%	36%	6%
English Proficient	175,742	96%	74%	27%	179,679	93%	68%	25%
Limited English Proficient	10,771	78%	27%	3%	11,483	64%	18%	2%
Economically Disadvantaged	92,689	92%	56%	12%	95,309	85%	46%	11%
Not Disadvantaged	93,824	98%	86%	39%	95,853	97%	83%	38%
Migrant	34	91%	53%	3%	36	89%	56%	17%
Not Migrant	186,479	95%	71%	26%	191,126	91%	65%	24%

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Other Assessments

2007-08 School Year

2006-07 School Year

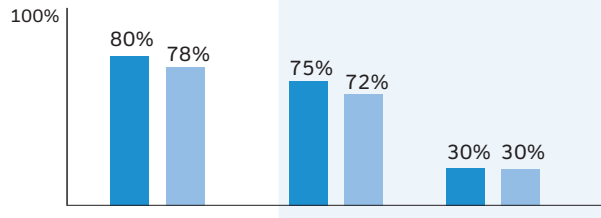
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	2,434	2,297	1,988	1,622	2,380	2,343	2,131	1,678
Regents Science	20,038	19,718	19,332	14,052	18,807	18,486	18,179	12,847

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



■ 2004 Cohort
■ 2003 Cohort

Results by Student Group

	2004 Cohort				2003 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	223,953	80%	75%	30%	222,103	78%	72%	30%
Female	109,739	84%	79%	35%	108,861	82%	77%	36%
Male	114,214	76%	70%	24%	113,242	74%	68%	25%
American Indian or Alaska Native	901	68%	62%	18%	924	64%	58%	21%
Black or African American	42,597	69%	60%	12%	42,996	66%	56%	12%
Hispanic or Latino	40,506	68%	60%	12%	39,529	63%	54%	12%
Asian or Native Hawaiian/Other Pacific Islander	15,852	88%	85%	40%	15,518	85%	81%	38%
White	123,772	87%	83%	40%	122,689	86%	82%	41%
Multiracial	325	78%	75%	23%	511	89%	82%	26%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	192,649	86%	81%	34%	199,064	82%	77%	33%
Students with Disabilities	31,304	44%	34%	3%	29,502	40%	31%	3%
English Proficient	213,879	81%	76%	31%	215,763	79%	73%	31%
Limited English Proficient	10,074	54%	41%	2%	10,900	64%	49%	4%
Economically Disadvantaged	73,961	73%	64%	14%	78,540	69%	59%	14%
Not Disadvantaged	149,992	84%	80%	37%	152,706	82%	79%	38%
Migrant	40	23%	15%	0%	39	26%	21%	8%
Not Migrant	223,913	80%	75%	30%	222,041	78%	72%	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

	2004 Cohort				2003 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***	1,591	1,573	1,488	1,241	1,470	1,457	1,335	1,082

* 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.

** 2003 cohort data are those reported in the 2006-07 *Accountability and Overview Report*.

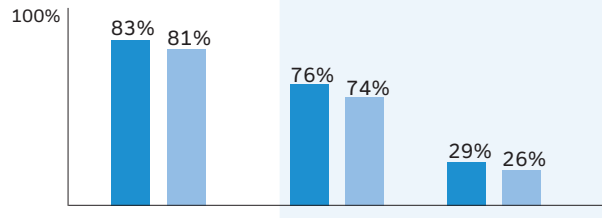
*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

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



■ 2004 Cohort
■ 2003 Cohort

Results by Student Group

	2004 Cohort				2003 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	223,953	83%	76%	29%	222,103	81%	74%	26%
Female	109,739	86%	79%	31%	108,861	84%	77%	27%
Male	114,214	79%	73%	28%	113,242	77%	71%	25%
American Indian or Alaska Native	901	73%	65%	18%	924	72%	64%	16%
Black or African American	42,597	72%	59%	9%	42,996	68%	55%	7%
Hispanic or Latino	40,506	72%	60%	11%	39,529	68%	56%	9%
Asian or Native Hawaiian/Other Pacific Islander	15,852	92%	89%	53%	15,518	90%	87%	47%
White	123,772	89%	86%	40%	122,689	88%	84%	35%
Multiracial	325	85%	76%	20%	511	90%	79%	24%
Small Group Totals	0	—	—	—	0	—	—	—
General-Education Students	192,649	88%	82%	33%	199,064	85%	78%	28%
Students with Disabilities	31,304	48%	36%	5%	29,502	44%	34%	4%
English Proficient	213,879	83%	77%	30%	215,763	81%	74%	26%
Limited English Proficient	10,074	68%	52%	11%	10,900	79%	63%	13%
Economically Disadvantaged	73,961	76%	65%	15%	78,540	73%	61%	13%
Not Disadvantaged	149,992	86%	81%	37%	152,706	85%	80%	32%
Migrant	40	38%	38%	5%	39	33%	33%	10%
Not Migrant	223,913	83%	76%	29%	222,041	81%	74%	26%

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

	2004 Cohort				2003 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***	1,567	1,549	1,436	1,150	1,436	1,407	1,284	1,034

* 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.

** 2003 cohort data are those reported in the 2006-07 *Accountability and Overview Report*.

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