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

<table>
<thead>
<tr>
<th>Grade</th>
<th>2004–05</th>
<th>2005–06</th>
<th>2006–07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K</td>
<td>78,152</td>
<td>40,515</td>
<td>40,063</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>188,821</td>
<td>189,971</td>
<td>186,243</td>
</tr>
<tr>
<td>Grade 1</td>
<td>203,317</td>
<td>199,685</td>
<td>200,272</td>
</tr>
<tr>
<td>Grade 2</td>
<td>198,322</td>
<td>196,802</td>
<td>194,200</td>
</tr>
<tr>
<td>Grade 3</td>
<td>202,140</td>
<td>195,960</td>
<td>194,108</td>
</tr>
<tr>
<td>Grade 4</td>
<td>202,340</td>
<td>196,313</td>
<td>192,235</td>
</tr>
<tr>
<td>Grade 5</td>
<td>208,244</td>
<td>202,364</td>
<td>196,999</td>
</tr>
<tr>
<td>Grade 6</td>
<td>211,955</td>
<td>205,839</td>
<td>199,845</td>
</tr>
<tr>
<td>Ungraded Elementary</td>
<td>52,513</td>
<td>53,278</td>
<td>53,693</td>
</tr>
<tr>
<td>Grade 7</td>
<td>219,564</td>
<td>213,908</td>
<td>208,283</td>
</tr>
<tr>
<td>Grade 8</td>
<td>218,602</td>
<td>216,302</td>
<td>210,369</td>
</tr>
<tr>
<td>Grade 9</td>
<td>264,033</td>
<td>257,032</td>
<td>249,208</td>
</tr>
<tr>
<td>Grade 10</td>
<td>229,185</td>
<td>233,656</td>
<td>232,027</td>
</tr>
<tr>
<td>Grade 11</td>
<td>184,008</td>
<td>186,124</td>
<td>194,489</td>
</tr>
<tr>
<td>Grade 12</td>
<td>167,275</td>
<td>173,945</td>
<td>178,472</td>
</tr>
<tr>
<td>Ungraded Secondary</td>
<td>51,940</td>
<td>51,490</td>
<td>50,815</td>
</tr>
<tr>
<td>Total K–12</td>
<td>2,802,259</td>
<td>2,772,669</td>
<td>2,741,258</td>
</tr>
</tbody>
</table>

Average Class Size

<table>
<thead>
<tr>
<th>Grade</th>
<th>2004–05</th>
<th>2005–06</th>
<th>2006–07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Branch</td>
<td>22</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>Grade 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>22</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>Mathematics</td>
<td>23</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>Science</td>
<td>23</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>Social Studies</td>
<td>23</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>Grade 10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>23</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>Mathematics</td>
<td>22</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>Science</td>
<td>23</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>Social Studies</td>
<td>24</td>
<td>24</td>
<td>24</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligible for Free Lunch</td>
<td>946,115</td>
<td>1,027,545</td>
<td>1,001,767</td>
</tr>
<tr>
<td>Reduced-Price Lunch</td>
<td>209,231</td>
<td>213,744</td>
<td>213,885</td>
</tr>
<tr>
<td>Student Stability*</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>203,994</td>
<td>201,946</td>
<td>200,998</td>
</tr>
</tbody>
</table>

Racial/Ethnic Origin

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>13,163</td>
<td>13,659</td>
<td>13,511</td>
</tr>
<tr>
<td>Black or African American</td>
<td>557,262</td>
<td>545,526</td>
<td>534,335</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>553,296</td>
<td>554,563</td>
<td>559,543</td>
</tr>
<tr>
<td>Asian or Native</td>
<td>187,824</td>
<td>192,414</td>
<td>195,644</td>
</tr>
<tr>
<td>Hawaiian/Other Pacific Islander</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>1,490,669</td>
<td>1,466,507</td>
<td>1,431,470</td>
</tr>
<tr>
<td>Multiracial***</td>
<td>N/A</td>
<td>N/A</td>
<td>6,755</td>
</tr>
</tbody>
</table>

Attendance and Suspensions

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Attendance Rate</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Student Suspensions</td>
<td>136,758</td>
<td>127,780</td>
<td>152,841</td>
</tr>
</tbody>
</table>

* Does not include NYC data.
** Percentage is less than 1.
*** Multiracial enrollment data were not collected statewide in the 2004-05 and 2005-06 school years.

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.

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.
## Teacher Qualifications

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Number of Teachers</strong></td>
<td>211,759</td>
<td>212,902</td>
<td>207,747</td>
</tr>
<tr>
<td>Percent with No Valid Teaching Certificate</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Percent Teaching Out of Certification</td>
<td>8%</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>Percent with Fewer Than Three Years of Experience</td>
<td>11%</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>Percentage with Master’s Degree Plus 30 Hours or Doctorate</td>
<td>30%</td>
<td>31%</td>
<td>32%</td>
</tr>
<tr>
<td><strong>Total Number of Core Classes</strong></td>
<td>N/A</td>
<td>763,211</td>
<td>500,476</td>
</tr>
<tr>
<td>Percent Not Taught by Highly Qualified Teachers</td>
<td>N/A</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total Number of Classes</strong></td>
<td>675,962</td>
<td>695,028</td>
<td>706,300</td>
</tr>
<tr>
<td>Percent Taught by Teachers Without Appropriate Certification</td>
<td>7%</td>
<td>6%</td>
<td>5%</td>
</tr>
</tbody>
</table>

* Data for 2004–05 were not weighted, so are not shown.

## Teacher Turnover Rate

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Turnover Rate of Teachers with Fewer than Five Years of Experience</td>
<td>22%</td>
<td>22%</td>
<td>20%</td>
</tr>
<tr>
<td>Turnover Rate of All Teachers</td>
<td>17%</td>
<td>16%</td>
<td>14%</td>
</tr>
</tbody>
</table>

## Staff Counts

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Other Professional Staff</td>
<td>31,789</td>
<td>32,589</td>
<td>30,119</td>
</tr>
<tr>
<td>Total Paraprofessionals*</td>
<td>83,443</td>
<td>69,306</td>
<td>64,027</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>4,928</td>
<td>5,036</td>
<td>5,197</td>
</tr>
<tr>
<td>Principals</td>
<td>4,479</td>
<td>4,543</td>
<td>4,635</td>
</tr>
</tbody>
</table>

* Not available at the school level.

## Teacher Turnover Rate 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.

## 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 2006–07, 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 2006–07 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.)

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 2002 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2006 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 2002 graduation-rate cohort earning a local diploma by August 31, 2006 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 2003 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2003–04 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2003–04 school year, who were enrolled on October 4, 2006 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, 2007, are not included in the 2003 school accountability cohort. The 2003 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 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 2006–07 safe harbor targets were calculated using the following equation:

\[2005–06 \text{ PI} + (200 – \text{the 2005–06 PI}) \times 0.10\]

Science Progress Target
The elementary/middle-level 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2006–07.

Science Standard
The criterion value that represents a minimally satisfactory performance in science. In 2006–07, 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?

<table>
<thead>
<tr>
<th>Student Groups</th>
<th>Elementary/Middle Level</th>
<th>Secondary Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English</td>
<td>Mathematics</td>
</tr>
<tr>
<td>All Students</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Black or African American</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Asian or Native</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Hawaiian/Other Pacific Islander</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>White</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Multiracial</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td><strong>Other Groups</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>✔SH</td>
<td>✔</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td><strong>Student groups making AYP in each subject</strong></td>
<td>✔ 9 of 10</td>
<td>✔ 10 of 10</td>
</tr>
</tbody>
</table>

### 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**

<table>
<thead>
<tr>
<th>Student Group</th>
<th>AYP Status</th>
<th>Participation</th>
<th>Test Performance</th>
<th>Performance Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>✔</td>
<td>✔ 99%</td>
<td>✔ 158</td>
<td>122</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native (6,041,5,723)</td>
<td>✔</td>
<td>✔ 98%</td>
<td>✔ 144</td>
<td>122</td>
</tr>
<tr>
<td>Black or African American (246,248:233,822)</td>
<td>✔</td>
<td>✔ 98%</td>
<td>✔ 137</td>
<td>122</td>
</tr>
<tr>
<td>Hispanic or Latino (257,195:240,785)</td>
<td>✔</td>
<td>✔ 98%</td>
<td>✔ 136</td>
<td>122</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other Pacific Islander (88,492:83,612)</td>
<td>✔</td>
<td>✔ 99%</td>
<td>✔ 173</td>
<td>122</td>
</tr>
<tr>
<td>White (661,951:644,834)</td>
<td>✔</td>
<td>✔ 99%</td>
<td>✔ 173</td>
<td>122</td>
</tr>
<tr>
<td>Multiracial (449:404)</td>
<td>✔</td>
<td>✔ 99%</td>
<td>✔ 160</td>
<td>117</td>
</tr>
</tbody>
</table>

### Other Groups

<table>
<thead>
<tr>
<th>Student Group</th>
<th>AYP Status</th>
<th>Participation</th>
<th>Test Performance</th>
<th>Performance Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities (196,434:185,224)</td>
<td>✔SH</td>
<td>✔ 97%</td>
<td>✔ 103</td>
<td>122 102 113</td>
</tr>
<tr>
<td>Limited English Proficient (84,773:70,627)</td>
<td>X</td>
<td>✔ 98%</td>
<td>X 93</td>
<td>122 115 104</td>
</tr>
<tr>
<td>Economically Disadvantaged (616,077:584,289)</td>
<td>✔</td>
<td>✔ 99%</td>
<td>✔ 139</td>
<td>122</td>
</tr>
</tbody>
</table>

**Final AYP Determination**

- ✔ 9 of 10
- X Did Not Make AYP

### 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

Student groups making AYP in mathematics

<table>
<thead>
<tr>
<th>AYP Status</th>
<th>Student groups making AYP</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔</td>
<td>Made AYP</td>
</tr>
<tr>
<td>✔SH</td>
<td>Made AYP Using Safe Harbor Target</td>
</tr>
<tr>
<td>✗</td>
<td>Did Not Make AYP</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Student Group</th>
<th>AYP</th>
<th>Participation</th>
<th>Test Performance</th>
<th>Performance Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Status</td>
<td>Met Criterion</td>
<td>Percentage</td>
<td>Met Criterion</td>
</tr>
<tr>
<td>All Students (1,260,971:1,206,231)</td>
<td>✔ ✔</td>
<td>✔ ✔</td>
<td>99%</td>
<td>✔ ✔</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native (6,038:5,674)</td>
<td>✔ ✔</td>
<td>✔ ✔</td>
<td>98%</td>
<td>✔ ✔</td>
</tr>
<tr>
<td>Black or African American (246,185:230,890)</td>
<td>✔ ✔</td>
<td>✔ ✔</td>
<td>98%</td>
<td>✔ ✔</td>
</tr>
<tr>
<td>Hispanic or Latino (257,699:242,182)</td>
<td>✔ ✔</td>
<td>✔ ✔</td>
<td>99%</td>
<td>✔ ✔</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other Pacific Islander (88,871:85,004)</td>
<td>✔ ✔</td>
<td>✔ ✔</td>
<td>99%</td>
<td>✔ ✔</td>
</tr>
<tr>
<td>White (661,725:642,070)</td>
<td>✔ ✔</td>
<td>✔ ✔</td>
<td>99%</td>
<td>✔ ✔</td>
</tr>
<tr>
<td>Multiracial (453:411)</td>
<td>✔ ✔</td>
<td>✔ ✔</td>
<td>98%</td>
<td>✔ ✔</td>
</tr>
<tr>
<td><strong>Other Groups</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities² (196,252:183,397)</td>
<td>✔ ✔</td>
<td>✔ ✔</td>
<td>97%</td>
<td>✔ ✔</td>
</tr>
<tr>
<td>Limited English Proficient³ (85,800:77,806)</td>
<td>✔ ✔</td>
<td>✔ ✔</td>
<td>99%</td>
<td>✔ ✔</td>
</tr>
<tr>
<td>Economically Disadvantaged (616,024:583,309)</td>
<td>✔ ✔</td>
<td>✔ ✔</td>
<td>99%</td>
<td>✔ ✔</td>
</tr>
</tbody>
</table>

**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.

⁴ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.
# Elementary/Middle-Level Science

## Accountability Measures

Student groups making AYP in Science

- **Made AYP**

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

<table>
<thead>
<tr>
<th>Student Group</th>
<th>AYP</th>
<th>Participation</th>
<th>Test Performance</th>
<th>Performance Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Safe Harbor Qualification</td>
<td>Met Criterion</td>
<td>Percentage Tested</td>
<td>Met Criterion</td>
</tr>
<tr>
<td><strong>All Students (422,917-395,162)</strong></td>
<td>✔</td>
<td>✔</td>
<td>97%</td>
<td>✔</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native (1,992:1,828)</td>
<td>Qualified</td>
<td>✔</td>
<td>97%</td>
<td>✔</td>
</tr>
<tr>
<td>Black or African American (82,979:74,725)</td>
<td>Qualified</td>
<td>✔</td>
<td>95%</td>
<td>✔</td>
</tr>
<tr>
<td>Hispanic or Latino (85,930:78,442)</td>
<td>Qualified</td>
<td>✔</td>
<td>96%</td>
<td>✔</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other Pacific Islander (29,560:27,410)</td>
<td>Qualified</td>
<td>✔</td>
<td>97%</td>
<td>✔</td>
</tr>
<tr>
<td>White (127,104)</td>
<td>Qualified</td>
<td>✔</td>
<td>93%</td>
<td>✔</td>
</tr>
<tr>
<td>Multiracial (222,328:212,652)</td>
<td>Qualified</td>
<td>✔</td>
<td>98%</td>
<td>✔</td>
</tr>
<tr>
<td><strong>Other Groups</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities (65,324:59,173)</td>
<td>Qualified</td>
<td>✔</td>
<td>94%</td>
<td>✔</td>
</tr>
<tr>
<td>Limited English Proficient (29,055:25,541)</td>
<td>Qualified</td>
<td>✔</td>
<td>97%</td>
<td>✔</td>
</tr>
<tr>
<td>Economically Disadvantaged (203,530:186,949)</td>
<td>Qualified</td>
<td>✔</td>
<td>96%</td>
<td>✔</td>
</tr>
</tbody>
</table>

### Final AYP Determination

- **Made AYP**

### 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.

---

**AYP Status**

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

---

September 01, 2007
## Secondary-Level English Language Arts

**Accountability Measures** 5 of 10

<table>
<thead>
<tr>
<th>Student Group</th>
<th>AYP Participation</th>
<th>Test Performance</th>
<th>Performance Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students (184,355:189,328)</td>
<td>✔ ✔ 98%</td>
<td>✔ 171</td>
<td>159</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native (629:699)</td>
<td>✔ ✔ 98%</td>
<td>✔ 158</td>
<td>155</td>
</tr>
<tr>
<td>Black or African American (31,918:33,681)</td>
<td>✔ ✔ 98%</td>
<td>✔ 149</td>
<td>159 151 154</td>
</tr>
<tr>
<td>Hispanic or Latino (28,316:30,200)</td>
<td>✔ ✔ 98%</td>
<td>✔ 146</td>
<td>159 149‡ 151</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other Pacific Islander (13,925:13,903)</td>
<td>✔ ✔ 99%</td>
<td>✔ 178</td>
<td>159</td>
</tr>
<tr>
<td>White (109,138:110,365)</td>
<td>✔ ✔ 99%</td>
<td>✔ 184</td>
<td>159</td>
</tr>
<tr>
<td>Multiracial (429:480)</td>
<td>✔ ✔ 100%</td>
<td>✔ 174</td>
<td>154</td>
</tr>
<tr>
<td>Other Groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities (16,387:20,500)</td>
<td>✔ ✔ 93%</td>
<td>✔ 117</td>
<td>159 123 125</td>
</tr>
<tr>
<td>Limited English Proficient (4,383:5,933)</td>
<td>✔ ✔ 95%</td>
<td>✔ 80</td>
<td>159 99‡ 92</td>
</tr>
<tr>
<td>Economically Disadvantaged (58,133:63,939)</td>
<td>✔ ✔ 98%</td>
<td>✔ 152</td>
<td>159 153 157</td>
</tr>
</tbody>
</table>

**Final AYP Determination** 5 of 10

### NOTES

1. These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 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.
3. This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.
# Statewide Accountability

## Secondary-Level Mathematics

### Accountability Measures

<table>
<thead>
<tr>
<th>Score</th>
<th>Student groups making AYP in mathematics</th>
<th>Did Not Make AYP</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️</td>
<td>7 of 10</td>
<td>❌</td>
</tr>
</tbody>
</table>

---

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

### Student Group

#### (12th Graders: 2003 Cohort)

<table>
<thead>
<tr>
<th>Student Group</th>
<th>AYP Status</th>
<th>Participation</th>
<th>Test Performance</th>
<th>Performance Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong> (184,355:189,328)</td>
<td>✔️</td>
<td>✔️ 98%</td>
<td>✔️ 175</td>
<td>152</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>✔️</td>
<td>✔️ 98%</td>
<td>✔️ 169</td>
<td>148</td>
</tr>
<tr>
<td>(629:699)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td>❌</td>
<td>✔️ 98%</td>
<td>❌ 150</td>
<td>152 152 155</td>
</tr>
<tr>
<td>(31,918:33,681)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>✔️</td>
<td>✔️ 98%</td>
<td>✔️ 153</td>
<td>152</td>
</tr>
<tr>
<td>(28,316:30,200)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other Pacific</td>
<td>✔️</td>
<td>✔️ 99%</td>
<td>✔️ 188</td>
<td>152</td>
</tr>
<tr>
<td>Islander (13,925:13,903)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White (109,138:110,365)</td>
<td>✔️</td>
<td>✔️ 99%</td>
<td>✔️ 186</td>
<td>152</td>
</tr>
<tr>
<td>Multiracial (429:480)</td>
<td>✔️</td>
<td>✔️ 99%</td>
<td>✔️ 148</td>
<td>147</td>
</tr>
<tr>
<td><strong>Other Groups</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities (16,387:20,500)</td>
<td>❌</td>
<td>❌ 94%</td>
<td>❌ 127</td>
<td>152 132 134</td>
</tr>
<tr>
<td>Limited English Proficient (4,383:5,933)</td>
<td>❌</td>
<td>✔️ 97%</td>
<td>❌ 129</td>
<td>152 133 136</td>
</tr>
<tr>
<td>Economically Disadvantaged (58,133:63,939)</td>
<td>✔️</td>
<td>✔️ 98%</td>
<td>✔️ 158</td>
<td>152</td>
</tr>
</tbody>
</table>

### Final AYP Determination

<table>
<thead>
<tr>
<th>AYP Status</th>
<th>Score</th>
<th>Student groups making AYP in mathematics</th>
<th>Did Not Make AYP</th>
</tr>
</thead>
<tbody>
<tr>
<td>❌</td>
<td>7 of 10</td>
<td>✗</td>
<td></td>
</tr>
</tbody>
</table>

---

### NOTES

1. These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 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.

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

---

### AYP Status

- ✔️ Made AYP
- ✔️<sup>SH</sup> Made AYP Using Safe Harbor Target
- ❌ Did Not Make AYP
- — Insufficient Number of Students to Determine AYP Status

---

September 01, 2007
Graduation Rate

Information

To make AYP in graduation rate, the percentage of 2002 graduation-rate cohort members earning a local or Regents diploma by August 31, 2006 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2006–07.

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 2002 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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

### Graduation Rate Information

#### 2006–07 Graduation Rate Accountability Measures

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Graduation</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AYP Met</td>
<td>State Standard</td>
</tr>
<tr>
<td></td>
<td>Criterion</td>
<td>2006–07</td>
</tr>
<tr>
<td></td>
<td>Graduation Rate</td>
<td>2007–08</td>
</tr>
<tr>
<td>All Students (192,162)</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>75%</td>
<td>55%</td>
<td></td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native (706)</td>
<td>✓</td>
<td>66%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>55%</td>
</tr>
<tr>
<td>Black or African American (35,207)</td>
<td>✓</td>
<td>55%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>55%</td>
</tr>
<tr>
<td>Hispanic or Latino (31,512)</td>
<td>✓</td>
<td>53%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>55%</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other Pacific Islander (13,843)</td>
<td>✓</td>
<td>79%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>55%</td>
</tr>
<tr>
<td>White (110,893)</td>
<td>✓</td>
<td>88%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>55%</td>
</tr>
<tr>
<td>Multiracial (0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities (23,154)</td>
<td>✓</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>55%</td>
</tr>
<tr>
<td>Limited English Proficient (1,901)</td>
<td>✓</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>55%</td>
</tr>
<tr>
<td>Economically Disadvantaged (60,058)</td>
<td>✓</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>55%</td>
</tr>
</tbody>
</table>

**Final AYP Determination**

1 of 1

**NOTES**

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

2. Percentage of the 2002 cohort that earned a local or Regents diploma by August 31, 2006.

3. If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.
Summary of 2006–07 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.

### 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.

### Summary of Percentage of students that scored at or above Level 3

#### English Language Arts

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage at Level 3</th>
<th>Total Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>67%</td>
<td>197,517</td>
</tr>
<tr>
<td>Grade 4</td>
<td>68%</td>
<td>196,650</td>
</tr>
<tr>
<td>Grade 5</td>
<td>68%</td>
<td>201,151</td>
</tr>
<tr>
<td>Grade 6</td>
<td>63%</td>
<td>203,622</td>
</tr>
<tr>
<td>Grade 7</td>
<td>58%</td>
<td>210,790</td>
</tr>
<tr>
<td>Grade 8</td>
<td>57%</td>
<td>212,962</td>
</tr>
</tbody>
</table>

#### Mathematics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage at Level 3</th>
<th>Total Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>85%</td>
<td>199,462</td>
</tr>
<tr>
<td>Grade 4</td>
<td>80%</td>
<td>198,720</td>
</tr>
<tr>
<td>Grade 5</td>
<td>76%</td>
<td>203,115</td>
</tr>
<tr>
<td>Grade 6</td>
<td>71%</td>
<td>205,642</td>
</tr>
<tr>
<td>Grade 7</td>
<td>67%</td>
<td>212,697</td>
</tr>
<tr>
<td>Grade 8</td>
<td>59%</td>
<td>214,752</td>
</tr>
</tbody>
</table>

#### Science

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage at Level 3</th>
<th>Total Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4</td>
<td>85%</td>
<td>197,405</td>
</tr>
<tr>
<td>Grade 8</td>
<td>65%</td>
<td>191,162</td>
</tr>
</tbody>
</table>

#### Secondary Level

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage at Level 3</th>
<th>Total Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>72%</td>
<td>222,103</td>
</tr>
<tr>
<td>Mathematics</td>
<td>74%</td>
<td>222,103</td>
</tr>
</tbody>
</table>
Statewide Results in Grade 3 English Language Arts

NY State Public

Percentage scoring at level(s):

<table>
<thead>
<tr>
<th></th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>91%</td>
<td>92%</td>
<td>67%</td>
</tr>
<tr>
<td>2007</td>
<td>69%</td>
<td>89%</td>
<td>66%</td>
</tr>
</tbody>
</table>

Number of Tested Students:

- 2006: 197,517
- 2007: 185,367

Results by Student Group

**2006-07 School Year**

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Tested</th>
<th>Percentage scoring at level(s):</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>197,517</td>
<td>91%</td>
<td>67%</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>96,697</td>
<td>93%</td>
<td>71%</td>
<td>11%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>100,820</td>
<td>89%</td>
<td>64%</td>
<td>9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>957</td>
<td>87%</td>
<td>56%</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td>38,624</td>
<td>85%</td>
<td>51%</td>
<td>4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>41,166</td>
<td>85%</td>
<td>51%</td>
<td>4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other</td>
<td>13,967</td>
<td>96%</td>
<td>79%</td>
<td>14%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>102,702</td>
<td>95%</td>
<td>78%</td>
<td>14%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiracial</td>
<td>101</td>
<td>98%</td>
<td>68%</td>
<td>12%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**2005-06 School Year**

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Tested</th>
<th>Percentage scoring at level(s):</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>185,367</td>
<td>92%</td>
<td>69%</td>
<td>7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>90,821</td>
<td>94%</td>
<td>73%</td>
<td>9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>94,546</td>
<td>89%</td>
<td>65%</td>
<td>6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>945</td>
<td>85%</td>
<td>49%</td>
<td>2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td>39,105</td>
<td>84%</td>
<td>51%</td>
<td>3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>30,435</td>
<td>88%</td>
<td>59%</td>
<td>3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other</td>
<td>11,912</td>
<td>98%</td>
<td>85%</td>
<td>12%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>102,957</td>
<td>95%</td>
<td>77%</td>
<td>9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiracial</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<td></td>
</tr>
</tbody>
</table>

**Small Group Totals**

<table>
<thead>
<tr>
<th></th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>2,022</td>
<td>1,984</td>
<td>1,717</td>
</tr>
<tr>
<td>2007</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Results by School Year**

<table>
<thead>
<tr>
<th>Student Group</th>
<th>2006-07</th>
<th>2005-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Tested</td>
<td>197,517</td>
<td>185,367</td>
</tr>
<tr>
<td>Percentage</td>
<td>91%</td>
<td>92%</td>
</tr>
</tbody>
</table>

**Trends**

- 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**

**2006-07 School Year**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Total Tested</th>
<th>Percentage scoring at level(s):</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>New York State Alternate Assessment (NYSAA): Grade 3 Equivalent</td>
<td>2,022</td>
<td>1,984</td>
<td>1,717</td>
<td>1,200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3</td>
<td>1,705</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**2005-06 School Year**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Total Tested</th>
<th>Percentage scoring at level(s):</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>New York State Alternate Assessment (NYSAA): Grade 3 Equivalent</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

† 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

<table>
<thead>
<tr>
<th>Percentage scoring at level(s):</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007 Mean Score: 685 Range: 624–770 All Tested: 191,332</td>
<td>96%</td>
<td>94%</td>
<td>85%</td>
</tr>
<tr>
<td>2006 Mean Score: 678</td>
<td>96%</td>
<td>94%</td>
<td>85%</td>
</tr>
</tbody>
</table>

#### Results by Student Group

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage scoring at level(s):</th>
<th>Total Tested</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>All Students</td>
<td>199,462</td>
<td>96%</td>
<td>85%</td>
<td>29%</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>97,560</td>
<td>96%</td>
<td>86%</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>101,902</td>
<td>95%</td>
<td>85%</td>
<td>29%</td>
</tr>
<tr>
<td></td>
<td>American Indian or Alaska Native</td>
<td>959</td>
<td>94%</td>
<td>79%</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td>Black or African American</td>
<td>38,767</td>
<td>92%</td>
<td>75%</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td>Hispanic or Latino</td>
<td>42,295</td>
<td>94%</td>
<td>79%</td>
<td>21%</td>
</tr>
<tr>
<td></td>
<td>Asian or Native Hawaiian/Other</td>
<td>14,456</td>
<td>99%</td>
<td>95%</td>
<td>53%</td>
</tr>
<tr>
<td></td>
<td>Pacific Islander</td>
<td>38</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>102,878</td>
<td>98%</td>
<td>91%</td>
<td>34%</td>
</tr>
<tr>
<td></td>
<td>Multiracial</td>
<td>107</td>
<td>98%</td>
<td>88%</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td>Small Group Totals</td>
<td>0</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td></td>
<td>General-Education Students</td>
<td>171,545</td>
<td>98%</td>
<td>90%</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Students with Disabilities</td>
<td>27,917</td>
<td>83%</td>
<td>57%</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>English Proficient</td>
<td>180,238</td>
<td>97%</td>
<td>87%</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td>Limited English Proficient</td>
<td>19,224</td>
<td>90%</td>
<td>69%</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>Economically Disadvantaged</td>
<td>102,216</td>
<td>94%</td>
<td>79%</td>
<td>22%</td>
</tr>
<tr>
<td></td>
<td>Not Disadvantaged</td>
<td>97,246</td>
<td>98%</td>
<td>92%</td>
<td>37%</td>
</tr>
<tr>
<td></td>
<td>Migrant</td>
<td>59</td>
<td>88%</td>
<td>73%</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>Not Migrant</td>
<td>199,403</td>
<td>96%</td>
<td>85%</td>
<td>29%</td>
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</tbody>
</table>

#### Other Assessments

<table>
<thead>
<tr>
<th>Year</th>
<th>Number scoring at level(s):</th>
<th>Total Tested</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>New York State Alternate Assessment (NYSAA): Grade 3 Equivalent</td>
<td>2,028</td>
<td>2,014</td>
<td>1,817</td>
<td>1,408</td>
</tr>
</tbody>
</table>

#### 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.

---

September 01, 2007
### Overview of Statewide Performance

#### Statewide Results in Grade 4 English Language Arts

<table>
<thead>
<tr>
<th></th>
<th>2006–07 School Year</th>
<th>2005–06 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Tested</td>
<td>Percentage scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2–4</td>
</tr>
<tr>
<td>All Students</td>
<td>196,650</td>
<td>92%</td>
</tr>
<tr>
<td>Female</td>
<td>96,177</td>
<td>94%</td>
</tr>
<tr>
<td>Male</td>
<td>100,473</td>
<td>90%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>897</td>
<td>89%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>38,040</td>
<td>88%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>40,183</td>
<td>86%</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>14,158</td>
<td>96%</td>
</tr>
<tr>
<td>White</td>
<td>103,298</td>
<td>96%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>74</td>
<td>99%</td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>0</td>
<td>—</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>167,379</td>
<td>97%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>29,271</td>
<td>67%</td>
</tr>
<tr>
<td>English Proficient</td>
<td>182,514</td>
<td>94%</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>14,136</td>
<td>71%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>98,427</td>
<td>88%</td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>98,223</td>
<td>97%</td>
</tr>
<tr>
<td>Migrant</td>
<td>50</td>
<td>84%</td>
</tr>
<tr>
<td>Not Migrant</td>
<td>196,600</td>
<td>92%</td>
</tr>
</tbody>
</table>

#### Other Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>2006–07 School Year</th>
<th>Number scoring at level(s):</th>
<th>2005–06 School Year</th>
<th>Number scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Tested</td>
<td>2–4</td>
<td>3–4</td>
<td>4</td>
</tr>
<tr>
<td>New York State Alternate Assessment (NYSAA): Grade 4 Equivalent</td>
<td>1,959</td>
<td>1,925</td>
<td>1,592</td>
<td>1,182</td>
</tr>
<tr>
<td>New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4</td>
<td>1,670</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

#### Statewide Results in Grade 4 Mathematics

<table>
<thead>
<tr>
<th></th>
<th>2006–07 School Year</th>
<th>2005–06 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Tested</td>
<td>Number scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2–4</td>
</tr>
<tr>
<td>All Students</td>
<td>198,720</td>
<td>94%</td>
</tr>
<tr>
<td>Female</td>
<td>97,111</td>
<td>94%</td>
</tr>
<tr>
<td>Male</td>
<td>101,609</td>
<td>94%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>900</td>
<td>91%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>38,226</td>
<td>89%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>41,274</td>
<td>91%</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>14,710</td>
<td>98%</td>
</tr>
<tr>
<td>White</td>
<td>103,534</td>
<td>97%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>76</td>
<td>95%</td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>169,382</td>
<td>97%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>29,338</td>
<td>76%</td>
</tr>
<tr>
<td>English Proficient</td>
<td>182,583</td>
<td>95%</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>16,137</td>
<td>82%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>99,395</td>
<td>91%</td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>98,785</td>
<td>97%</td>
</tr>
<tr>
<td>Migrant</td>
<td>56</td>
<td>86%</td>
</tr>
<tr>
<td>Not Migrant</td>
<td>198,664</td>
<td>94%</td>
</tr>
</tbody>
</table>

### Results by Student Group

#### 2006–07 School Year

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Tested</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>198,720</td>
<td>94%</td>
<td>80%</td>
<td>28%</td>
</tr>
<tr>
<td>Female</td>
<td>97,111</td>
<td>94%</td>
<td>80%</td>
<td>26%</td>
</tr>
<tr>
<td>Male</td>
<td>101,609</td>
<td>94%</td>
<td>80%</td>
<td>29%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>900</td>
<td>91%</td>
<td>70%</td>
<td>15%</td>
</tr>
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<td>38,226</td>
<td>89%</td>
<td>65%</td>
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</tr>
<tr>
<td>Hispanic or Latino</td>
<td>41,274</td>
<td>91%</td>
<td>70%</td>
<td>17%</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>14,710</td>
<td>98%</td>
<td>93%</td>
<td>52%</td>
</tr>
<tr>
<td>White</td>
<td>103,534</td>
<td>97%</td>
<td>88%</td>
<td>34%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>76</td>
<td>95%</td>
<td>83%</td>
<td>30%</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>169,382</td>
<td>97%</td>
<td>86%</td>
<td>31%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>29,338</td>
<td>76%</td>
<td>47%</td>
<td>6%</td>
</tr>
<tr>
<td>English Proficient</td>
<td>182,583</td>
<td>95%</td>
<td>82%</td>
<td>29%</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>16,137</td>
<td>82%</td>
<td>54%</td>
<td>8%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>99,395</td>
<td>91%</td>
<td>71%</td>
<td>18%</td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>98,785</td>
<td>97%</td>
<td>90%</td>
<td>37%</td>
</tr>
<tr>
<td>Migrant</td>
<td>56</td>
<td>86%</td>
<td>61%</td>
<td>7%</td>
</tr>
<tr>
<td>Not Migrant</td>
<td>198,664</td>
<td>94%</td>
<td>80%</td>
<td>28%</td>
</tr>
</tbody>
</table>

#### 2005–06 School Year

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Tested</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>202,393</td>
<td>93%</td>
<td>78%</td>
<td>26%</td>
</tr>
<tr>
<td>Female</td>
<td>98,544</td>
<td>93%</td>
<td>78%</td>
<td>26%</td>
</tr>
<tr>
<td>Male</td>
<td>103,849</td>
<td>92%</td>
<td>78%</td>
<td>27%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>913</td>
<td>88%</td>
<td>69%</td>
<td>14%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>38,472</td>
<td>86%</td>
<td>62%</td>
<td>12%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>41,536</td>
<td>88%</td>
<td>67%</td>
<td>15%</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>14,585</td>
<td>97%</td>
<td>92%</td>
<td>49%</td>
</tr>
<tr>
<td>White</td>
<td>106,883</td>
<td>96%</td>
<td>86%</td>
<td>32%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>172,775</td>
<td>96%</td>
<td>84%</td>
<td>29%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>29,618</td>
<td>72%</td>
<td>45%</td>
<td>6%</td>
</tr>
<tr>
<td>English Proficient</td>
<td>187,814</td>
<td>94%</td>
<td>80%</td>
<td>27%</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>14,579</td>
<td>78%</td>
<td>50%</td>
<td>7%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>87,726</td>
<td>91%</td>
<td>71%</td>
<td>18%</td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>114,667</td>
<td>94%</td>
<td>83%</td>
<td>32%</td>
</tr>
<tr>
<td>Migrant</td>
<td>69</td>
<td>90%</td>
<td>57%</td>
<td>7%</td>
</tr>
<tr>
<td>Not Migrant</td>
<td>202,324</td>
<td>93%</td>
<td>78%</td>
<td>26%</td>
</tr>
</tbody>
</table>

### Other Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>2006–07 School Year</th>
<th>2005–06 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York State Alternate Assessment (NYSAA): Grade 4 Equivalent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Tested</td>
<td>1,959</td>
<td>1,916 1,738 1,387</td>
</tr>
<tr>
<td>New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.
Statewide Results in Grade 4 Science

NY State Public

<table>
<thead>
<tr>
<th>Percentage scoring at level(s):</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>97%</td>
<td>85%</td>
<td>49%</td>
</tr>
<tr>
<td>Female</td>
<td>97%</td>
<td>85%</td>
<td>48%</td>
</tr>
<tr>
<td>Male</td>
<td>100,955</td>
<td>97%</td>
<td>85%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>893</td>
<td>97%</td>
<td>82%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>37,821</td>
<td>95%</td>
<td>73%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>40,957</td>
<td>94%</td>
<td>72%</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other</td>
<td>14,604</td>
<td>98%</td>
<td>91%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>103,055</td>
<td>99%</td>
<td>95%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>75</td>
<td>97%</td>
<td>89%</td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>0</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>168,388</td>
<td>98%</td>
<td>89%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>29,017</td>
<td>90%</td>
<td>64%</td>
</tr>
<tr>
<td>English Proficient</td>
<td>181,314</td>
<td>98%</td>
<td>88%</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>16,091</td>
<td>86%</td>
<td>51%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>98,940</td>
<td>95%</td>
<td>76%</td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>98,465</td>
<td>99%</td>
<td>95%</td>
</tr>
<tr>
<td>Migrant</td>
<td>54</td>
<td>91%</td>
<td>74%</td>
</tr>
<tr>
<td>Not Migrant</td>
<td>197,351</td>
<td>97%</td>
<td>85%</td>
</tr>
</tbody>
</table>

Number of Tested Students: 191,649 195,385 168,384 173,211 97,499 98,180

Results by Student Group

2006–07 School Year

<table>
<thead>
<tr>
<th>Total Tested</th>
<th>Percentage scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2–4</td>
</tr>
<tr>
<td>All Students</td>
<td>197,405</td>
</tr>
<tr>
<td>Female</td>
<td>96,450</td>
</tr>
<tr>
<td>Male</td>
<td>100,955</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>893</td>
</tr>
<tr>
<td>Black or African American</td>
<td>37,821</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>40,957</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other</td>
<td>14,604</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>103,055</td>
</tr>
<tr>
<td>Multiracial</td>
<td>75</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>168,388</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>29,017</td>
</tr>
<tr>
<td>English Proficient</td>
<td>181,314</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>16,091</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>98,940</td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>98,465</td>
</tr>
<tr>
<td>Migrant</td>
<td>54</td>
</tr>
<tr>
<td>Not Migrant</td>
<td>197,351</td>
</tr>
</tbody>
</table>

2005–06 School Year

<table>
<thead>
<tr>
<th>Total Tested</th>
<th>Percentage scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2–4</td>
</tr>
<tr>
<td>All Students</td>
<td>200,712</td>
</tr>
<tr>
<td>Female</td>
<td>97,855</td>
</tr>
<tr>
<td>Male</td>
<td>102,857</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>906</td>
</tr>
<tr>
<td>Black or African American</td>
<td>37,885</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>41,155</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other</td>
<td>14,513</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>106,249</td>
</tr>
<tr>
<td>Multiracial</td>
<td>N/A</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>171,795</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>28,917</td>
</tr>
<tr>
<td>English Proficient</td>
<td>186,301</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>114,000</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>86,712</td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>86,712</td>
</tr>
<tr>
<td>Migrant</td>
<td>67</td>
</tr>
<tr>
<td>Not Migrant</td>
<td>200,645</td>
</tr>
</tbody>
</table>

Other Assessments

<table>
<thead>
<tr>
<th>Total Tested</th>
<th>Percentage scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2–4</td>
</tr>
<tr>
<td>New York State Alternate Assessment (NYSAA): Grade 4 Equivalent</td>
<td>1,953</td>
</tr>
</tbody>
</table>

New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.

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.
### Statewide Results in Grade 5 English Language Arts

#### NY State Public

<table>
<thead>
<tr>
<th>Percentage scoring at level(s):</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2007 Mean Score</strong>: 665</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006 Mean Score: 663</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Number of Tested Students</strong></td>
<td>191,319</td>
<td>188,323</td>
<td>137,354</td>
</tr>
</tbody>
</table>

#### Results by Student Group

<table>
<thead>
<tr>
<th>Student Group</th>
<th>2006–07 School Year</th>
<th>2005–06 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Tested</td>
<td>Percentage scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2–4</td>
</tr>
<tr>
<td>All Students</td>
<td>201,151</td>
<td>95%</td>
</tr>
<tr>
<td>Female</td>
<td>98,019</td>
<td>96%</td>
</tr>
<tr>
<td>Male</td>
<td>103,132</td>
<td>94%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>915</td>
<td>93%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>38,683</td>
<td>93%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>40,647</td>
<td>90%</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>14,396</td>
<td>97%</td>
</tr>
<tr>
<td>White</td>
<td>106,427</td>
<td>98%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>88</td>
<td>100%</td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>General-Education Students</td>
<td>170,377</td>
<td>98%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>30,774</td>
<td>79%</td>
</tr>
<tr>
<td>English Proficient</td>
<td>189,959</td>
<td>96%</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>11,192</td>
<td>73%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>99,516</td>
<td>92%</td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>101,635</td>
<td>98%</td>
</tr>
<tr>
<td>Migrant</td>
<td>44</td>
<td>84%</td>
</tr>
<tr>
<td>Not Migrant</td>
<td>201,107</td>
<td>95%</td>
</tr>
</tbody>
</table>

#### Other Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>2006–07 School Year</th>
<th>2005–06 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York State Alternate Assessment (NYSAA):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 5 Equivalent</td>
<td>2,156</td>
<td>2,132</td>
</tr>
<tr>
<td>New York State English as a Second Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievement Test (NYSESLAT)†: Grade 5</td>
<td>1,718</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

**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.
### Statewide Results in Grade 5 Mathematics

<table>
<thead>
<tr>
<th></th>
<th>2006–07 School Year</th>
<th>2005–06 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Tested</td>
<td>Percentage scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2–4</td>
</tr>
<tr>
<td>All Students</td>
<td>203,115</td>
<td>94%</td>
</tr>
<tr>
<td>Female</td>
<td>98,945</td>
<td>95%</td>
</tr>
<tr>
<td>Male</td>
<td>104,170</td>
<td>94%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>920</td>
<td>90%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>38,820</td>
<td>89%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>41,816</td>
<td>91%</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>14,892</td>
<td>98%</td>
</tr>
<tr>
<td>White</td>
<td>106,583</td>
<td>97%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>84</td>
<td>100%</td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>0</td>
<td>—</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>172,298</td>
<td>97%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>30,817</td>
<td>77%</td>
</tr>
<tr>
<td>English Proficient</td>
<td>189,943</td>
<td>95%</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>13,172</td>
<td>80%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>101,073</td>
<td>91%</td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>102,042</td>
<td>97%</td>
</tr>
<tr>
<td>Migrant</td>
<td>49</td>
<td>86%</td>
</tr>
<tr>
<td>Not Migrant</td>
<td>203,066</td>
<td>94%</td>
</tr>
</tbody>
</table>

#### Results by Student Group

<table>
<thead>
<tr>
<th></th>
<th>2006–07 School Year</th>
<th>2005–06 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Tested</td>
<td>Number scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2–4</td>
</tr>
</tbody>
</table>
| New York State Alternate Assessment (NYSAA): Grade 5 Equivalent | 2,164 | 2,141 | 1,996 | 1,663 | New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.

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.
# Overview of Statewide Performance

## Statewide Results in Grade 6 English Language Arts

### NY State Public

<table>
<thead>
<tr>
<th>Percentage scoring at level(s):</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007 Mean Score: 661</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006 Mean Score: 656</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Results by Student Group

#### 2006–07 School Year

<table>
<thead>
<tr>
<th>Total Tested</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>203,622</td>
<td>98%</td>
<td>63%</td>
</tr>
<tr>
<td>Female</td>
<td>99,780</td>
<td>98%</td>
<td>67%</td>
</tr>
<tr>
<td>Male</td>
<td>103,842</td>
<td>97%</td>
<td>60%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>965</td>
<td>96%</td>
<td>52%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>39,049</td>
<td>96%</td>
<td>45%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>40,179</td>
<td>95%</td>
<td>45%</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>14,214</td>
<td>98%</td>
<td>76%</td>
</tr>
<tr>
<td>White</td>
<td>109,129</td>
<td>99%</td>
<td>75%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>86</td>
<td>99%</td>
<td>66%</td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General-Education Students</td>
<td>173,390</td>
<td>99%</td>
<td>71%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>30,232</td>
<td>88%</td>
<td>20%</td>
</tr>
<tr>
<td>English Proficient</td>
<td>194,047</td>
<td>98%</td>
<td>66%</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>9,575</td>
<td>85%</td>
<td>11%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>98,739</td>
<td>96%</td>
<td>47%</td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>104,883</td>
<td>99%</td>
<td>79%</td>
</tr>
<tr>
<td>Migrant</td>
<td>53</td>
<td>96%</td>
<td>42%</td>
</tr>
<tr>
<td>Not Migrant</td>
<td>203,569</td>
<td>98%</td>
<td>63%</td>
</tr>
</tbody>
</table>

#### 2005–06 School Year

<table>
<thead>
<tr>
<th>Total Tested</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>204,471</td>
<td>93%</td>
<td>60%</td>
</tr>
<tr>
<td>Female</td>
<td>99,853</td>
<td>95%</td>
<td>64%</td>
</tr>
<tr>
<td>Male</td>
<td>104,618</td>
<td>91%</td>
<td>57%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>1,081</td>
<td>87%</td>
<td>46%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>41,200</td>
<td>87%</td>
<td>41%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>37,871</td>
<td>88%</td>
<td>43%</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>12,940</td>
<td>97%</td>
<td>77%</td>
</tr>
<tr>
<td>White</td>
<td>111,378</td>
<td>96%</td>
<td>72%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General-Education Students</td>
<td>174,512</td>
<td>97%</td>
<td>68%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>29,959</td>
<td>67%</td>
<td>17%</td>
</tr>
<tr>
<td>English Proficient</td>
<td>199,699</td>
<td>93%</td>
<td>62%</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>4,772</td>
<td>66%</td>
<td>11%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>86,432</td>
<td>92%</td>
<td>49%</td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>118,039</td>
<td>94%</td>
<td>69%</td>
</tr>
<tr>
<td>Migrant</td>
<td>68</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>Not Migrant</td>
<td>204,403</td>
<td>93%</td>
<td>60%</td>
</tr>
</tbody>
</table>

### Other Assessments

#### 2006–07 School Year

<table>
<thead>
<tr>
<th>Total Tested</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York State Alternate Assessment (NYSAA): Grade 6 Equivalent</td>
<td>2,205</td>
<td>2,133</td>
<td>1,970</td>
</tr>
<tr>
<td>New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6</td>
<td>1,693</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### 2005–06 School Year

<table>
<thead>
<tr>
<th>Total Tested</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

---

**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.
### Statewide Results in Grade 6 Mathematics

#### NY State Public

<table>
<thead>
<tr>
<th>Total Tested</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>205,642</td>
<td>91%</td>
<td>71%</td>
</tr>
<tr>
<td>Female</td>
<td>100,631</td>
<td>92%</td>
<td>72%</td>
</tr>
<tr>
<td>Male</td>
<td>105,011</td>
<td>90%</td>
<td>71%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>972</td>
<td>86%</td>
<td>60%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>39,232</td>
<td>84%</td>
<td>53%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>41,302</td>
<td>86%</td>
<td>59%</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>14,744</td>
<td>97%</td>
<td>89%</td>
</tr>
<tr>
<td>White</td>
<td>109,301</td>
<td>95%</td>
<td>80%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>0</td>
<td>—</td>
<td>—</td>
</tr>
</tbody>
</table>

#### 2006-07 School Year

- **Range:** 616-780
- **Mean Score:** 668
- **Number of Tested Students:** 205,642

#### 2005-06 School Year

- **Range:** 650-780
- **Mean Score:** 656
- **Number of Tested Students:** 211,121

### Results by Student Group

#### 2006-07 School Year

<table>
<thead>
<tr>
<th>Percentage scoring at level(s):</th>
<th>Total Tested</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>205,642</td>
<td>91%</td>
<td>71%</td>
<td>20%</td>
</tr>
<tr>
<td>Female</td>
<td>100,631</td>
<td>92%</td>
<td>72%</td>
<td>20%</td>
</tr>
<tr>
<td>Male</td>
<td>105,011</td>
<td>90%</td>
<td>71%</td>
<td>20%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>972</td>
<td>86%</td>
<td>60%</td>
<td>11%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>39,232</td>
<td>84%</td>
<td>53%</td>
<td>9%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>41,302</td>
<td>86%</td>
<td>59%</td>
<td>11%</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>14,744</td>
<td>97%</td>
<td>89%</td>
<td>45%</td>
</tr>
<tr>
<td>White</td>
<td>109,301</td>
<td>95%</td>
<td>80%</td>
<td>24%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>0</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
</tbody>
</table>

#### 2005-06 School Year

<table>
<thead>
<tr>
<th>Percentage scoring at level(s):</th>
<th>Total Tested</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>211,121</td>
<td>87%</td>
<td>60%</td>
<td>13%</td>
</tr>
<tr>
<td>Female</td>
<td>102,869</td>
<td>88%</td>
<td>61%</td>
<td>13%</td>
</tr>
<tr>
<td>Male</td>
<td>108,252</td>
<td>86%</td>
<td>60%</td>
<td>14%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>1,090</td>
<td>80%</td>
<td>48%</td>
<td>6%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>41,724</td>
<td>76%</td>
<td>41%</td>
<td>5%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>41,907</td>
<td>79%</td>
<td>45%</td>
<td>6%</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>14,219</td>
<td>96%</td>
<td>83%</td>
<td>35%</td>
</tr>
<tr>
<td>White</td>
<td>112,180</td>
<td>93%</td>
<td>71%</td>
<td>17%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>0</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
</tbody>
</table>

### Other Assessments

#### 2006-07 School Year

<table>
<thead>
<tr>
<th>Number scoring at level(s):</th>
<th>Total Tested</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York State Alternate Assessment (NYSAA): Grade 6 Equivalent</td>
<td>2,211</td>
<td>2,159</td>
<td>1,928</td>
<td>1,495</td>
</tr>
</tbody>
</table>

#### 2005-06 School Year

<table>
<thead>
<tr>
<th>Number scoring at level(s):</th>
<th>Total Tested</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**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.

---

**September 01, 2007**
# Overview of Statewide Performance

## Statewide Results in Grade 7 English Language Arts

### NY State Public

<table>
<thead>
<tr>
<th>Percentage scoring at level(s):</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Tested</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2006–07 School Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Students</td>
<td>210,790</td>
<td>94%</td>
<td>58%</td>
</tr>
<tr>
<td>Female</td>
<td>102,430</td>
<td>96%</td>
<td>63%</td>
</tr>
<tr>
<td>Male</td>
<td>108,360</td>
<td>93%</td>
<td>53%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>1,066</td>
<td>90%</td>
<td>44%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>41,569</td>
<td>91%</td>
<td>38%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>41,196</td>
<td>89%</td>
<td>40%</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>13,931</td>
<td>96%</td>
<td>71%</td>
</tr>
<tr>
<td>White</td>
<td>112,957</td>
<td>97%</td>
<td>70%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>7,197</td>
<td>99%</td>
<td>63%</td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>0</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td><strong>2005–06 School Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Students</td>
<td>210,417</td>
<td>92%</td>
<td>56%</td>
</tr>
<tr>
<td>Female</td>
<td>101,982</td>
<td>94%</td>
<td>60%</td>
</tr>
<tr>
<td>Male</td>
<td>108,435</td>
<td>90%</td>
<td>53%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>1,059</td>
<td>88%</td>
<td>43%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>43,084</td>
<td>86%</td>
<td>36%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>38,276</td>
<td>87%</td>
<td>39%</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>12,609</td>
<td>97%</td>
<td>72%</td>
</tr>
<tr>
<td>White</td>
<td>115,388</td>
<td>96%</td>
<td>68%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>0</td>
<td>—</td>
<td>—</td>
</tr>
</tbody>
</table>

### Other Assessments

#### New York State Alternate Assessment (NYSAA): Grade 7 Equivalent

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Tested</th>
<th>Number scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006–07 School Year</td>
<td>2,405</td>
<td>2,379</td>
</tr>
<tr>
<td>2005–06 School Year</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Tested</th>
<th>Number scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006–07 School Year</td>
<td>1,797</td>
<td>N/A</td>
</tr>
<tr>
<td>2005–06 School Year</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

---

**Results by Student Group**

### Results by Student Group

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Tested</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2006–07 School Year</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Students</td>
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<td>53%</td>
<td>4%</td>
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<td>44%</td>
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<td>41,569</td>
<td>91%</td>
<td>38%</td>
<td>2%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>41,196</td>
<td>89%</td>
<td>40%</td>
<td>2%</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
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<td>8%</td>
</tr>
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<td>63%</td>
<td>6%</td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>0</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
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<td><strong>2005–06 School Year</strong></td>
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<td>39%</td>
<td>3%</td>
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</tr>
<tr>
<td>Multiracial</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>0</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
</tbody>
</table>

### Other Assessments

#### New York State Alternate Assessment (NYSAA): Grade 7 Equivalent

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Tested</th>
<th>Number scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006–07 School Year</td>
<td>2,405</td>
<td>2,379</td>
</tr>
<tr>
<td>2005–06 School Year</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Tested</th>
<th>Number scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006–07 School Year</td>
<td>1,797</td>
<td>N/A</td>
</tr>
<tr>
<td>2005–06 School Year</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

---

**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**

#### New York State Alternate Assessment (NYSAA): Grade 7 Equivalent

- **2006–07 School Year:** 2,405 students tested, with 2,379 scoring at Level 3, 2,128 at Level 4.
- **2005–06 School Year:** N/A

#### New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7

- **2006–07 School Year:** 1,797 students tested, with N/A at all levels.
- **2005–06 School Year:** N/A

New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.
### Results by Student Group

#### 2006–07 School Year

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Tested</th>
<th>Percentage scoring at level(s):</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>212,697</td>
<td></td>
<td>93%</td>
<td>67%</td>
<td>18%</td>
</tr>
<tr>
<td>Female</td>
<td>103,352</td>
<td></td>
<td>94%</td>
<td>69%</td>
<td>19%</td>
</tr>
<tr>
<td>Male</td>
<td>109,345</td>
<td></td>
<td>91%</td>
<td>65%</td>
<td>18%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>1,089</td>
<td></td>
<td>88%</td>
<td>55%</td>
<td>7%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>41,664</td>
<td></td>
<td>85%</td>
<td>43%</td>
<td>6%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>42,299</td>
<td></td>
<td>88%</td>
<td>51%</td>
<td>8%</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>14,497</td>
<td></td>
<td>97%</td>
<td>86%</td>
<td>42%</td>
</tr>
<tr>
<td>White</td>
<td>113,074</td>
<td></td>
<td>97%</td>
<td>79%</td>
<td>24%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>74</td>
<td></td>
<td>93%</td>
<td>70%</td>
<td>16%</td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>0</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>181,795</td>
<td></td>
<td>96%</td>
<td>73%</td>
<td>21%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>30,902</td>
<td></td>
<td>72%</td>
<td>27%</td>
<td>2%</td>
</tr>
<tr>
<td>English Proficient</td>
<td>201,670</td>
<td></td>
<td>94%</td>
<td>69%</td>
<td>19%</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>11,027</td>
<td></td>
<td>73%</td>
<td>29%</td>
<td>4%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>103,058</td>
<td></td>
<td>88%</td>
<td>52%</td>
<td>10%</td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>109,639</td>
<td></td>
<td>97%</td>
<td>81%</td>
<td>27%</td>
</tr>
<tr>
<td>Migrant</td>
<td>47</td>
<td></td>
<td>81%</td>
<td>81%</td>
<td>4%</td>
</tr>
<tr>
<td>Not Migrant</td>
<td>212,650</td>
<td></td>
<td>93%</td>
<td>67%</td>
<td>18%</td>
</tr>
</tbody>
</table>

#### 2005–06 School Year

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Tested</th>
<th>Percentage scoring at level(s):</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>216,893</td>
<td></td>
<td>87%</td>
<td>56%</td>
<td>12%</td>
</tr>
<tr>
<td>Female</td>
<td>105,055</td>
<td></td>
<td>88%</td>
<td>57%</td>
<td>12%</td>
</tr>
<tr>
<td>Male</td>
<td>111,838</td>
<td></td>
<td>86%</td>
<td>55%</td>
<td>12%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>1,075</td>
<td></td>
<td>81%</td>
<td>43%</td>
<td>5%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>43,349</td>
<td></td>
<td>74%</td>
<td>31%</td>
<td>3%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>42,712</td>
<td></td>
<td>79%</td>
<td>37%</td>
<td>4%</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>13,969</td>
<td></td>
<td>95%</td>
<td>79%</td>
<td>30%</td>
</tr>
<tr>
<td>White</td>
<td>115,787</td>
<td></td>
<td>94%</td>
<td>69%</td>
<td>17%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>N/A</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>0</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>186,681</td>
<td></td>
<td>91%</td>
<td>62%</td>
<td>14%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>30,212</td>
<td></td>
<td>58%</td>
<td>18%</td>
<td>1%</td>
</tr>
<tr>
<td>English Proficient</td>
<td>204,935</td>
<td></td>
<td>88%</td>
<td>58%</td>
<td>13%</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>11,958</td>
<td></td>
<td>62%</td>
<td>21%</td>
<td>2%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>92,874</td>
<td></td>
<td>83%</td>
<td>42%</td>
<td>6%</td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>124,019</td>
<td></td>
<td>90%</td>
<td>66%</td>
<td>17%</td>
</tr>
<tr>
<td>Migrant</td>
<td>76</td>
<td></td>
<td>66%</td>
<td>28%</td>
<td>3%</td>
</tr>
<tr>
<td>Not Migrant</td>
<td>216,817</td>
<td></td>
<td>87%</td>
<td>56%</td>
<td>12%</td>
</tr>
</tbody>
</table>

**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

#### 2006–07 School Year

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Total Tested</th>
<th>Percentage scoring at level(s):</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York State Alternate Assessment (NYSAA):</td>
<td>2,406</td>
<td></td>
<td>2,368</td>
<td>2,119</td>
<td>1,544</td>
</tr>
<tr>
<td>Grade 7 Equivalent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 2005–06 School Year

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Total Tested</th>
<th>Percentage scoring at level(s):</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>New NYSSA were developed in 2007, so 2006 and 2007 results cannot be compared.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Overview of Statewide Performance

## Statewide Results in Grade 8 English Language Arts

### NY State Public

<table>
<thead>
<tr>
<th>Percentage scoring at level(s):</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007 Mean Score: 655</td>
<td>94%</td>
<td>57%</td>
<td>6%</td>
</tr>
<tr>
<td>2006 Mean Score: 650</td>
<td>91%</td>
<td>49%</td>
<td>6%</td>
</tr>
</tbody>
</table>

### Results by Student Group

<table>
<thead>
<tr>
<th>2006–07 School Year</th>
<th>Total Tested</th>
<th>Percentage scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2–4</td>
<td>3–4</td>
</tr>
<tr>
<td>All Students</td>
<td>212,962</td>
<td>94%</td>
</tr>
<tr>
<td>Female</td>
<td>103,607</td>
<td>96%</td>
</tr>
<tr>
<td>Male</td>
<td>109,355</td>
<td>92%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>1,038</td>
<td>92%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>41,982</td>
<td>90%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>41,176</td>
<td>88%</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>13,779</td>
<td>96%</td>
</tr>
<tr>
<td>White</td>
<td>114,929</td>
<td>97%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>58</td>
<td>97%</td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>0</td>
<td>—</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>182,548</td>
<td>97%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>30,414</td>
<td>75%</td>
</tr>
<tr>
<td>English Proficient</td>
<td>203,314</td>
<td>95%</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>9,648</td>
<td>62%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>99,037</td>
<td>90%</td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>113,925</td>
<td>97%</td>
</tr>
<tr>
<td>Migrant</td>
<td>35</td>
<td>69%</td>
</tr>
<tr>
<td>Not Migrant</td>
<td>212,927</td>
<td>94%</td>
</tr>
</tbody>
</table>

### Other Assessments

<table>
<thead>
<tr>
<th>2006–07 School Year</th>
<th>Total Tested</th>
<th>Number scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2–4</td>
<td>3–4</td>
</tr>
<tr>
<td>New York State Alternate Assessment (NYSAA): Grade 8 Equivalent</td>
<td>2,389</td>
<td>2,360</td>
</tr>
<tr>
<td>New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8</td>
<td>1,857</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8

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

### 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.
## Statewide Results in Grade 8 Mathematics

### NY State Public

<table>
<thead>
<tr>
<th>Percentage scoring at level(s):</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Tested</td>
<td>214,752</td>
<td>88%</td>
<td>59%</td>
</tr>
</tbody>
</table>

#### Results by Student Group

<table>
<thead>
<tr>
<th>Student Group</th>
<th>2006–07 School Year</th>
<th>2005–06 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>214,752</td>
<td>219,025</td>
</tr>
<tr>
<td>Female</td>
<td>104,381</td>
<td>107,013</td>
</tr>
<tr>
<td>Male</td>
<td>110,371</td>
<td>112,012</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>1,033</td>
<td>1,076</td>
</tr>
<tr>
<td>Black or African American</td>
<td>42,006</td>
<td>43,283</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>42,372</td>
<td>42,082</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>14,351</td>
<td>14,032</td>
</tr>
<tr>
<td>White</td>
<td>114,928</td>
<td>118,550</td>
</tr>
<tr>
<td>Multiracial</td>
<td>62</td>
<td>N/A</td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>184,378</td>
<td>188,992</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>30,374</td>
<td>30,033</td>
</tr>
<tr>
<td>English Proficient</td>
<td>202,937</td>
<td>207,054</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>11,815</td>
<td>11,971</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>100,557</td>
<td>91,206</td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>114,195</td>
<td>127,819</td>
</tr>
<tr>
<td>Migrant</td>
<td>38</td>
<td>78</td>
</tr>
<tr>
<td>Not Migrant</td>
<td>214,714</td>
<td>218,947</td>
</tr>
</tbody>
</table>

#### 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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>2006–07 School Year</th>
<th>2005–06 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York State Alternate Assessment (NYSAA): Grade 8 Equivalent</td>
<td>2,388</td>
<td>2,340</td>
</tr>
</tbody>
</table>

**Note:**
New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.
## Overview of Statewide Performance

### Statewide Results in Grade 8 Science

<table>
<thead>
<tr>
<th>NY State Public</th>
<th>Percentage scoring at level(s):</th>
<th>2006-07 School Year</th>
<th>2005-06 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total Tested</td>
<td>Percentage scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2-4</td>
<td>3-4</td>
</tr>
<tr>
<td>All Students</td>
<td>191,162</td>
<td>91%</td>
<td>65%</td>
</tr>
<tr>
<td>Female</td>
<td>92,465</td>
<td>91%</td>
<td>63%</td>
</tr>
<tr>
<td>Male</td>
<td>98,697</td>
<td>90%</td>
<td>66%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>977</td>
<td>90%</td>
<td>58%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>38,836</td>
<td>81%</td>
<td>39%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>40,080</td>
<td>82%</td>
<td>40%</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other</td>
<td>12,430</td>
<td>94%</td>
<td>74%</td>
</tr>
<tr>
<td>White</td>
<td>98,783</td>
<td>98%</td>
<td>84%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>5,562</td>
<td>86%</td>
<td>45%</td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General-Education Students</td>
<td>162,477</td>
<td>93%</td>
<td>70%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>28,685</td>
<td>76%</td>
<td>36%</td>
</tr>
<tr>
<td>English Proficient</td>
<td>179,679</td>
<td>93%</td>
<td>68%</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>11,483</td>
<td>64%</td>
<td>18%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>95,309</td>
<td>85%</td>
<td>46%</td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>95,853</td>
<td>97%</td>
<td>83%</td>
</tr>
<tr>
<td>Migrant</td>
<td>36</td>
<td>89%</td>
<td>56%</td>
</tr>
<tr>
<td>Not Migrant</td>
<td>191,126</td>
<td>91%</td>
<td>65%</td>
</tr>
</tbody>
</table>

### Results by Student Group

- 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

<table>
<thead>
<tr>
<th>NY State Public</th>
<th>Number scoring at level(s):</th>
<th>2006-07 School Year</th>
<th>2005-06 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Tested</td>
<td>2-4</td>
<td>3-4</td>
</tr>
<tr>
<td>New York State Alternate Assessment (NYSAA): Grade 8 Equivalent</td>
<td>2,380</td>
<td>2,343</td>
<td>2,131</td>
</tr>
<tr>
<td>Regents Science</td>
<td>18,807</td>
<td>18,486</td>
<td>18,179</td>
</tr>
</tbody>
</table>

2006-07 and 2005-06 results cannot be compared.
Statewide Total Cohort* Results in Secondary-Level English after Four Years of Instruction

### NY State Public

<table>
<thead>
<tr>
<th>Percentage scoring at level(s):</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>78%</td>
<td>72%</td>
<td>30%</td>
</tr>
</tbody>
</table>

#### Results by Student Group

<table>
<thead>
<tr>
<th></th>
<th>2003 Cohort</th>
<th>2002 Cohort</th>
<th>2002 Cohort**</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Students</strong></td>
<td><strong>Percentage scoring at level(s): 2–4 3–4 4</strong></td>
<td><strong>Number of Students</strong></td>
<td><strong>Percentage scoring at level(s): 2–4 3–4 4</strong></td>
</tr>
<tr>
<td><strong>All Students</strong></td>
<td>222,103</td>
<td>78%</td>
<td>72%</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>108,861</td>
<td>82%</td>
<td>77%</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>113,242</td>
<td>74%</td>
<td>68%</td>
</tr>
<tr>
<td><strong>American Indian or Alaska Native</strong></td>
<td>924</td>
<td>64%</td>
<td>58%</td>
</tr>
<tr>
<td><strong>Black or African American</strong></td>
<td>42,996</td>
<td>66%</td>
<td>56%</td>
</tr>
<tr>
<td><strong>Hispanic or Latino</strong></td>
<td>39,529</td>
<td>63%</td>
<td>54%</td>
</tr>
<tr>
<td><strong>Asian or Native Hawaiian/Other</strong></td>
<td>15,518</td>
<td>85%</td>
<td>81%</td>
</tr>
<tr>
<td><strong>Pacific Islander</strong></td>
<td>122,689</td>
<td>86%</td>
<td>82%</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>511</td>
<td>89%</td>
<td>82%</td>
</tr>
<tr>
<td><strong>Multiracial</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Small Group Totals</strong></td>
<td>1,470</td>
<td>1,457</td>
<td>1,335</td>
</tr>
</tbody>
</table>

#### Other Assessments

<table>
<thead>
<tr>
<th></th>
<th>2003 Cohort</th>
<th>2002 Cohort</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Students</strong></td>
<td><strong>Number scoring at level(s): 2–4 3–4 4</strong></td>
<td><strong>Number of Students</strong></td>
<td><strong>Number scoring at level(s): 2–4 3–4 4</strong></td>
</tr>
<tr>
<td><strong>New York State Alternate Assessment (NYSAA): High School Equivalent</strong>*</td>
<td>1,470</td>
<td>1,457</td>
<td>1,335</td>
</tr>
</tbody>
</table>

* 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.

** 2002 cohort data are those reported in the 2005-06 Accountability and Overview Report.

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

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**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.
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

<table>
<thead>
<tr>
<th></th>
<th>2003 Cohort</th>
<th>2002 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>222,103</td>
<td>216,910</td>
</tr>
<tr>
<td>Female</td>
<td>108,861</td>
<td>106,343</td>
</tr>
<tr>
<td>Male</td>
<td>113,242</td>
<td>110,567</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>924</td>
<td>943</td>
</tr>
<tr>
<td>Black or African American</td>
<td>42,996</td>
<td>41,392</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>39,529</td>
<td>36,847</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other</td>
<td>924</td>
<td>943</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>15,518</td>
<td>14,943</td>
</tr>
<tr>
<td>White</td>
<td>122,689</td>
<td>122,785</td>
</tr>
<tr>
<td>Multiracial</td>
<td>511</td>
<td>N/A</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>199,064</td>
<td>189,457</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>29,502</td>
<td>27,453</td>
</tr>
<tr>
<td>English Proficient</td>
<td>215,763</td>
<td>205,883</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>10,900</td>
<td>11,027</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>78,540</td>
<td>69,463</td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>152,706</td>
<td>147,447</td>
</tr>
<tr>
<td>Migrant</td>
<td>39</td>
<td>108</td>
</tr>
<tr>
<td>Not Migrant</td>
<td>222,041</td>
<td>216,802</td>
</tr>
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</table>

**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**

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<tbody>
<tr>
<td>New York State Alternate Assessment (NYSAA): High School Equivalent***</td>
<td>1,436</td>
<td>1,259</td>
</tr>
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</table>

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