



The New York State Report Card

**Accountability
and Overview Report
2005 – 06**

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.

Use this report to:

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

For more information:

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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

	2003-04	2004-05	2005-06
Pre-K	77,501	78,152	40,515
Kindergarten	190,698	188,821	189,971
Grade 1	203,886	203,317	199,685
Grade 2	203,454	198,322	196,802
Grade 3	207,625	202,140	195,960
Grade 4	208,575	202,340	196,313
Grade 5	212,229	208,244	202,364
Grade 6	215,753	211,955	205,839
Ungraded Elementary	56,525	52,513	53,278
Grade 7	221,950	219,564	213,908
Grade 8	220,075	218,602	216,302
Grade 9	257,789	264,033	257,032
Grade 10	224,302	229,185	233,656
Grade 11	175,606	184,008	186,124
Grade 12	163,452	167,275	173,945
Ungraded Secondary	56,491	51,940	51,490
Total K-12	2,818,410	2,802,259	2,772,669

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	23	22	22
Grade 8			
English	22	22	22
Mathematics	22	23	22
Science	22	23	23
Social Studies	22	23	23
Grade 10			
English	22	23	23
Mathematics	20	22	22
Science	21	23	23
Social Studies	22	24	24

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 in 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

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch*	N/A	N/A	946,115	34%	1,027,545	37%
Reduced-Price Lunch*	N/A	N/A	209,231	7%	213,744	8%
Student Stability	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	191,992	7%	200,777	7%	N/A	N/A
Racial/Ethnic Origin						
American Indian or Alaska Native	13,097	**	13,163	**	13,659	**
Black or African American	562,127	20%	557,262	20%	545,526	20%
Hispanic or Latino	545,383	19%	553,296	20%	554,563	20%
Asian or Native Hawaiian/ Other Pacific Islander	183,988	7%	187,824	7%	192,414	7%
White	1,513,815	54%	1,490,669	53%	1,466,507	53%

* Does not include NYC data.

** Percentage is less than 1.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate	N/A	93%	N/A	93%	N/A	93%
Student Suspensions	124,850	4%	136,758	5%	127,780	5%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

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

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	459,402	527,626	763,211
Percent Not Taught by Highly Qualified Teachers	6%	8%	5%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	214,861	216,031	217,352
Percent with No Valid Teaching Certificate	3%	3%	2%
Individuals Teaching Out of Certification			
Number of Teachers	17,716	17,102	14,162
Percentage of Total	8%	8%	7%
Percent Teachers with Master's Degree Plus 30 Hours or Doctorate	30%	30%	31%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	218,214	220,280	221,204
Total Other Professional Staff	31,562	31,789	32,589
Total Paraprofessionals*	98,154	83,443	69,306
Assistant Principals	4,748	4,928	5,036
Principals	4,220	4,479	4,543

* Not available at the school level.

Teacher Qualifications Information

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

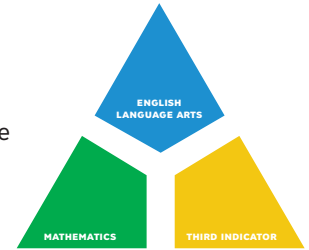
Staff Counts Information

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

Understanding How Accountability Works in New York State

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

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



1 English Language Arts (ELA)

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

A Participation Criterion

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

B Performance Criterion

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

2 Mathematics

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

3 Third Indicator

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

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

A Participation Criterion

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

B Performance Criterion

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

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

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

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

Useful Terms for Understanding Accountability

Accountability Cohort

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

Adequate Yearly Progress (AYP)

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

Annual Measurable Objective (AMO)

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

Continuously Enrolled Students

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

Effective Annual Measurable Objective (Effective AMO)

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

Performance Index (PI)

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

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

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

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

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

Science Progress Target

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

Science Standard

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

Summary

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	✓	✓		✓	✓	
Black or African American	✓	✓		✓ ^{SH}	✓ ^{SH}	
Hispanic or Latino	✓	✓		✓ ^{SH}	✓ ^{SH}	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		✓	✓	
Other Groups						
Students with Disabilities	✗	✓		✗	✗	
Limited English Proficient	✗	✓		✗	✗	
Economically Disadvantaged	✓	✓		✓ ^{SH}	✓	
Student groups making AYP in each subject	✗ _{7 of 9}	✓ _{9 of 9}	✓ _{1 of 1}	✗ _{7 of 9}	✗ _{7 of 9}	✓ _{1 of 1}

AYP Status

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

Elementary/Middle-Level English Language Arts

Accountability Measures	7 of 9	Student groups making AYP in English language arts
	X	Did not make AYP

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2005-06	2006-07
All Students (1,287,034:1,240,189)	✓	✓	98%	✓	153	122		
Ethnicity								
American Indian or Alaska Native (6,312:5,993)	✓	✓	98%	✓	134	122		
Black or African American (255,868:242,884)	✓	✓	98%	✓	129	122		
Hispanic or Latino (259,413:243,681)	✓	✓	97%	✓	131	122		
Asian or Native Hawaiian/Other Pacific Islander (86,550:83,312)	✓	✓	99%	✓	172	122		
White (678,830:664,292)	✓	✓	99%	✓	167	122		
Other Groups								
Students with Disabilities ² (198,410:184,493)	X	✓	95%	X	91	122	104	102
Limited English Proficient (82,841:73,338)	X	✓	96%	X	105	122	114	115
Economically Disadvantaged (551,632:526,988)	✓	✓	98%	✓	140	122		
Final AYP Determination	X _{7 of 9}							

AYP Status

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

NOTES

- ¹ These data show the count of 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.
- ‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

Elementary/Middle-Level Mathematics

Accountability Measures	9 of 9	Student groups making AYP in mathematics
	✓	Made AYP

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005-06 2006-07
All Students (1,286,390:1,232,659)	✓	✓	99%	✓	156	86	
Ethnicity							
American Indian or Alaska Native (6,321:5,948)	✓	✓	98%	✓	139	86	
Black or African American (255,384:239,524)	✓	✓	98%	✓	126	86	
Hispanic or Latino (259,247:243,208)	✓	✓	99%	✓	136	86	
Asian or Native Hawaiian/Other Pacific Islander (86,880:83,215)	✓	✓	99%	✓	182	86	
White (678,500:660,740)	✓	✓	99%	✓	171	86	
Other Groups							
Students with Disabilities ² (198,074:183,411)	✓	✓	96%	✓	100	86	
Limited English Proficient (82,395:75,380)	✓	✓	98%	✓	113	86	
Economically Disadvantaged (551,276:522,860)	✓	✓	99%	✓	143	86	
Final AYP Determination	✓ _{9 of 9}						

AYP Status

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

NOTES

- ¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
 - ² If the state failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the state is considered to have made AYP for students with disabilities.
- ‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

Elementary/Middle-Level Science

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Safe Harbor Qualification	Participation		Test Performance		Performance Objectives	
	Status		Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005-06 2006-07
All Students (431,337:401,335)	✓	Qualified	✓	97%	✓	172	100	
Ethnicity								
American Indian or Alaska Native (2,028:1,848)		Qualified	✓	96%	✓	164	100	
Black or African American (84,714:75,407)		Qualified	✓	94%	✓	145	100	
Hispanic or Latino (85,955:77,572)		Qualified	✓	96%	✓	146	100	
Asian or Native Hawaiian/Other Pacific Islander (29,063:27,123)		Qualified	✓	98%	✓	180	100	
White (229,500:219,399)		Qualified	✓	98%	✓	189	100	
Other Groups								
Students with Disabilities (66,435:58,661)		Qualified	✓	92%	✓	140	100	
Limited English Proficient (26,721:23,577)		Qualified	✓	96%	✓	117	100	
Economically Disadvantaged (181,633:166,121)		Qualified	✓	96%	✓	158	100	
Final AYP Determination	✓ 1 of 1							

AYP Status

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

NOTES

- ¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

Secondary-Level English Language Arts

Accountability Measures	7 of 9	Student groups making AYP in English language arts
	X	Did Not Make AYP

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

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (183,624:183,145)	✓	✓	98%	✓	169	159	
Ethnicity							
American Indian or Alaska Native (643:678)	✓	✓	96%	✓	156	155	
Black or African American (30,769:31,644)	✓ ^{SH}	✓	98%	✓ ^{SH}	145	159	145 151
Hispanic or Latino (27,080:28,021)	✓ ^{SH}	✓	98%	✓ ^{SH}	143	159	142 149
Asian or Native Hawaiian/Other Pacific Islander (13,730:13,487)	✓	✓	99%	✓	175	159	
White (111,402:109,315)	✓	✓	98%	✓	183	159	
Other Groups							
Students with Disabilities (17,321:19,079)	X	X	90%	X	114	159	114‡ 123
Limited English Proficient (6,046:7,563)	X	✓	96%	X	88	159	102‡ 99
Economically Disadvantaged (50,547:55,041)	✓ ^{SH}	✓	98%	✓ ^{SH}	148	159	148 153
Final AYP Determination	X _{7 of 9}						

AYP Status

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

NOTES

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

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

Secondary-Level Mathematics

Accountability Measures	7 of 9	Student groups making AYP in mathematics
	X	Did Not Make AYP

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

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005-06 2006-07
All Students (183,624:183,145)	✓	✓	98%	✓	173	152	
Ethnicity							
American Indian or Alaska Native (643:678)	✓	✓	96%	✓	162	148	
Black or African American (30,769:31,644)	✓ ^{SH}	✓	98%	✓ ^{SH}	147	152	141 152
Hispanic or Latino (27,080:28,021)	✓ ^{SH}	✓	98%	✓ ^{SH}	148	152	140 153
Asian or Native Hawaiian/Other Pacific Islander (13,730:13,487)	✓	✓	99%	✓	185	152	
White (111,402:109,315)	✓	✓	98%	✓	185	152	
Other Groups							
Students with Disabilities (17,321:19,079)	X	X	91%	X	124	152	117‡ 132
Limited English Proficient (6,046:7,563)	X	✓	98%	X	125	152	126‡ 133
Economically Disadvantaged (50,547:55,041)	✓	✓	98%	✓	154	152	
Final AYP Determination	X _{7 of 9}						

AYP Status

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

NOTES

- ¹ These data show the count of 12th graders in 2005-06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

Graduation Rate

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

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

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives State Standard	Progress Target	
	AYP	Met Criterion			2005-06	2006-07
All Students (181,848)	✓	✓	77%	55%		
Ethnicity						
American Indian or Alaska Native (689)		✓	65%	55%		
Black or African American (31,149)		✓	60%	55%		
Hispanic or Latino (26,834)		✓	57%	55%		
Asian or Native Hawaiian/Other Pacific Islander (12,681)		✓	80%	55%		
White (110,495)		✓	86%	55%		
Other Groups						
Students with Disabilities (19,504)		✗	49%	55%	54	50
Limited English Proficient (8,455)		✗	44%	55%	46	45
Economically Disadvantaged (49,723)		✓	64%	55%		
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 2001 cohort that earned a local or Regents diploma by August 31, 2005.

Graduation Rate Information




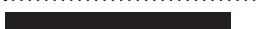
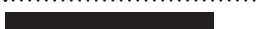

To make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005-06.

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







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

Summary of 2005–06 Statewide Performance

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


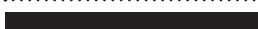
English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	69%			185,367
Grade 4	69%			190,822
Grade 5	67%			200,996
Grade 6	60%			204,471
Grade 7	56%			210,417
Grade 8	49%			212,196


Mathematics

Grade 3	81%			201,580
Grade 4	78%			202,393
Grade 5	68%			208,954
Grade 6	60%			211,121
Grade 7	56%			216,893
Grade 8	54%			219,025

Science

Grade 4	86%			200,712
Grade 8	64%			194,611

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	69%			216,910
Mathematics	71%			216,910

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	67%			216,910

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

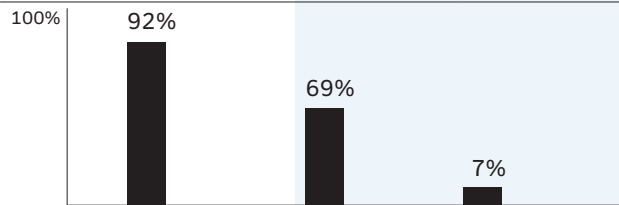
Statewide Results in Grade 3 English Language Arts

NY State Public

Percentage scoring at level(s):

2-4 3-4 4

Mean Score: 669 Range: 616-780 650-780 730-780



Number of Students: 169,650 127,973 13,123

Results by Student Group

2005-06 School Year

2004-05 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	185,367	92%	69%	7%				
Female	90,821	94%	73%	9%				
Male	94,546	89%	65%	6%				
American Indian or Alaska Native	945	85%	49%	2%				
Black or African American	39,105	84%	51%	3%				
Hispanic or Latino	30,435	88%	59%	3%				
Asian or Native Hawaiian/Other Pacific Islander	11,912	98%	85%	12%				
White	102,957	95%	77%	9%				This test was not given in 2004-05.
Small Group Totals	0	—	—	—				
General-Education Students	159,959	96%	76%	8%				
Students with Disabilities	25,408	63%	27%	1%				
English Proficient	182,473	92%	70%	7%				
Limited English Proficient	2,894	71%	36%	1%				
Economically Disadvantaged	77,595	90%	61%	4%				
Not Disadvantaged	107,772	93%	75%	9%				
Migrant	46	78%	39%	2%				
Not Migrant	185,321	92%	69%	7%				

NOTE

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

Other Assessments

2005-06 School Year

2004-05 School Year

	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State English as a Second Language Achievement Test (NYSESLAT)*: Grade 3	15,582	8,048	5,817	N/A	N/A	N/A	N/A	N/A
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	1,733	1,685	1,559	1,387	This test was not given in 2004-05.			

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

Statewide Results in Grade 3 Mathematics

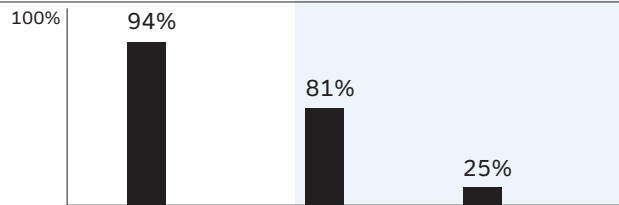
NY State Public

Percentage scoring at level(s):

2-4 3-4 4

Mean Score: 678

Range: 624-770 650-770 703-770



Number of Students:

188,853 162,418 50,669

Results by Student Group

2005-06 School Year

2004-05 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	201,580	94%	81%	25%				
Female	98,346	94%	81%	25%				
Male	103,234	93%	80%	25%				
American Indian or Alaska Native	970	90%	70%	13%				
Black or African American	39,903	88%	67%	14%				
Hispanic or Latino	42,069	90%	72%	17%				
Asian or Native Hawaiian/Other Pacific Islander	14,459	98%	93%	49%				
White	104,166	97%	88%	30%				This test was not given in 2004-05.
Small Group Totals	0	—	—	—				
General-Education Students	173,829	96%	85%	28%				
Students with Disabilities	27,751	77%	50%	6%				
English Proficient	182,995	95%	83%	27%				
Limited English Proficient	18,585	84%	59%	9%				
Economically Disadvantaged	89,714	92%	75%	19%				
Not Disadvantaged	111,866	95%	85%	30%				
Migrant	58	88%	59%	2%				
Not Migrant	201,522	94%	81%	25%				

NOTE

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Other Assessments

2005-06 School Year

2004-05 School Year

	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	1,738	1,664	1,495	1,287				This test was not given in 2004-05.

Statewide Results in Grade 4 English Language Arts

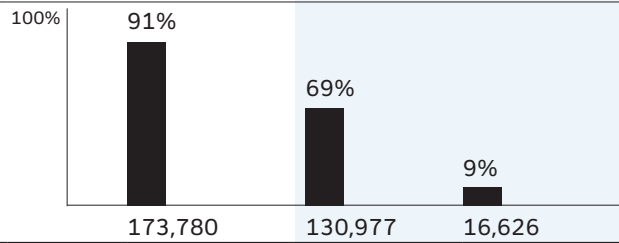
NY State Public

Percentage scoring at level(s):

2-4 3-4 4

Mean Score: 666

Range: 612-775 650-775 716-775



Number of Students:

173,780 130,977 16,626

Results by Student Group

2005-06 School Year

Percentage scoring at level(s):

Total Tested 2-4 3-4 4

	Total Tested	2-4	3-4	4
All Students	190,822	91%	69%	9%
Female	93,335	93%	72%	11%
Male	97,487	89%	65%	7%
American Indian or Alaska Native	894	84%	55%	4%
Black or African American	37,758	84%	52%	4%
Hispanic or Latino	33,495	87%	55%	4%
Asian or Native Hawaiian/Other Pacific Islander	12,710	97%	83%	16%
White	105,960	94%	77%	11%
Small Group Totals	0	—	—	—
General-Education Students	162,981	96%	76%	10%
Students with Disabilities	27,841	62%	26%	1%
English Proficient	187,225	92%	69%	9%
Limited English Proficient	3,597	66%	27%	1%
Economically Disadvantaged	79,465	90%	59%	4%
Not Disadvantaged	111,357	92%	75%	12%
Migrant	61	79%	41%	0%
Not Migrant	190,761	91%	69%	9%

2004-05 School Year

Percentage scoring at level(s):

Total Tested 2-4 3-4 4

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

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Other Assessments

2005-06 School Year

Number scoring at level(s):

Total Tested 2-4 3-4 4

	Total Tested	2-4	3-4	4
New York State English as a Second Language Achievement Test (NYSESLAT)*: Grade 4	10,499	7,177	5,873	N/A
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1,858	1,847	1,710	1,393

2004-05 School Year

Number scoring at level(s):

Total Tested 2-4 3-4 4

	Total Tested	2-4	3-4	4
New York State English as a Second Language Achievement Test (NYSESLAT)*: Grade 4	11,103	6,975	5,132	N/A
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1,803	1,780	1,604	1,253

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

Statewide Results in Grade 4 Mathematics

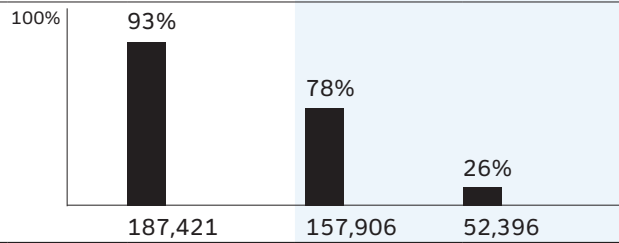
NY State Public

Percentage scoring at level(s):

2-4 3-4 4

Mean Score: 677

Range: 622-800 650-800 702-800



Number of Students:

187,421 157,906 52,396

Results by Student Group

2005-06 School Year

2004-05 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	202,393	93%	78%	26%				
Female	98,544	93%	78%	25%				
Male	103,849	92%	78%	27%				
American Indian or Alaska Native	913	88%	69%	14%				
Black or African American	38,472	86%	62%	12%				
Hispanic or Latino	41,536	88%	67%	15%				
Asian or Native Hawaiian/Other Pacific Islander	14,585	97%	92%	49%				
White	106,883	96%	86%	32%				
Small Group Totals	0	—	—	—				
General-Education Students	172,775	96%	84%	29%				
Students with Disabilities	29,618	72%	45%	6%				
English Proficient	187,814	94%	80%	27%				
Limited English Proficient	14,579	78%	50%	7%				
Economically Disadvantaged	87,726	91%	71%	18%				
Not Disadvantaged	114,667	94%	83%	32%				
Migrant	69	90%	57%	7%				
Not Migrant	202,324	93%	78%	26%				

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

NOTE

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Other Assessments

2005-06 School Year

2004-05 School Year

	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1,854	1,811	1,659	1,374	1,753	1,704	1,520	1,181

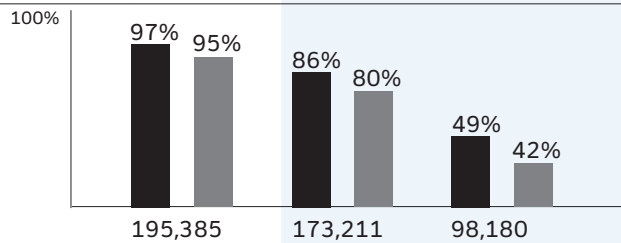
Statewide Results in Grade 4 Science

NY State Public

Percentage scoring at level(s):

2-4 3-4 4

Mean Score: 80 Range: 45-100 65-100 85-100



■ 2005-06

■ 2004-05

Number of Students: 195,385 173,211 98,180

Results by Student Group

2005-06 School Year

2004-05 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	200,712	97%	86%	49%	205,147	95%	80%	42%
Female	97,855	98%	87%	48%	100,853	95%	80%	41%
Male	102,857	97%	86%	50%	104,294	94%	80%	44%
American Indian or Alaska Native	906	97%	82%	38%	1,019	93%	76%	32%
Black or African American	37,885	95%	75%	28%	39,118	90%	65%	22%
Hispanic or Latino	41,155	94%	73%	27%	41,266	89%	63%	21%
Asian or Native Hawaiian/Other Pacific Islander	14,513	98%	91%	59%	14,154	96%	86%	51%
White	106,249	99%	95%	63%	109,590	99%	92%	57%
Small Group Totals	0	—	—	—	—	—	—	—
General-Education Students	171,795	98%	90%	53%	178,000	96%	84%	46%
Students with Disabilities	28,917	91%	67%	23%	27,147	84%	57%	18%
English Proficient	186,301	98%	89%	52%	189,978	96%	83%	45%
Limited English Proficient	14,411	87%	54%	14%	15,169	75%	40%	9%
Economically Disadvantaged	86,712	97%	81%	33%	101,919	91%	68%	25%
Not Disadvantaged	114,000	98%	91%	61%	102,825	99%	93%	60%
Migrant	67	99%	88%	21%	180	89%	64%	19%
Not Migrant	200,645	97%	86%	49%	204,967	95%	80%	42%

NOTE

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Other Assessments

2005-06 School Year

2004-05 School Year

	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	1,808	1,773	1,621	1,338	1,751	1,699	1,485	1,157

Statewide Results in Grade 5 English Language Arts

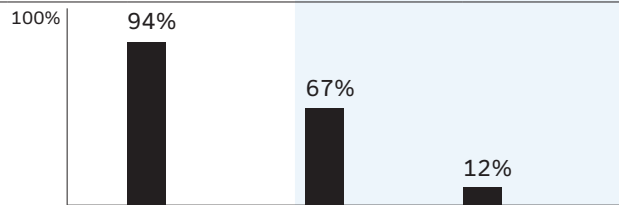
NY State Public

Percentage scoring at level(s):

2-4 3-4 4

Mean Score: 663

Range: 608-795 650-795 711-795



Number of Students:

188,323 135,082 24,678

Results by Student Group

2005-06 School Year

2004-05 School Year

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	200,996	94%	67%	12%				
Female	98,989	95%	70%	14%				
Male	102,007	92%	65%	11%				
American Indian or Alaska Native	1,027	90%	53%	7%				
Black or African American	40,065	89%	49%	5%				
Hispanic or Latino	37,464	90%	52%	5%				
Asian or Native Hawaiian/Other Pacific Islander	13,280	97%	81%	20%				
White	109,156	96%	77%	16%				
Small Group Totals	0	—	—	—				
General-Education Students	171,031	97%	74%	14%				
Students with Disabilities	29,965	72%	27%	2%				
English Proficient	195,163	94%	69%	13%				
Limited English Proficient	5,833	71%	21%	1%				
Economically Disadvantaged	84,975	93%	57%	6%				
Not Disadvantaged	116,021	94%	75%	17%				
Migrant	62	89%	42%	2%				
Not Migrant	200,934	94%	67%	12%				

This test was not given in 2004-05.

NOTE

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Other Assessments

2005-06 School Year

2004-05 School Year

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State English as a Second Language Achievement Test (NYSESLAT)*: Grade 5	6,598	4,708	3,895	N/A	N/A	N/A	N/A	N/A
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	1,958	1,913	1,742	1,490	This test was not given in 2004-05.			

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

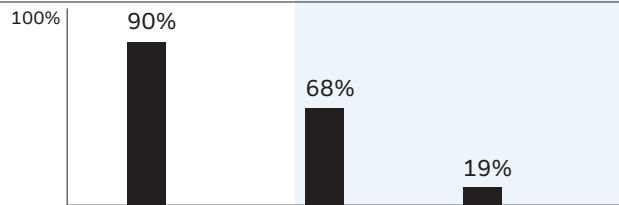
Statewide Results in Grade 5 Mathematics

NY State Public

Percentage scoring at level(s):

2-4 3-4 4

Mean Score: 666 Range: 619-780 650-780 669-780



Number of Students: 187,467 143,072 40,040

Results by Student Group

2005-06 School Year

2004-05 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	208,954	90%	68%	19%				
Female	102,639	91%	68%	18%				
Male	106,315	89%	69%	20%				
American Indian or Alaska Native	1,036	85%	55%	11%				
Black or African American	40,768	80%	49%	8%				
Hispanic or Latino	42,614	85%	56%	10%				
Asian or Native Hawaiian/Other Pacific Islander	14,617	96%	88%	42%				
White	109,915	94%	78%	24%				This test was not given in 2004-05.
Small Group Totals	0	—	—	—				
General-Education Students	178,270	94%	75%	22%				
Students with Disabilities	30,684	65%	32%	3%				
English Proficient	195,885	91%	71%	20%				
Limited English Proficient	13,069	72%	38%	5%				
Economically Disadvantaged	90,961	87%	60%	13%				
Not Disadvantaged	117,993	92%	75%	24%				
Migrant	71	79%	52%	6%				
Not Migrant	208,883	90%	68%	19%				

NOTE

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Other Assessments

2005-06 School Year

2004-05 School Year

	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	1,968	1,881	1,678	1,429				This test was not given in 2004-05.

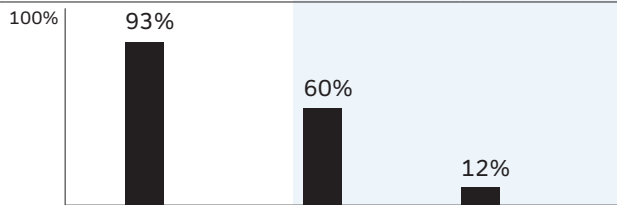
Statewide Results in Grade 6 English Language Arts

NY State Public

Percentage scoring at level(s):

2-4 3-4 4

Mean Score: 656 Range: 598-785 650-785 705-785



Number of Students: 189,451 123,494 23,679

Results by Student Group

2005-06 School Year

2004-05 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	204,471	93%	60%	12%				
Female	99,853	95%	64%	14%				
Male	104,618	91%	57%	9%				
American Indian or Alaska Native	1,081	87%	46%	5%				
Black or African American	41,200	87%	41%	4%				
Hispanic or Latino	37,871	88%	43%	4%				
Asian or Native Hawaiian/Other Pacific Islander	12,940	97%	77%	21%				
White	111,378	96%	72%	16%				This test was not given in 2004-05.
Small Group Totals	0	—	—	—				
General-Education Students	174,512	97%	68%	13%				
Students with Disabilities	29,959	67%	17%	1%				
English Proficient	199,699	93%	62%	12%				
Limited English Proficient	4,772	66%	11%	0%				
Economically Disadvantaged	86,432	92%	49%	5%				
Not Disadvantaged	118,039	94%	69%	16%				
Migrant	68	75%	25%	0%				
Not Migrant	204,403	93%	60%	12%				

NOTE

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Other Assessments

2005-06 School Year

2004-05 School Year

	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State English as a Second Language Achievement Test (NYSESLAT)*: Grade 6	5,849	4,032	3,313	N/A	N/A	N/A	N/A	N/A
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1,958	1,903	1,745	1,522				This test was not given in 2004-05.

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

Statewide Results in Grade 6 Mathematics

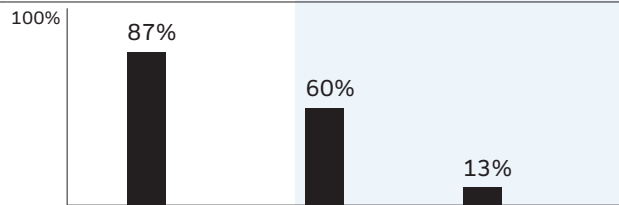
NY State Public

Percentage scoring at level(s):

2-4 3-4 4

Mean Score: 656

Range: 616-780 650-780 696-780



Number of Students:

183,019 127,649 27,863

Results by Student Group

2005-06 School Year

2004-05 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	211,121	87%	60%	13%				
Female	102,869	88%	61%	13%				
Male	108,252	86%	60%	14%				
American Indian or Alaska Native	1,090	80%	48%	6%				
Black or African American	41,724	76%	41%	5%				
Hispanic or Latino	41,907	79%	45%	6%				
Asian or Native Hawaiian/Other Pacific Islander	14,219	96%	83%	35%				
White	112,180	93%	71%	17%				This test was not given in 2004-05.
Small Group Totals	0	—	—	—				
General-Education Students	180,583	92%	67%	15%				
Students with Disabilities	30,538	56%	22%	1%				
English Proficient	200,433	88%	62%	14%				
Limited English Proficient	10,688	61%	26%	3%				
Economically Disadvantaged	91,602	83%	50%	8%				
Not Disadvantaged	119,519	90%	68%	17%				
Migrant	79	53%	24%	3%				
Not Migrant	211,042	87%	60%	13%				

NOTE

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Other Assessments

2005-06 School Year

2004-05 School Year

	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	1,977	1,896	1,707	1,454				This test was not given in 2004-05.

Statewide Results in Grade 7 English Language Arts

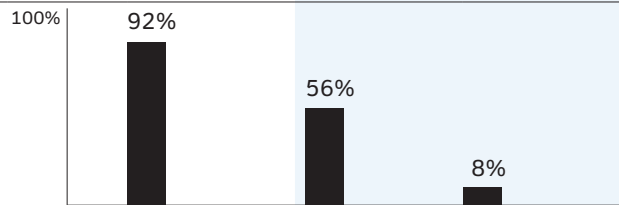
NY State Public

Percentage scoring at level(s):

2-4 3-4 4

Mean Score: 652

Range: 600-790 650-790 712-790



Number of Students:

193,542 118,721 16,324

Results by Student Group

2005-06 School Year

2004-05 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	210,417	92%	56%	8%				
Female	101,982	94%	60%	9%				
Male	108,435	90%	53%	7%				
American Indian or Alaska Native	1,059	88%	43%	4%				
Black or African American	43,084	86%	36%	2%				
Hispanic or Latino	38,276	87%	39%	3%				
Asian or Native Hawaiian/Other Pacific Islander	12,609	97%	72%	14%				
White	115,388	96%	68%	11%				This test was not given in 2004-05.
Small Group Totals	0	—	—	—				
General-Education Students	180,361	96%	63%	9%				
Students with Disabilities	30,056	68%	16%	1%				
English Proficient	205,020	93%	58%	8%				
Limited English Proficient	5,397	65%	9%	0%				
Economically Disadvantaged	87,616	90%	43%	3%				
Not Disadvantaged	122,801	93%	66%	11%				
Migrant	63	81%	27%	0%				
Not Migrant	210,354	92%	56%	8%				

NOTE

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Other Assessments

2005-06 School Year

2004-05 School Year

	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State English as a Second Language Achievement Test (NYSESLAT)*: Grade 7	6,468	4,385	3,523	N/A	N/A	N/A	N/A	N/A
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	2,037	1,994	1,852	1,589	This test was not given in 2004-05.			

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

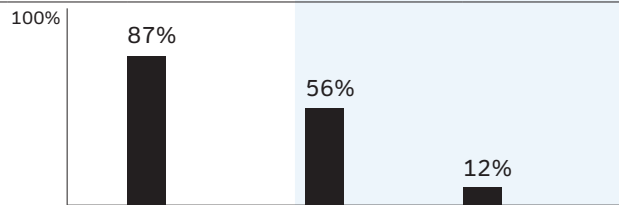
Statewide Results in Grade 7 Mathematics

NY State Public

Percentage scoring at level(s):

2-4 3-4 4

Mean Score: 651 Range: 611-800 650-800 693-800



Number of Students: 188,316 120,833 26,413

Results by Student Group

2005-06 School Year

2004-05 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	216,893	87%	56%	12%				
Female	105,055	88%	57%	12%				
Male	111,838	86%	55%	12%				
American Indian or Alaska Native	1,075	81%	43%	5%				
Black or African American	43,349	74%	31%	3%				
Hispanic or Latino	42,712	79%	37%	4%				
Asian or Native Hawaiian/Other Pacific Islander	13,969	95%	79%	30%				
White	115,787	94%	69%	17%				This test was not given in 2004-05.
Small Group Totals	0	—	—	—				
General-Education Students	186,681	91%	62%	14%				
Students with Disabilities	30,212	58%	18%	1%				
English Proficient	204,935	88%	58%	13%				
Limited English Proficient	11,958	62%	21%	2%				
Economically Disadvantaged	92,874	83%	42%	6%				
Not Disadvantaged	124,019	90%	66%	17%				
Migrant	76	66%	28%	3%				
Not Migrant	216,817	87%	56%	12%				

NOTE

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Other Assessments

2005-06 School Year

2004-05 School Year

	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	2,053	1,964	1,778	1,533				This test was not given in 2004-05.

Statewide Results in Grade 8 English Language Arts

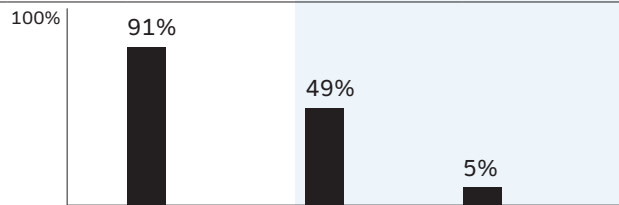
NY State Public

Percentage scoring at level(s):

2-4 3-4 4

Mean Score: 650

Range: 602-790 650-790 715-790



Number of Students:

192,071 104,662 10,270

Results by Student Group

2005-06 School Year

Percentage scoring at level(s):

Total Tested 2-4 3-4 4

	Total Tested	2-4	3-4	4
All Students	212,196	91%	49%	5%
Female	103,717	93%	55%	6%
Male	108,479	88%	44%	4%
American Indian or Alaska Native	1,043	86%	34%	1%
Black or African American	42,996	82%	28%	1%
Hispanic or Latino	37,605	85%	31%	1%
Asian or Native Hawaiian/Other Pacific Islander	12,481	95%	67%	9%
White	118,069	95%	61%	7%
Small Group Totals	0	—	—	—
General-Education Students	182,130	95%	56%	6%
Students with Disabilities	30,066	62%	11%	0%
English Proficient	207,181	91%	50%	5%
Limited English Proficient	5,015	56%	5%	0%
Economically Disadvantaged	85,565	88%	36%	2%
Not Disadvantaged	126,631	92%	59%	7%
Migrant	62	76%	27%	0%
Not Migrant	212,134	91%	49%	5%

2004-05 School Year

Percentage scoring at level(s):

Total Tested 2-4 3-4 4

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

NOTE

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Other Assessments

2005-06 School Year

Number scoring at level(s):

Total Tested 2-4 3-4 4

	Total Tested	2-4	3-4	4
New York State English as a Second Language Achievement Test (NYSESLAT)*: Grade 8	6,881	4,571	3,721	N/A
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1,892	1,878	1,732	1,453

2004-05 School Year

Number scoring at level(s):

Total Tested 2-4 3-4 4

	Total Tested	2-4	3-4	4
New York State English as a Second Language Achievement Test (NYSESLAT)*: Grade 8	7,487	5,456	4,321	N/A
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1,822	1,808	1,663	1,321

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

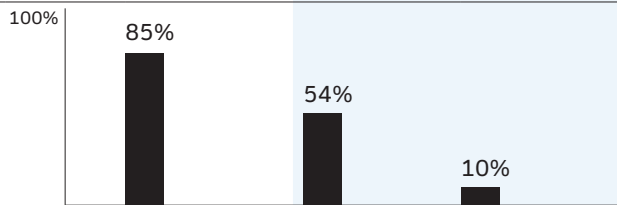
Statewide Results in Grade 8 Mathematics

NY State Public

Percentage scoring at level(s):

2-4 3-4 4

Mean Score: 652 Range: 616-775 650-775 701-775



Number of Students: 186,286 118,161 22,319

Results by Student Group

2005-06 School Year

2004-05 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	219,025	85%	54%	10%				
Female	107,013	86%	55%	10%				
Male	112,012	84%	53%	10%				
American Indian or Alaska Native	1,076	79%	41%	5%				
Black or African American	43,283	70%	28%	2%				
Hispanic or Latino	42,082	74%	33%	3%				
Asian or Native Hawaiian/Other Pacific Islander	14,032	94%	77%	30%				
White	118,550	93%	68%	13%				
Small Group Totals	0	—	—	—				
General-Education Students	188,992	90%	60%	12%				
Students with Disabilities	30,033	56%	17%	1%				
English Proficient	207,054	86%	56%	11%				
Limited English Proficient	11,971	61%	23%	2%				
Economically Disadvantaged	91,206	80%	39%	5%				
Not Disadvantaged	127,819	89%	64%	14%				
Migrant	78	78%	31%	1%				
Not Migrant	218,947	85%	54%	10%				

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

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Other Assessments

2005-06 School Year

2004-05 School Year

	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1,902	1,868	1,703	1,401	1,793	1,759	1,574	1,251

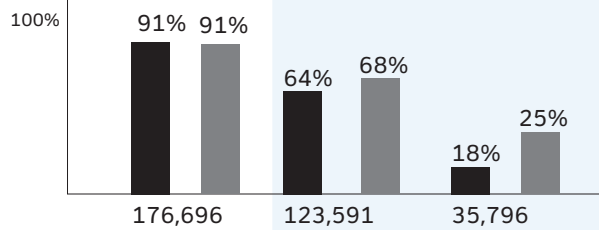
Statewide Results in Grade 8 Science

NY State Public

Percentage scoring at level(s):

2-4 3-4 4

Mean Score: 68 Range: 44-100 65-100 85-100



■ 2005-06

■ 2004-05

Number of Students:

176,696 123,591 35,796

Results by Student Group

2005-06 School Year

2004-05 School Year

	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	194,611	91%	64%	18%	195,432	91%	68%	25%
Female	94,698	92%	62%	16%	95,250	93%	67%	23%
Male	99,913	90%	65%	21%	100,182	90%	69%	28%
American Indian or Alaska Native	1,013	90%	57%	11%	867	90%	63%	14%
Black or African American	39,736	82%	36%	4%	39,082	82%	42%	6%
Hispanic or Latino	39,402	81%	38%	4%	38,173	83%	43%	7%
Asian or Native Hawaiian/Other Pacific Islander	12,147	93%	70%	23%	11,897	94%	74%	29%
White	102,311	98%	83%	29%	105,413	98%	86%	38%
Small Group Totals	0	—	—	—	—	—	—	—
General-Education Students	166,277	93%	68%	21%	167,341	94%	73%	28%
Students with Disabilities	28,334	77%	36%	4%	28,091	77%	41%	7%
English Proficient	183,153	93%	66%	19%	183,790	93%	71%	27%
Limited English Proficient	11,458	63%	16%	1%	11,642	65%	22%	2%
Economically Disadvantaged	85,616	88%	48%	8%	92,608	85%	50%	10%
Not Disadvantaged	108,995	93%	76%	27%	102,336	97%	85%	39%
Migrant	77	92%	51%	5%	143	85%	44%	10%
Not Migrant	194,534	91%	64%	18%	195,289	91%	68%	25%

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Other Assessments

2005-06 School Year

2004-05 School Year

	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1,808	1,773	1,621	1,338	1,772	1,738	1,548	1,222
Regents Science	17,003	16,863	16,663	12,212	16,552	16,316	16,036	11,712

Previous Years' Results for English Language Arts

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

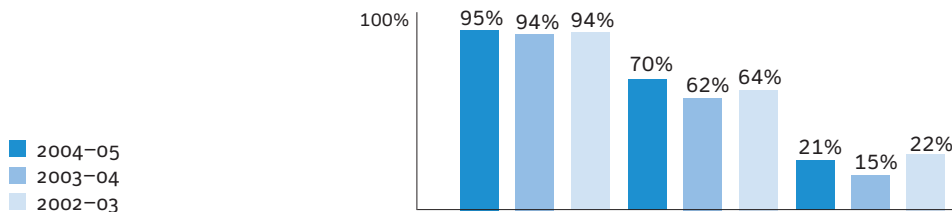
NY State Public

Percentage scoring at level(s):

2-4 3-4 4

Range: 603-800 645-800 692-800

Grade 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	10,588	47,593	96,845	41,455	196,481	665
Feb 2004	12,109	65,680	98,097	30,360	206,246	656
Feb 2003	12,394	62,455	89,069	45,987	209,905	660

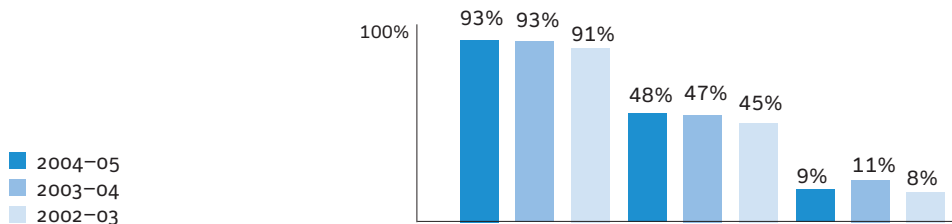
NY State Public

Percentage scoring at level(s):

2-4 3-4 4

Range: 658-830 697-830 737-830

Grade 8



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	14,182	97,860	84,352	19,755	216,149	698
Jan 2004	15,994	98,949	79,256	23,893	218,092	699
Jan 2003	20,130	96,533	79,747	16,296	212,706	694

Previous Years' Results for Mathematics

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

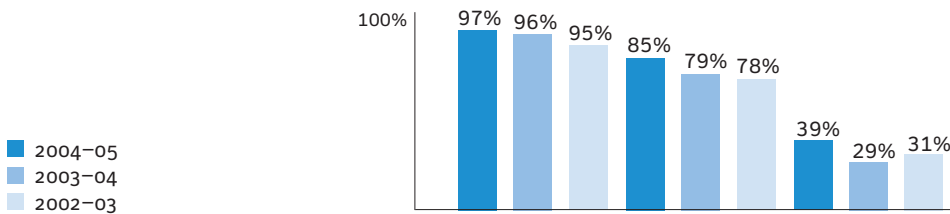
NY State Public

Percentage scoring at level(s):

Grade 4

2-4 3-4 4

Range: 602-810 637-810 678-810



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	6,534	24,969	95,464	80,710	207,677	670
May 2004	8,352	36,455	108,183	61,706	214,696	661
May 2003	10,342	36,918	103,645	67,274	218,179	661

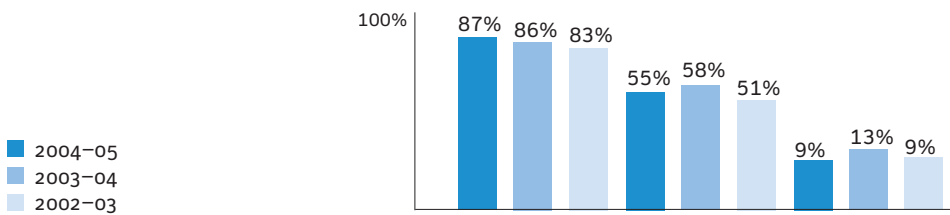
NY State Public

Percentage scoring at level(s):

Grade 8

2-4 3-4 4

Range: 681-882 716-882 760-882



Number of students scoring at each performance level:

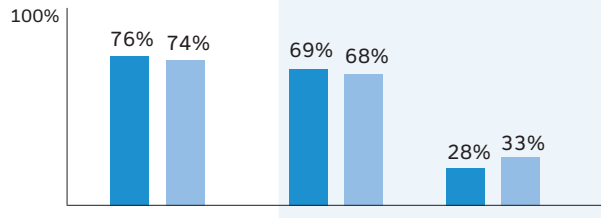
Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	28,873	69,975	102,061	21,085	221,994	718
May 2004	30,937	63,654	100,371	28,322	223,284	718
May 2003	36,209	70,196	91,864	20,733	219,002	713

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

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



■ 2002 Cohort
■ 2001 Cohort

Results by Student Group

	2002 Cohort*				2001 Cohort*			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	216,910	76%	69%	28%	212,135	74%	68%	33%
Female	106,343	80%	73%	33%	104,217	79%	73%	38%
Male	110,567	71%	64%	24%	107,918	70%	64%	27%
American Indian or Alaska Native	943	60%	51%	17%	871	61%	54%	19%
Black or African American	41,392	62%	50%	11%	40,239	60%	50%	13%
Hispanic or Latino	36,847	60%	49%	10%	35,122	58%	48%	13%
Asian or Native Hawaiian/Other Pacific Islander	14,943	83%	77%	36%	14,230	81%	75%	39%
White	122,785	84%	80%	39%	121,673	83%	79%	44%
Small Group Totals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
General-Education Students	189,457	81%	74%	32%	185,854	80%	74%	37%
Students with Disabilities	27,453	38%	28%	4%	26,281	36%	28%	4%
English Proficient	205,883	78%	71%	30%	200,833	76%	71%	34%
Limited English Proficient	11,027	36%	24%	3%	11,302	39%	28%	4%
Economically Disadvantaged	69,463	64%	53%	12%	62,435	63%	54%	16%
Not Disadvantaged	147,447	81%	76%	36%	149,700	79%	74%	40%
Migrant	108	43%	32%	6%	127	56%	46%	13%
Not Migrant	216,802	76%	69%	28%	212,008	74%	68%	33%

NOTE

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Other Assessments

	2002 Cohort*				2001 Cohort*			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent	1,287	1,252	1,157	947	535	523	469	346

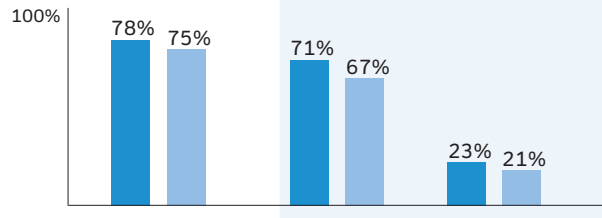
* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred 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.

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



■ 2002 Cohort
■ 2001 Cohort

Results by Student Group

	2002 Cohort*				2001 Cohort*			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	216,910	78%	71%	23%	212,135	75%	67%	21%
Female	106,343	81%	74%	24%	104,217	79%	71%	22%
Male	110,567	74%	68%	23%	107,918	71%	64%	20%
American Indian or Alaska Native	943	64%	57%	14%	871	62%	55%	12%
Black or African American	41,392	64%	51%	6%	40,239	59%	46%	5%
Hispanic or Latino	36,847	63%	52%	8%	35,122	58%	47%	7%
Asian or Native Hawaiian/Other Pacific Islander	14,943	87%	83%	43%	14,230	85%	81%	40%
White	122,785	86%	82%	32%	121,673	84%	79%	28%
Small Group Totals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
General-Education Students	189,457	83%	77%	26%	185,854	81%	73%	24%
Students with Disabilities	27,453	41%	32%	4%	26,281	34%	26%	3%
English Proficient	205,883	79%	73%	24%	200,833	76%	69%	22%
Limited English Proficient	11,027	52%	39%	8%	11,302	50%	39%	8%
Economically Disadvantaged	69,463	68%	56%	11%	62,435	64%	53%	10%
Not Disadvantaged	147,447	82%	78%	29%	149,700	79%	74%	26%
Migrant	108	47%	40%	4%	127	61%	48%	6%
Not Migrant	216,802	78%	71%	23%	212,008	75%	67%	21%

NOTE

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Other Assessments

	2002 Cohort*				2001 Cohort*			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent	1,259	1,217	1,102	916	533	515	451	310

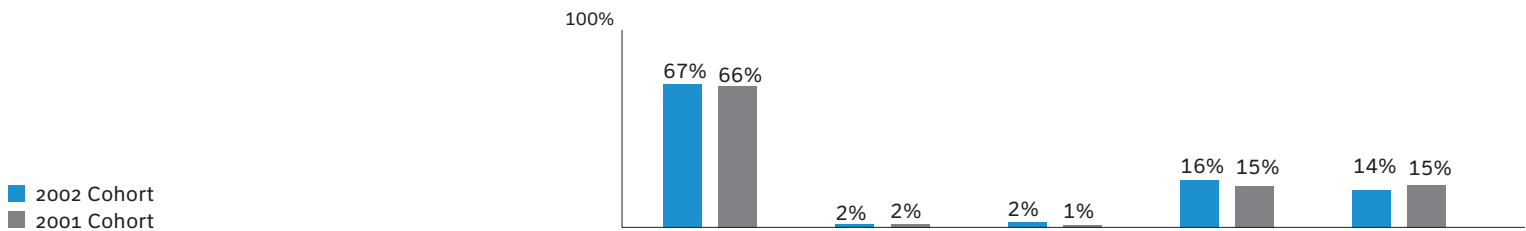
* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred 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.

Graduation Rate and Other Outcomes for Total Cohort

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

Total Cohort Outcomes after Four Years of School

Percentage of students who:



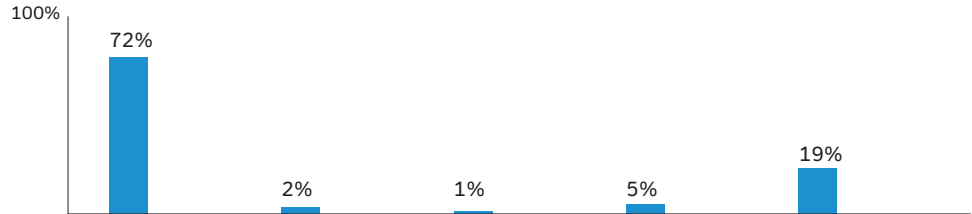
	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	2002	216,910	67%	2%	2%	16%	14%
	2001	212,135	66%	2%	1%	15%	15%
Female	2002	106,343	71%	2%	1%	14%	12%
	2001	104,217	71%	1%	1%	13%	13%
Male	2002	110,567	62%	2%	2%	18%	16%
	2001	107,918	61%	2%	1%	18%	18%
American Indian or Alaska Native	2002	943	50%	3%	4%	17%	26%
	2001	871	52%	3%	2%	18%	25%
Black or African American	2002	41,392	47%	3%	2%	27%	21%
	2001	40,239	46%	3%	1%	27%	23%
Hispanic or Latino	2002	36,847	45%	2%	1%	28%	23%
	2001	35,122	43%	2%	1%	28%	25%
Asian or Native Hawaiian/Other Pacific Islander	2002	14,943	74%	1%	1%	15%	10%
	2001	14,230	72%	1%	0%	16%	11%
White	2002	122,785	79%	2%	2%	8%	9%
	2001	121,673	79%	2%	1%	8%	11%
Small Group Totals	2002	N/A	N/A	N/A	N/A	N/A	N/A
	2001	N/A	N/A	N/A	N/A	N/A	N/A
General-Education Students	2002	189,457	71%	0%	1%	15%	13%
	2001	185,854	70%	0%	1%	15%	14%
Students with Disabilities	2002	27,453	37%	15%	2%	23%	22%
	2001	26,281	38%	14%	2%	20%	25%
English Proficient	2002	205,883	69%	2%	2%	15%	13%
	2001	200,833	68%	2%	1%	15%	15%
Limited English Proficient	2002	11,027	27%	4%	2%	36%	31%
	2001	11,302	34%	4%	1%	30%	31%
Economically Disadvantaged	2002	69,463	50%	3%	2%	26%	19%
	2001	62,435	52%	3%	1%	22%	22%
Not Disadvantaged	2002	147,447	75%	1%	1%	11%	12%
	2001	149,700	72%	1%	1%	13%	13%
Migrant	2002	108	37%	6%	2%	18%	37%
	2001	127	50%	2%	1%	19%	28%
Not Migrant	2002	216,802	67%	2%	2%	16%	14%
	2001	212,008	66%	2%	1%	15%	15%

NOTES

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

Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



■ NY State Public

	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	212,135	72%	2%	1%	5%	19%
Female	104,217	77%	2%	1%	4%	16%
Male	107,918	68%	3%	2%	6%	21%
American Indian or Alaska Native	871	58%	4%	2%	6%	29%
Black or African American	40,239	56%	4%	1%	10%	29%
Hispanic or Latino	35,122	53%	3%	1%	11%	32%
Asian or Native Hawaiian/Other Pacific Islander	14,230	79%	1%	0%	5%	15%
White	121,673	82%	2%	2%	2%	12%
Small Group Totals	N/A	N/A	N/A	N/A	N/A	N/A
General-Education Students	185,854	76%	0%	1%	5%	18%
Students with Disabilities	26,281	43%	19%	2%	7%	29%
English Proficient	200,833	74%	2%	1%	5%	18%
Limited English Proficient	11,302	42%	5%	1%	12%	39%
Economically Disadvantaged	62,435	60%	4%	2%	9%	26%
Not Disadvantaged	149,700	78%	2%	1%	4%	16%
Migrant	127	59%	4%	1%	4%	32%
Not Migrant	212,008	72%	2%	1%	5%	19%

NOTES

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