

CONSOLIDATED STATE PERFORMANCE REPORT: Parts I and II

**for
STATE FORMULA GRANT PROGRAMS
under the
ELEMENTARY AND SECONDARY EDUCATION ACT
As amended by the
No Child Left Behind Act of 2001**

For reporting on
School Year 2005-2006



**PART I DUE DECEMBER 1, 2006
PART II DUE FEBRUARY 1, 2007**

**U.S. DEPARTMENT OF EDUCATION
WASHINGTON DC 20202**

INTRODUCTION

Sections 9302 and 9303 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB) provide to States the option of applying for and reporting on multiple ESEA programs through a single consolidated application and report. Although a central, practical purpose of the Consolidated State Application and Report is to reduce "red tape" and burden on States, the Consolidated State Application and Report are also intended to have the important purpose of encouraging the integration of State, local, and ESEA programs in comprehensive planning and service delivery and enhancing the likelihood that the State will coordinate planning and service delivery across multiple State and local programs. The combined goal of all educational agencies -- State, local, and federal -- is a more coherent, well-integrated educational plan that will result in improved teaching and learning.

The Consolidated State Application and Report includes the following ESEA programs:

- Title I, Part A – *Improving Basic Programs Operated by Local Educational Agencies.*
- Title I, Part B, Subpart 3 – *William F. Goodling Even Start Family Literacy Programs.*
- Title I, Part C – *Education of Migratory Children.*
- Title I, Part D – *Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk.*
- Title I, Part F – *Comprehensive School Reform.*
- Title II, Part A – *Improving Teacher Quality State Grants (Teacher and Principal Training and Recruiting Fund).*
- Title II, Part D – *Enhancing Education through Technology.*
- Title III, Part A – *English Language Acquisition, Language Enhancement, and Academic Achievement Act.*
- Title IV, Part A, Subpart 1 – *Safe and Drug-Free Schools and Communities State Grants.*
- Title IV, Part A, Subpart 2 – *Safe and Drug-Free Schools and Communities National Activities (Community Service Grant Program).*
- Title IV, Part B – *21st Century Community Learning Centers.*
- Title V, Part A – *Innovative Programs.*
- Title VI, Section 6111 – *Grants for State Assessments and Related Activities.*
- Title VI, Part B – *Rural Education Achievement Program.*

In addition to the programs cited above, the Title X, Part C - *Education for Homeless Children and Youths* program data will be incorporated in the CSPR for 2005-2006.

The NCLB Consolidated State Performance Report for the 2005-2006 school year consists of two information collections. Part I of this report is due to the Department by December 1, 2006 . Part II is due to the Department by February 1, 2007.

PART I

Part I of the Consolidated State Report, which States must submit to the Department by **December 1, 2006**, requests information related to the five ESEA Goals, established in the June 2002 Consolidated State Application, and information required for the Annual State Report to the Secretary, as described in section 1111(h)(4) of ESEA. The five ESEA Goals established in the June 2002 Consolidated State Application are as follows:

- **Performance goal 1:** By SY 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **Performance goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **Performance goal 3:** By SY 2005-06, all students will be taught by highly qualified teachers.
- **Performance goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- **Performance Goal 5:** All students will graduate from high school.

PART II

Part II of the Consolidated State Performance Report consists of information related to State activities and outcomes of specific ESEA programs for the 2005-2006 school year. Part II of the Consolidated State Performance Report is due to the Department by **February 1, 2007**. The information requested in Part II of the Consolidated State Performance Report for the 2005-2006 school year necessarily varies from program to program. However, for all programs, the specific information requested for this report meets the following criteria.

1. The information is needed for Department program performance plans or for other program needs.
2. The information is not available from another source, including program evaluations.
3. The information will provide valid evidence of program outcomes or results.
4. The Consolidated State Performance Report is the best vehicle for collection of the data.

The Department is continuing to work with the Performance-Based Data Management Initiative (PBDMI) to streamline data collections for the 2005-2006 school year and beyond.

GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the 2005-2006 school year must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **December 1, 2007**. Part II of the Report is due to the Department by **February 1, 2007**. Both Part I and Part II should reflect data from the 2005-2006 school year, unless otherwise noted.

The format states will use to submit the Consolidated State Performance Report has changed to an online submission. This online submission system is being developed through the Education Data Exchange Network (EDEN) and will make the submission process less burdensome. Please see the following section on transmittal instructions for more information on how to submit this year's Consolidated State Performance Report.

TRANSMITTAL INSTRUCTIONS

The Consolidated State Performance Report (CSPR) data will be collected online from the SEAs, using the EDEN web site. The EDEN web site will be modified to include a separate area (sub-domain) for CSPR data entry. This area will utilize EDEN formatting to the extent possible and the data will be entered in the order of the current CSPR forms. The data entry screens will include or provide access to all instructions and notes on the current CSPR forms; additionally, an effort will be made to design the screens to balance efficient data collection and reduction of visual clutter.

Initially, a state user will log onto EDEN and be provided with an option that takes him or her to the "2005-06 CSPR". The main CSPR screen will allow the user to select the section of the CSPR that he or she needs to either view or enter data. After selecting a section of the CSPR, the user will be presented with a screen or set of screens where the user can input the data for that section of the CSPR. A user can only select one section of the CSPR at a time. After a state has included all available data in the designated sections of a particular CSPR Part, a lead state user will certify that Part and transmit it to the Department. Once a Part has been transmitted, ED will have access to the data. States may still make changes or additions to the transmitted data, by creating an updated version of the CSPR. Detailed instructions for transmitting the 2005-2006 CSPR will be found on the main CSPR page of the EDEN web site (<https://EDEN.ED.GOV/EDENPortal/>).

According to the Paperwork Reduction Act of 1965, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0614. The time required to complete this information collection is estimated to average 111 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimates(s) contact School Support and Technology Programs, 400 Maryland Avenue, SW, Washington DC 20202-6140. Questions about the new electronic CSPR submission process, should be directed to the EDEN Partner Support Center at 1-877-HLP-EDEN (1-877-457-3336).

CONSOLIDATED STATE PERFORMANCE REPORT: PART I

For reporting on
School Year 2005-2006



PART I DUE DECEMBER 1, 2006

1.1 STANDARDS AND ASSESSMENT DEVELOPMENT

Section 1111(b)(1) of ESEA requires States to adopt challenging academic content and achievement standards in mathematics, reading/language arts, and science and to develop assessments in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(3) in the required grade levels. In the following sections, States are asked to provide a detailed description of their progress in meeting the NCLB standards and assessments requirements.

1.1.1 Please provide a detailed description of the State's progress in adopting challenging academic content standards in science that meet the requirements of section 1111(b)(1).

State Response

Currently, the NYS science program meets NCLB expectations for 2007. The Education Department issued the NYS Learning Standards for Mathematics, Science, and Technology in 1996. These learning standards include science content, concepts, and skills that students should know and are expected to do, as the result of skilled instruction, at the elementary, intermediate, and commencement levels.

The Department has developed six core curricula in science that guide school districts in developing kindergarten through grade 12 curricula in science content areas. The following core curricula in science are on the Department's website: Elementary Level Science Core Curriculum (K-4); Intermediate Level Science Core Curriculum (5-8); Living Environment Core Curriculum; The Physical Setting/Earth Science Core Curriculum; The Physical Setting/Chemistry Core Curriculum; and The Physical Setting/Physics Core Curriculum. Additionally, The Learning Standards and Alternate Performance Indicators for Students with Severe Disabilities is available for school personnel working with students with significant cognitive disabilities.

All science core curricula are derived from the NYS Learning Standards for Mathematics, Science, and Technology and are designed to facilitate the attainment of the learning standards as measured by the State assessments in science at grade 4, grade 8, and commencement levels (9-12). The NYS Education Department's Virtual Learning System (VLS) is a web-based system that houses the single authoritative source of the New York State learning standards in seven content areas with their key ideas and performance indicators, as well as alternate performance indicators for students with severe disabilities. It provides resources that classroom teachers can use to support prek-12 standards-based instruction, such as sample tasks, learning experiences, and lesson plans.

NYS continues to enhance science education statewide through the establishment and implementation of the following curriculum, instructional, and assessment initiatives.

NYS Science Initiative and Statewide Strategic Plan for Science

. This Statewide Strategic Plan for Science is based on a five-year strategic plan for improving science education, and identifies statewide priorities for enhancing science education related to five major areas including Curriculum, Professional Development, Assessment, Materials Support, Administrative Support, and Community Connections.

Science Summit

. Each year the Department hosts a Science Summit that includes various stakeholders in science education supported by members from the Science consortium, which represents 19 science teacher professional organizations across the state. The purpose of this annual summit is to provide the Department with recommendations and action steps aligned to the Statewide Strategic Plan for Science. These recommendations and action steps are included in the Department's implementation of these reform efforts.

Professional Development Materials for Teacher Workshop

. As a part of the State test development process, the Department provides teacher workshops for writing test items for State examinations in science. The professional development materials are specifically used for Item Writer Training sessions. Test items generated by trained teachers are used on future state examinations in science.

Performance Component to State Assessments

. In addition to a written component of the elementary and intermediate State science assessments and the Earth Science Regents examination at the commencement level, these State assessments include a performance component (on-demand performance tasks). The Living Environment Regents examination also assesses required laboratory activities on the commencement-level Regents examination.

NY ECLIPSE

The New York State Education Department, in partnership with the National Science Resources Center (NSRC), is implementing a multi-year science education systemic change initiative - New York Enhancing Collaborative Leadership for Improved Performance in Science Education - NY ECLIPSE - that will build leadership teams within local school districts. This initiative provides research-based products and services to assist New York State school districts in initiating, implementing, and sustaining effective inquiry-centered pre-kindergarten through grade twelve science programs for all students.

NY ECLIPSE is based on the NSRC's program, Leadership and Assistance for Science Education Reform, which is a nationally renowned professional development model that provides a comprehensive approach to district-wide systemic change in science education. The NY ECLIPSE initiative targets "renewal" efforts in each of the State's large urban school districts including Buffalo, Rochester, Syracuse, Yonkers and New York City. In addition, the initiative targets leadership teams from Capital Region BOCES, Onondaga-Cortland-Madison BOCES, Washington-Saratoga-Warren-Hamilton-Essex BOCES, and Western Suffolk BOCES.

Initiative Goals

- Increase achievement in science for all students
- Enhance leadership capacity by providing professional development opportunities
- Build awareness and understanding of the value of research-based inquiry-centered science education
- Enhance curriculum and instructional programming and resources
- Develop individual district and regional strategic plans for science education

Build Local Capacity

District and Regional NY ECLIPSE Leadership Teams

Each school district and BOCES have selected and will continue to support and maintain individual NY ECLIPSE leadership teams committed to address and sustain a systemic approach to enhancing a coherent science education program. Each district and BOCES has committed to provide opportunities and support for team members to attend the scheduled NY ECLIPSE professional development events. Team members consist of stakeholders in science education that demonstrate collective skills, commitment, and credibility to lead and sustain a district-wide, regional, and community supported initiative for "renewal" of science education. Selection criteria for team members focused on the individual's potential, determination, expertise and leadership in science education. Each NY ECLIPSE Leadership Team includes the following representation:

- District-Level/Regional-Level Administrator: Superintendent, Assistant Superintendent for Instruction, Director of Curriculum and Instruction, or Director of Education
- District-Level/Regional-Level Curriculum Coordinator: Science Coordinator, Principal or Assistant Principal for Science
- District-Level/Regional-Level Director of Professional Development: Standards, Curriculum, Instruction, and Assessment, Leadership
- Science Teacher Leaders: teachers representing PreK-6 and 7-12
- Instructional Support Specialist in Special Education or Specialist in English Language Learners
- Higher Education Representative: Science Educator or Education Outreach Contact
- USNY Partner Representative: Science Center, Local Libraries, Museum Partners
- Community Leader/ Professional Organization/Association in Science Representative: Executive Committee, Professional Development Specialist, Civic Leader, Professional Organizations in Science

1.1.2 Please provide a detailed description of the State's progress in developing and implementing, in consultation with LEAs, assessments in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(3) in the required grade levels. Please provide in your response a description of the State's progress in developing alternate assessments for students with disabilities, including alternate assessments aligned to alternate achievement standards and those aligned to grade-level achievement standards.

State Response

New York has worked to fully implement all aspects of the assessment and accountability programs required under 1111(b)(3) of these laws, as described below. Achievement or learning standards have been defined and promulgated, and assessments developed, with full participation of LEA representatives at all stages.

High school assessments administered in reading and math were the Comprehensive English Regents Examination and the Math A Regents Examination which are both administered three times per year (January, June and August).

Current mandated statewide assessments include:

- Mathematics Grades 3-8 inclusive, minimum of one statewide assessment in Grades 9-12.
- Reading/language arts Grades 3-8 inclusive, minimum of one statewide assessment in Grades 9-12.
- Science Grades 4 and 8, written and performance assessments.
- Social Studies (added by New York State, not for NCLB reporting purposes, mandatory school and student participation) Grades 5 and 8
- Alternate Assessment for Students with Severe Cognitive Disabilities (NYSAA) Participation at age equivalents to Grades 3-8, plus secondary level. Aligned to learning standards at all grade levels through use of alternate performance indicators in Mathematics, Science, English Language Arts, and Social Studies.

All of these are firmly established large-scale assessment programs, in place and operational in all of New York's public schools for over five years. (The sole exception is that prior to the 2005-06 school year the elementary and intermediate ELA and Math were required at grades 4-8 only.) In response to this years US Department of Education's Peer Review outcomes, there is some fine tuning now underway with respect to the NYSAA's alignment to the general learning standards by cross-reference to the alternate performance indicators in use for that assessment, with this years administration in Winter 2006-07 marking the rollout of this new methodology. These are summarized for all affected grade levels on the Department's website at: <http://www.vesid.nysed.gov/specialed/alterassessment/manual/appf.pdf>.

1.1.3 Please provide a detailed description of the State's progress in setting, in consultation with LEAs, academic achievement standards in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(1). If applicable, please provide in your response a description of the State's progress in developing alternate achievement standards for students with the most significant cognitive disabilities.

State Response

In 1996, the New York State Board of Regents adopted a set of learning standards for all students. These standards included both content and performance standards, which describe what students should know, understand, and be able to do after a certain period of skilled instruction. New York State's learning standards were originally organized around a set of key ideas and performance indicators that covered the grade and developmental clusters of prek-4 (elementary); 5-8 (intermediate), and 9-12 (commencement).

Following adoption of the learning standards by the Board of Regents, the Department, in partnership with teacher experts, prepared resource guides with core curriculum and correlating test samplers to provide another layer of specificity to the standards. The Mathematics Resource Guide with Core Curriculum originally extended the key ideas and performance indicators to additional developmental and grade-level blocks; prekindergarten to kindergarten, grades 1 to 2, grades 3 to 4, grades 4 to 5, grades 7 to 8 and Math A. NYS assessments in mathematics were previously administered in grade 4, grade 8, and at the commencement level.

Mathematics Resource Guide with Core Curriculum (Revised March 2005) - A Mathematics Standards Committee was established in January 2004 and was charged with recommending to the Board of Regents a new learning standard for mathematics and grade-by-grade preK-12 set of performance indicators. In November 2004, the Board of Regents approved the committee's work for a one-month public comment period ending December 4, 2004. Over 2,000 responses were received from interested individuals, school districts, professional associations, and teachers unions. The Mathematics Standards Committee, in partnership with Department staff, revised the grade-by-grade Core Curriculum based on public testimony and submitted the proposal to the Board of Regents for approval. The new mathematics learning standard, as well as the updated Mathematics Core Curriculum was approved in March. This Core is the foundation of the Grade 3-8 testing programs in mathematics.

The English Language Arts Resource Guide with Core Curriculum was originally organized around grade-level clusters of grades PreK - 1, 2-4, 5-6, 7-8, and 9-12. NYS assessments in English language arts (ELA) were last administered in grade 4 and grade 8 during the 2004-05 school year. Comprehensive English Regents continues to be administered.

In 2004, the Department convened a committee of practitioners charged with delineating, grade-by-grade, performance indicators in English language arts, prek-12. This teacher committee incorporated the early literacy competencies into the four English language arts learning standards approved by the Board of Regents in 1996. The grade-by-grade content standards were posted on the Department's website in February 2005.

In 1996, the New York State Board of Regents adopted science learning standards for all students. The science standards describe what students should know, understand, and be able to do after a certain period of skilled instruction. The Science Resource Guide with Core Curriculum is organized around grade-level bands of kindergarten to grade 4, grade 5 to grade 8, and the four commencement level content areas of physical setting/chemistry, physical setting/earth science, living environment, and physical setting/physics. NYS assessments in science are administered in grade 4, grade 8, and in four commencement-level Regents examinations. In 2005 the NYSED began a multi-year science education initiative which will build leadership teams within New York State school districts. This initiative provides research-based products and services to assist NYS school districts in initiating, implementing, and sustaining effective pre-kindergarten through grade 12 science programs for all students in support of the science standards.

NYS has four Science Regents Examinations: Earth Science, Living Environment, Physics, and Chemistry. Students are required to take and pass one of these four examinations for graduation. The NYS Education Department has used alternate indicators in the past. However, after the 2005-06 Peer Review under Title I, the US Department of Education determined that NYS needed to have alternate grade level indicators in English, Mathematics, and Science. These alternate grade level indicators have been developed and submitted to the US Department of Education on February 21, 2007.

Additional information is available on the Department's Virtual Learning System (VLS) site, a web-based system that houses the single authoritative source of the NYS learning standards in seven content areas with their key ideas and performance indicators, as well as alternate performance indicators for students with severe disabilities.

1.2 PARTICIPATION IN STATE ASSESSMENTS**Participation of All Students in 2005-2006 State Assessments**

In the following tables, please provide the total number and percentage for each of the listed subgroups of students who participated in the State's 2005-2006 school year academic assessments.

The data provided below for students with disabilities should include participation results from all students with disabilities as defined under the Individuals with Disabilities Education Act and do not include results from students covered under Section 504 of the Rehabilitation Act of 1973.

1.2.1 Student Participation in 2005-2006 School Year Test Administration**1.2.1.1 2005-2006 School Year Mathematics Assessment**

	Total Number of Students Tested	Percent of Students Tested
All Students	1450215	99.00
American Indian or Alaska Native	6834	98.00
Asian or Pacific Islander	100036	99.00
Black, non-Hispanic	280510	98.00
Hispanic	281745	98.00
White, non-Hispanic	781065	99.00
Students with Disabilities	204520	95.00
Limited English Proficient	86981	98.00
Economically Disadvantaged	594713	99.00
Migrant		
Male		
Female		

Comments: Migrant, Male and Female are not required accountability subgroups. Therefore, we do not calculate data for these categories.

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.2.1.2 2005-2006 School Year Reading/Language Arts Assessment

	Total Number of Students Tested	Percent of Students Tested
All Students	1445532	98.00
American Indian or Alaska Native	6771	97.00
Asian or Pacific Islander	99171	99.00
Black, non-Hispanic	280022	98.00
Hispanic	278745	97.00
White, non-Hispanic	780796	99.00
Students with Disabilities	203382	94.00
Limited English Proficient	85217	96.00
Economically Disadvantaged	591971	98.00
Migrant		
Male		
Female		

Comments: Migrant, Male and Female are not required accountability subgroups. Therefore, we do not calculate data for these categories.

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.2.2 Participation of Students with Disabilities in State Assessment System

Students with disabilities (as defined under IDEA) participate in the State's assessment system either by taking the regular State assessment, with or without accommodations, by taking an alternate assessment aligned to grade-level standards, or by taking an alternate assessment aligned to alternate achievement standards. In the following table, please provide the total number and percentage of students with disabilities who participated in these various assessments.

The data provided below should include participation results from all students with disabilities as defined under the Individuals with Disabilities Education Act and do not include results from students covered under Section 504 of the Rehabilitation Act of 1973.

1.2.2

1.2.2.1 Participation of Students with Disabilities the in 2005-2006 School Year Test Administration -- Math Assessment

	Total Number of Students with Disabilities Tested	Percent of Students with Disabilities Tested
Regular Assessment, with or without accommodations	205637	94.70
Alternate Assessment Aligned to Grade-Level Achievement Standards		
Alternate Assessment Aligned to Alternate Achievement Standards	12460	5.70

Comments:

1.2.2.2 Participation of Students with Disabilities the in 2005-2006 School Year Test Administration -- Reading/Language Arts Assessment

	Total Number of Students with Disabilities Tested	Percent of Students with Disabilities Tested
Regular Assessment, with or without accommodations	201488	92.60
Alternate Assessment Aligned to Grade-Level Achievement Standards		
Alternate Assessment Aligned to Alternate Achievement Standards	12430	5.70

Comments:

1.3 STUDENT ACADEMIC ACHIEVEMENT

In the following charts, please provide student achievement data from the 2005-2006 school year test administration. Charts have been provided for each of grades 3 through 8 and high school to accommodate the varied State assessment systems in mathematics and reading/language arts during the 2005-2006 school year. States should provide data on the total number of students tested as well as the percentage of students scoring at the proficient or advanced levels for those grades in which the State administered mathematics and reading/language arts assessments during the 2005-2006 school year.

The data for students with disabilities should include participation results from all students with disabilities as defined under the Individuals with Disabilities Education Act, including results from alternate assessments, and do not include results from students covered under Section 504 of the Rehabilitation Act of 1973.

1.3.1 Grade 3 - Mathematics

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	203413	81.00
American Indian or Alaska Native	978	70.00
Asian or Pacific Islander	14557	93.00
Black, non-Hispanic	40364	67.00
Hispanic	42496	72.00
White, non-Hispanic	105005	88.00
Students with Disabilities	29467	52.00
Limited English Proficient	19818	59.00
Economically Disadvantaged	89934	75.00
Migrant	58	59.00
Male	104404	80.00
Female	99009	81.00

Comments:

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.3.2 Grade 3 - Reading/Language Arts

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	202927	67.00
American Indian or Alaska Native	974	50.00
Asian or Pacific Islander	14409	80.00
Black, non-Hispanic	40274	51.00
Hispanic	42200	52.00
White, non-Hispanic	105056	77.00
Students with Disabilities	29350	29.00
Limited English Proficient	19753	38.00
Economically Disadvantaged	89623	58.00
Migrant	59	37.00
Male	104096	63.00
Female	98831	71.00

Comments:

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.3.3 Grade 4 - Mathematics

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	204463	78.00
American Indian or Alaska Native	922	70.00
Asian or Pacific Islander	14686	92.00
Black, non-Hispanic	39028	63.00
Hispanic	41973	67.00
White, non-Hispanic	107850	86.00
Students with Disabilities	31556	48.00
Limited English Proficient	15760	50.00
Economically Disadvantaged	88022	71.00
Migrant	69	57.00
Male	105205	79.00
Female	99258	78.00

Comments: We are not sure if this reflects a real increase in Economically Disadvantaged students in 4th grade or better reporting by school districts in our new Student Information Repository System.

The data used to complete this section is the most up to date information we have available.

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.3.4 Grade 4 - Reading/Language Arts

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	203991	68.00
American Indian or Alaska Native	911	55.00
Asian or Pacific Islander	14598	82.00
Black, non-Hispanic	38901	52.00
Hispanic	41768	55.00
White, non-Hispanic	107808	77.00
Students with Disabilities	31341	31.00
Limited English Proficient	15805	48.00
Economically Disadvantaged	87860	59.00
Migrant	70	43.00
Male	104851	65.00
Female	99140	72.00

Comments: We are not sure if this reflects a real increase in LEP and Economically Disadvantaged students in 4th grade or better reporting by school districts in our new Student Information Repository System.

American Indian is a small number of students and group size fluctuates from year to year.

The data used to complete this section is the most up to date information we have available.

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.3.5 Grade 5 - Mathematics

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	211050	69.00
American Indian or Alaska Native	1047	56.00
Asian or Pacific Islander	14714	88.00
Black, non-Hispanic	41366	50.00
Hispanic	43068	56.00
White, non-Hispanic	110851	78.00
Students with Disabilities	32661	35.00
Limited English Proficient	14309	38.00
Economically Disadvantaged	91265	60.00
Migrant	71	52.00
Male	107684	69.00
Female	103366	68.00

Comments:

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.3.6 Grade 5 - Reading/Language Arts

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	210458	67.00
American Indian or Alaska Native	1047	54.00
Asian or Pacific Islander	14618	81.00
Black, non-Hispanic	41151	50.00
Hispanic	42888	53.00
White, non-Hispanic	110750	78.00
Students with Disabilities	32588	30.00
Limited English Proficient	14388	41.00
Economically Disadvantaged	90976	57.00
Migrant	73	44.00
Male	107332	64.00
Female	103126	70.00

Comments:

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.3.7 Grade 6 - Mathematics

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	213252	61.00
American Indian or Alaska Native	1109	48.00
Asian or Pacific Islander	14310	83.00
Black, non-Hispanic	42339	41.00
Hispanic	42354	46.00
White, non-Hispanic	113139	71.00
Students with Disabilities	32528	26.00
Limited English Proficient	11858	27.00
Economically Disadvantaged	91904	50.00
Migrant	81	26.00
Male	109571	61.00
Female	103681	61.00

Comments:

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.3.8 Grade 6 - Reading/Language Arts

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	212662	61.00
American Indian or Alaska Native	1108	47.00
Asian or Pacific Islander	14239	77.00
Black, non-Hispanic	42193	42.00
Hispanic	42196	44.00
White, non-Hispanic	112925	72.00
Students with Disabilities	32333	21.00
Limited English Proficient	11982	36.00
Economically Disadvantaged	91566	49.00
Migrant	82	29.00
Male	109187	57.00
Female	103475	64.00

Comments:

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.3.9 Grade 7 - Mathematics

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	219132	56.00
American Indian or Alaska Native	1093	44.00
Asian or Pacific Islander	14077	79.00
Black, non-Hispanic	44002	32.00
Hispanic	43172	38.00
White, non-Hispanic	116787	69.00
Students with Disabilities	32282	23.00
Limited English Proficient	13188	22.00
Economically Disadvantaged	93207	42.00
Migrant	80	31.00
Male	113301	55.00
Female	105831	57.00

Comments:

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.3.10 Grade 7 - Reading/Language Arts

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	219386	57.00
American Indian or Alaska Native	1085	44.00
Asian or Pacific Islander	13975	71.00
Black, non-Hispanic	44144	37.00
Hispanic	43210	40.00
White, non-Hispanic	116971	69.00
Students with Disabilities	32457	21.00
Limited English Proficient	13329	34.00
Economically Disadvantaged	93373	44.00
Migrant	79	33.00
Male	113492	54.00
Female	105894	60.00

Comments:

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.3.11 Grade 8 - Mathematics

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	221220	54.00
American Indian or Alaska Native	1084	42.00
Asian or Pacific Islander	14122	77.00
Black, non-Hispanic	43937	29.00
Hispanic	42541	34.00
White, non-Hispanic	119534	68.00
Students with Disabilities	31975	22.00
Limited English Proficient	13170	24.00
Economically Disadvantaged	91550	40.00
Migrant	78	31.00
Male	113436	53.00
Female	107784	55.00

Comments: American Indian is a small number of students and group size fluctuates from year to year.

The data used to complete this section is the most up to date information we have available.

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.3.12 Grade 8 - Reading/Language Arts

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	221512	50.00
American Indian or Alaska Native	1053	35.00
Asian or Pacific Islander	14054	67.00
Black, non-Hispanic	44122	29.00
Hispanic	42572	34.00
White, non-Hispanic	119709	61.00
Students with Disabilities	32251	15.00
Limited English Proficient	13319	33.00
Economically Disadvantaged	91659	37.00
Migrant	77	35.00
Male	113653	45.00
Female	107859	55.00

Comments:

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.3.13 High School - Mathematics

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	183145	173.00
American Indian or Alaska Native	678	162.00
Asian or Pacific Islander	13487	185.00
Black, non-Hispanic	31644	147.00
Hispanic	28021	148.00
White, non-Hispanic	109315	185.00
Students with Disabilities	19079	124.00
Limited English Proficient	7563	125.00
Economically Disadvantaged	55041	154.00
Migrant		
Male		
Female		

Comments: New York State has performance index based on a scale of 200.

Migrant, Male and Female are not required accountability subgroups. Therefore, we do not calculate data for these categories.

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.3.14 High School - Reading/Language Arts

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	183145	169.00
American Indian or Alaska Native	678	165.00
Asian or Pacific Islander	13487	175.00
Black, non-Hispanic	31644	145.00
Hispanic	28021	143.00
White, non-Hispanic	109315	183.00
Students with Disabilities	19079	114.00
Limited English Proficient	7563	88.00
Economically Disadvantaged	55041	148.00
Migrant		
Male		
Female		

Comments: New York State has performance index based on a scale of 200.

Migrant, Male and Female are not required accountability subgroups. Therefore, we do not calculate data for these categories.

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.4 SCHOOL AND DISTRICT ACCOUNTABILITY

1.4.1 For all public elementary and secondary schools and districts in the State (Title I and non-Title I), please provide the total number and percentage of all schools and districts that made adequate yearly progress (AYP), based on data from the 2005-2006 school year.

School Accountability	Total number of public elementary and secondary schools (Title I and non-Title I) in State	Total number of public elementary and secondary schools (Title I and non-Title I) in State that made AYP	Percentage of public elementary and secondary schools (Title I and non-Title I) in State that made AYP
Based on 2005-2006 School Year Data	4355	3091	71.00

Comments:

District Accountability	Total number of public elementary and secondary districts (Title I and non-Title I) in State	Total number of public elementary and secondary districts (Title I and non-Title I) in State that made AYP	Percentage of public elementary and secondary districts (Title I and non-Title I) in State that made AYP
Based on 2005-2006 School Year Data	727	399	55.00

Comments: Calculations are based on data currently available.

1.4.2 For all Title I schools and districts in the State, please provide the total number and percentage of all Title I schools and districts that made AYP, based on data from the 2005-2006 school year.

Title I School Accountability	Total number of Title I schools in State	Total number of Title I schools in State that made AYP	Percentage of Title I schools in State that made AYP
Based on 2005-2006 School Year Data	3051	2062	68.00

Comments:

Title I District Accountability	Total number of Title I districts in State	Total number of Title I districts in State that made AYP	Percentage of Title I districts in State that made AYP
Based on 2005-2006 School Year Data	681	377	55.00

Comments:

1.4.3 Title I Schools Identified for Improvement

1.4.3.1 Title I Schools Identified for Improvement, Corrective Action, and Restructuring (in 2006-2007 based on the data from 2005-2006)

1.4.3.2 Briefly describe the measures being taken to address the achievement problems of **schools** identified for improvement, corrective action, and restructuring.

The New York State Education Department has established a regional technical assistance system (Regional Network Strategy) in order to provide technical assistance to those schools and districts identified for improvement under State and federal accountability systems. The state-funded technical assistance centers included in this regional approach include: Regional School Support Centers, Special Education Training and Resource Centers, Bi-Lingual Education Technical Assistance Centers, Student Support Services Centers, and Regional Adult Education Network. Over the past several years, the New York State Education Department has been working to ensure that the regional centers work together to provide collaborative and coordinated services to targeted schools and districts based on ongoing analysis of student achievement data. Because these technical assistance centers are located in the geographic areas that they serve, they are able to provide frequent, ongoing and sustained services.

In order to build and maintain the Regional Network Strategy, both the NYS Education Department and its regional partners have been working to build regional learning communities and state/regional protocols that guide the technical assistance provided to low performing schools, and positively affect student outcomes. The New York State Education Department is, at this time, evaluating the impact of this strategy.

In addition, the New York State Board of Regents has initiated a P-16 Initiative in response to the achievement challenge. This initiative is a multi-year plan focused on actions to improve achievement of particular groups of students and to strengthen systems and structures to enable that improvement. Proposed actions related to the achievement of students include, but are not limited to, promoting sustainable early education programs, improving outcomes for children with disabilities and English Language Learners, and improving high school attendance and graduation rates.

1.4.4 Title I Districts Identified For Improvement.

1.4.4.1 Title I Districts Identified for Improvement and Corrective Action (in 2006-2007 based on the data from 2005-2006)

1.4.4.2 Briefly describe the measures being taken to address the achievement problems of districts identified for improvement and corrective action.

The New York State Education Department has established a regional technical assistance system (Regional Network Strategy) in order to provide technical assistance to those schools and districts identified for improvement under State and federal accountability systems. The state-funded technical assistance centers included in this regional approach include: Regional School Support Centers, Special Education Training and Resource Centers, Bi-Lingual Education Technical Assistance Centers, Student Support Services Centers, and Regional Adult Education Network. Over the past several years, the Department has been working to ensure that the regional centers work together to provide collaborative and coordinated services to targeted schools and districts based on ongoing analysis of student achievement data. Because these technical assistance centers are located in the geographic areas that they serve, they are able to provide frequent, ongoing and sustained services.

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1.4.5 Public School Choice and Supplemental Educational Services

1.4.5.1 Public School Choice	
	Number
1. Please provide the number of Title I schools identified for improvement, corrective action, and restructuring from which students transferred under the provisions for public school choice under section 1116 of Title I during the 2005-2006 school year.	510
2. Please provide the number of public schools to which students transferred under the provisions for public school choice under section 1116 of Title I during the 2005-2006 school year.	686
How many of these schools were charter schools?	5
3. Please provide the number of students who transferred to another public school under the provisions for public school choice under section 1116 of Title I during the 2005-2006 school year.	4102
4. Please provide the number of students who were eligible to transfer to another public school under the provisions for public school choice under section 1116 of Title I during the 2005-2006 school year.	429683
Optional Information:	
5. If the State has the following data, the Department would be interested in knowing the following:	
6. The number of students who applied to transfer to another public school under the provisions for public school choice under section 1116 of Title I during the 2005-2006 school year.	2393
7. The number of students, among those who applied to transfer to another public school under the Title I public school choice provisions, who were actually offered the opportunity to transfer by their LEAs, during the 2005-2006 school year.	2857
Comments: #5 and #6 do not include New York City.	

1.4.5.2 Supplemental Educational Services	
	Number
1. Please provide the number of Title I schools identified for improvement, corrective action, and restructuring whose students received supplemental educational services under section 1116 of Title I during the 2005-2006 school year.	371
2. Please provide the number of students who received supplemental educational services under section 1116 of Title I during the 2005-2006 school year.	87814
3. Please provide the number of students who were eligible to receive supplemental educational services under section 1116 of Title I during the 2005-2006 school year.	272164
Optional Information:	
If the State has the following data, the Department would be interested in knowing the following:	
4. The number of students who applied to receive supplemental educational services under section 1116 of Title I during the 2005-2006 school year.	88934
Comments:	

1.5 TEACHER AND PARAPROFESSIONAL QUALITY

1.5.1 In the following table, please provide data from the 2005-2006 school year for classes in the core academic subjects being taught by "highly qualified" teachers (as the term is defined in Section 9101(23) of the ESEA), in the aggregate for all schools and in "high-poverty" and "low-poverty" elementary schools (as the terms are defined in Section 1111(h)(1)(C)(viii) of the ESEA). Section 1111(h)(1)(C)(viii) defines "high-poverty" schools as schools in the top quartile of poverty in the State and "low-poverty" schools as schools in the bottom quartile of poverty in the State. Additionally, please provide information on classes being taught by highly qualified teachers by the elementary and secondary school level.

School Type	Total Number of Core Academic Classes	Number of Core Academic Classes Taught by Highly Qualified Teachers	Percentage of Core Academic Classes Taught by Highly Qualified Teachers
All Schools in State	727324	687178	94.50
Elementary Level			
High-Poverty Schools	100979	92803	91.90
Low-Poverty Schools	82751	82007	99.10
All Elementary Schools	332685	320156	96.20
Secondary Level			
High-Poverty Schools	53513	44185	82.60
Low-Poverty Schools	125909	123151	97.80
All Secondary Schools	394639	367022	93.00
Comments:			

Definitions and Instructions

What are the core academic subjects?

English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography [Title IX, Section 9101(11)]. While the statute includes the arts in the core academic subjects, it does not specify which of the arts are core academic subjects; therefore, States must make this determination.

How is a teacher defined?

An individual who provides instruction in the core academic areas to kindergarten, grades 1 through 12, or un-graded classes, or individuals who teach in an environment other than a classroom setting (and who maintain daily student attendance records) [from NCES, CCD, 2001-02]

How is a class defined?

A class is a setting in which organized instruction of core academic course content is provided to one or more students (including cross-age groupings) for a given period of time. (A course may be offered to more than one class). Instruction, provided by one or more teachers or other staff members, may be delivered in person or via a different medium. Classes that share space should be considered as separate classes if they function as separate units for more than 50 percent of the time [from NCES Non-fiscal Data Handbook for Early Childhood, Elementary, and Secondary Education, 2003].

Should 6th, 7th, and 8th grade classes be reported in the elementary or secondary category?

States are responsible for determining whether the content taught at the middle school level meets the competency requirements for elementary or secondary instruction. See Question A-14 in the August 3, 2006, Non-Regulatory Guidance for additional information. Report classes in grade 6 through 8 consistent with how teachers have been classified to determine their highly qualified status, regardless if their schools are configured as elementary or middle schools.

How should States count teachers (including specialists or resource teachers) in elementary classes?

States that count self-contained classrooms as one class should, to avoid over-representation, also count subject-area specialists (e.g., mathematics or music teachers) or resource teachers as teaching one class.

On the other hand, States using a departmentalized approach to instruction where a self-contained classroom is counted multiple times (once for each subject taught) should also count subject-area specialists or resource teachers as teaching multiple classes.

How should States count teachers in self-contained multiple-subject secondary classes?

Each core academic subject taught for which students are receiving credit toward graduation should be counted in the numerator and the denominator. For example, if English, calculus, history, and science are taught in a self-contained classroom by the same teacher, count these as four classes in the denominator. If the teacher is Highly Qualified in English and history, he/she would be counted as Highly Qualified in two of the four subjects in the numerator.

1.5.2 For those classes in core academic subjects being taught by teachers who are **not highly qualified** as reported in Question 1.5.1, estimate the percentages of those classes in the following categories (Note: Percentages should add to 100 percent of classes taught by not highly qualified teachers for each level).

Reason For Being Classified as Not Highly Qualified	Percentage
ELEMENTARY SCHOOL CLASSES	
a) Elementary school classes taught by certified general education teachers who did not pass a subject-knowledge test or (if eligible) have not demonstrated subject-matter competency through HOUSSE	5.90
b) Elementary school classes taught by certified special education teachers who did not pass a subject-knowledge test or have not demonstrated subject-matter competency through HOUSSE	1.00
c) Elementary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	93.10
d) Other (please explain)	
SECONDARY SCHOOL CLASSES	
a) Secondary school classes taught by certified general education teachers who have not demonstrated subject-matter knowledge in those subjects (e.g., out-of-field teachers)	6.10
b) Secondary school classes taught by certified special education teachers who have not demonstrated subject-matter competency in those subjects	1.30
c) Secondary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	92.60
d) Other (please explain)	
Comments:	

1.5.3 Please report the State poverty quartile breaks for high- and low-poverty elementary and secondary schools used in the table in Question 1.5.1.

	High-Poverty Schools (more than what %)	Low-Poverty Schools (less than what %)
Elementary Schools	79.80	18.10
Poverty Metric Used	Free/reduced lunch K-6	
Secondary Schools	77.90	18.70
Poverty Metric Used	Free/reduced lunch 7-12	

Comments:

Definitions and Instructions

How are the poverty quartiles determined?

Separately rank order elementary and secondary schools from highest to lowest on your percent poverty measure. Divide the list into 4 equal groups. Schools in the first (highest group) are high-poverty schools. Schools in the last group (lowest group) are the low-poverty schools. Generally, states use the percentage of students who qualify for the free or reduced price lunch program for this calculation.

Since the poverty data are collected at the school and not classroom level, how do we classify schools as either elementary or secondary for this purpose?

States may include as elementary schools all schools that serve children in grades K-5 (including K-8 or K-12 schools) and would therefore include as secondary schools those that exclusively serve children in grades 6 and higher.

1.5.4 Paraprofessional Quality. NCLB defines a qualified paraprofessional as an employee who provides instructional support in a program supported by Title I, Part A funds who has (1) completed two years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Section 1119(c) and (d).) For more information on qualified paraprofessionals, please refer to the Title I paraprofessionals Guidance, available at:

<http://www.ed.gov/policy/elsec/guid/paraguidance.doc>

In the following chart, please provide data from the 2005-2006 school year for the percentage of Title I paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified.

School Year	Percentage of Qualified Title I Paraprofessionals
2005-2006 School Year	68.40

Comments:

1.6 ENGLISH LANGUAGE PROFICIENCY**1.6.1.1 English Language Proficiency (ELP) Standards**

Has the State developed ELP standards (k-12) as required under Section 3113(b)(2) and are these ELP standards fully approved, adopted, or sanctioned by the State governing body?

Developed	Yes
Approved, adopted, sanctioned	Yes
Operationalized (e.g., Are standards being used by district and school teachers?)	Yes

Please provide a detailed description of the State's progress in establishing, implementing, and operationalizing English Language Proficiency (ELP) standards for raising the level of ELP, that are derived from the four domains of speaking, listening, reading, and writing, and that are aligned with achievement of the challenging State academic content and student academic achievement standards described in section 1111(b)(1).

STATE RESPONSE

New York State has established standards for English as a second language, based on the State learning standards for English language arts. These standards have been sent to all schools in a document entitled The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for English as a Second Language. The document contains standards and performance indicators at four grade level clusters (PreK-1; 2-4; 5-8; 9-12) for listening, speaking, reading and writing English. In addition to the standards, the document contains sample classroom tasks for the grade level clusters for students at four levels of proficiency: beginning, intermediate, advanced, and transitional.

The New York State English as a Second Language Achievement Test (NYSESLAT), given to all LEP students, measures the annual progress in their development of proficiency in listening, speaking, reading and writing English.

1.6.1.2 Alignment of Standards

Please provide a detailed description of the State's progress for linking/aligning the State English Proficiency Standards to the State academic content and student academic achievement standards in English language arts/reading and mathematics.

STATE RESPONSE

New York State has developed and adopted English as a Second Language Learning Standards. These learning standards represent an alignment between the New York State English Language Arts Standards and the National TESOL standards. They serve as the foundation for the State's ESL curriculum, instruction and assessment and articulate the abilities and competencies that LEP students in New York State must demonstrate to transition successfully into English academic mainstream programs. The NYS ESL Learning Standards include an additional standard, not reflected in the State's ELA standards: "Students will demonstrate cross-cultural knowledge and understanding".

The State's Mathematics Learning standards are the same for both limited English and English proficient students. To ensure the highest participation rate of LEP students in the State's accountability assessment system, several accommodations, including the translation of the State's Mathematics assessments into five major languages (Chinese, Haitian Creole, Korean, Russian, and Spanish) have been approved. Students whose native language is other than one of these five major languages may be provided oral translations of the test.

1.6.2 English Language Proficiency (ELP) Assessments

1. The expectation for the full administration of the new or enhanced ELP assessment(s) that are aligned with the State's English language proficiency (ELP) standards as required under Section 3113 (b)(2) is spring 2007. Please indicate if the State has conducted any of the following:

- An independent alignment study Yes
- Other evidence of alignment Yes

2. Provide an updated description of the State's progress in developing and implementing the new or enhanced ELP assessments. Specifically describe how the State ensures:

1. The annual assessment of all LEP students in the State in grades k-12;
2. The ELP assessment(s) which address the five domains of listening, speaking, reading, writing, and comprehension;
3. ELP assessments are based on ELP standards;
4. Technical quality (validity, reliability, etc.)

STATE RESPONSE

1. The annual assessment of all LEP students in New York State in grades K-12 is measured by the results of the New York State English as Second Language Achievement (NTSESLAT). The NYSESLAT has been administered annually to all LEP students in grades K-12 for the past four years. This test measures the annual progress of LEP students in their development of proficiency in listening, speaking, reading and writing English.

2. The NYSESLAT consists of a measure of four modalities: Listening, Speaking, Reading, and Writing.

3. The NYSESLAT is based on the New York State ESL Learning Standards. All Test items are mapped by such standards. The Item Map is included in the Technical Manual and posted on the NYSED website.

4. Technical quality, such as validity, and reliability evidence can be found in the NYSESLAT Technical Manual. Specifically, validity evidence, such as test content, internal structure, relationship to other variables, are addressed in the technical manual. Reliability evidence, such as internal consistency reliability, classical SEM, conditional SEM, inter-rater reliability, reliability of all four modalities, reliability of classification decisions are provided in the technical manual.

1.6.3.2 Data Reflecting the Most Common Languages Spoken in the State		
2005-2006 Data of the Most Common Languages Spoken by LEPs		
Language	Number of ALL LEP Students in the State	Percentage of ALL LEP Students in the State
1. Spanish	114339	67.00
2. Chinese	13937	8.00
3. Urdu	3820	2.00
4. Haitian Creole	3747	2.00
5. Russian	3727	2.00
6. Arabic	3549	2.00
7. Bengali	3427	2.00
8. Korean	2420	1.00
9. French	2330	1.00
10. Polish	1756	1.00
Comments:		

- In the above chart, list the ten most commonly spoken languages in your State. Indicate the number and percentage of LEP students that speak each of the languages listed in table 1.6.3.2.

1.6.4 Immigrant Children and Youth Data

Programs and activities for immigrant children and youth

Definitions:

- **# immigrants enrolled in the State** = number of students, who meet the definition of immigrant children and youth in Section 3301(6), enrolled in the elementary or secondary schools in the State
- **# immigrants served by Title III** = number of immigrant students who participated in programs for immigrant children and youth funded under Section 3114(d)(1), using the funds reserved for immigrant education programs/activities
- **# of immigrant subgrants** = number of subgrants made in the State under Section 3114(d)(1), with the funds reserved for immigrant education programs/activities

**Table 1.6.4 Education Programs for Immigrant Students
2005-2006**

# Immigrants enrolled in the State	# Immigrants served by Title III	# Immigrant subgrants
102508	52897	38

Comments:

STATE RESPONSE: (Provide information on what has changed, e.g., sudden influx of large number of immigrant children and youth, increase/change of minority language groups, sudden population change in school districts that are less experienced with education services for immigrant students in the State during the 2 previous years.)

1.6.5 Definition of Proficient

If the State has made changes since the last Consolidated State Performance Report submission (for school year 2004-2005), please provide the State's definition of "proficient" in English as defined by the State's English language proficiency standards and assessments under Section 3122(a)(3). Please include the following in your response:

1. The test score range or cut scores for each of the State's ELP assessments;
2. A description of how the five domains of listening, speaking, reading, writing, and comprehension are incorporated or weighted in the State's definition of "proficient" in English;
3. Other criteria used to determine attaining proficiency in English.

STATE RESPONSE

1. See <http://emsc32.nysed.gov/osa/nyseslat/scale06.pdf> for the 2006 Proficiency Cut Score Table.

2. ELLs are considered "proficient" in English when they score at the proficiency level (Level 4) on both the listening and speaking modality combination, and the reading and writing modality combination. The two modality combinations are not weighted. Comprehension is measured by listening and reading scores.

3. For Grade 3-8, score on Level 3 and above on State 3-8 ELA tests and proficient on the listening and speaking modality combinations. For high school level, score at 55 or above on NYS Regents English Examination and proficiency

1.6.6 Definition of Making Progress

If the State has made changes since the last Consolidated State Performance Report submission (for school year 2004-2005), please provide the State's definition of "making progress" in learning English as defined by the State's English language proficiency standards and assessment(s) in Section 3122(a)(3).

Please include the following in your response:

1. A description of the English language proficiency levels and any sub-levels as defined by the State's English language proficiency standards and assessments;
2. A description of the criteria students must meet to progress from one proficiency level to the next (e.g., narrative descriptions, cut scores, formula, data from multiple sources).

STATE RESPONSE

NYSESLAT has four proficiency levels based on scale score cuts: beginning, intermediate, advanced, and proficient. ELLs received two proficiency designations based on their scale scores on the NYSESLAT, one for the listening and speaking combination, and the other for reading and writing combination. Students' overall proficiency level is determined by the lower one of the two proficiency level designations.

For example, if Student A scored at intermediate level on listening and speaking (LS) component and advanced level on reading and writing (RW) component, the student's overall proficiency level is intermediate.

ELLs must advance from one overall proficiency level to the next each year based on their scale score on the NYSESLAT until they score proficient on both LS and RW components of the NYSESLAT.

1.6.7 Definition of Cohort

If the State has made changes since the last Consolidated State Performance Report submission (for school year 2004-2005), please provide the State's definition of "cohort." Include a description of the specific characteristics of the cohort(s) in the State, e.g., grade/grade span or other characteristics.

STATE RESPONSE

No change.

1.6.8 Information on the Acquisition of English Language Proficiency for ALL Limited English Proficient Students in the State.

Please provide information on the progress made by **ALL LEP students in your State** in learning English and attaining English language proficiency.

Did your State apply the Title III English language proficiency annual measurable achievement objectives (AMAOs) to **ALL LEP** students in the State? Yes

If yes, you may use the format provided below to report the requested information.

English Language Proficiency	Percent and Number of ALL LEP Students in the State Who Made Progress in Learning English				Percent and Number of ALL LEP Students in the State Who Attained English Proficiency			
	Projected AMAO Target		Actual		Projected AMAO Target		Actual	
2005-2006 School Year	% 60.00	# 64880	% 43.80	# 47329	% 10.00	# 19703	% 12.60	# 29627

If no, please describe the different evaluation mechanism used by the State to measure both the progress of ALL LEP students in learning English and in attaining English language proficiency and provide the data from that evaluation.

1) Number and Percent of All LEPS in State Making Progress are based on 108,615 student records for whom matching 2005 and 2006 NYSESLAT scores are available. 2) Number and percent of All LEPS in State Who Attained English Proficiency are based on the total number of identified ELLs in 2005-06 school year (N = 234,578).

1.6.9 Annual Measurable Achievement Objectives (AMAOs) for English Language Proficiency for Title III Participants

Critical synthesis of data reported by Title III subgrantees

[SEC. 3121(a) p. 1701, 3123(b)(1, 3) p.1704]

Provide the results of Title III LEP students in meeting the State English language proficiency (ELP) annual measurable achievement objectives (AMAOs) for making progress and attainment of English language proficiency as required in Table 1.6.9.

TABLE 1.6.9 INSTRUCTIONS:

Report **ONLY** the results from State English language proficiency assessment(s) for LEP students who participate in Title III English language instruction educational programs in grades K-12.

Blackened cells in this form indicate information which, each SEA should collect and maintain, but which is not being collected at this time.

Definitions:

1. **MAKING PROGRESS** = as defined by the State and submitted to OELA in the State Consolidated Application (CSA), or as amended.
2. **DID NOT MAKE PROGRESS** = The number and percentage of Title III LEP students who did not meet the State definition of "Making Progress."
3. **ATTAINED ENGLISH PROFICIENCY** = as defined by the State and submitted to OELA in the State Consolidated Application (CSA), or as amended.
4. **TOTAL** = the total number of students from **making progress**, **not making progress**, and **attainment**, for each year in the table. The figure reported in this cell should be an unduplicated count of LEP students who participate in Title III English language instruction educational programs in grades K-12.
5. **AMAO TARGET** = the AMAO target for the year as established by State and submitted to OELA in the CSA (September 2003 submission), or as amended and approved, for each objective for "Making progress" and "Attainment" of English language proficiency.
6. **ACHIEVEMENT RESULTS** = The number and percentage of Title III LEP students who met/did not meet the State definitions of "Making Progress" and the number and percentage of Title III LEP students who met the definition for "Attainment" of English language proficiency.

1.6.9 Annual Measurable Achievement Objectives (AMAOs) for English Language Proficiency for Title III Participants			
	2005-2006		
	AMAO TARGET	ACHIEVEMENT RESULTS	
	%	#	%
MAKING PROGRESS	60.00	46101	43.50
DID NOT MAKE PROGRESS		59899	
ATTAINED ENGLISH PROFICIENCY	10.00	28704	12.50
TOTAL		134704	

Explanation of data for Table

Check the answer to the following question.

Are monitored* LEP students reflected in the Table "Attainment" "Achievement Results"? No

* Monitored LEP students are those who

- have achieved "proficient" on the State ELP assessment
- have transitioned into classrooms that are not designed for LEP students
- are no longer receiving Title III services, and who are being monitored for academic content achievement for 2 years after transition

1.6.10 Title III program effectiveness in assisting LEP students to meet State English language proficiency and student academic achievement standards

[SEC. 3122(b)(2) p. 1703, 3123(b)(1, 4) p.1704-5, 3121(b)(2) p. 1701,]

Provide the count for each year.

It is not necessary to respond to the items in this form, which reference other collections. The information provided by each SEA to those other collections will be collected by OELA and utilized to produce the Biennial Report.

Title III Subgrantee Information

	2005-2006
Total number of Title III subgrantees for each year	191
Total number of Title III subgrantees that met the AMAO target for making progress	55
Total number of Title III subgrantees that met the AMAO target for attaining English proficiency	178
Total number of Title III subgrantees that met the AMAO target for AYP	125
Total number of Title III subgrantees that met all three Title III AMAOs*	44
Total number of Title III subgrantees that met 2 AMAOs	85
Total number of Title III subgrantees that met 1 AMAO	56
Total number of Title III subgrantees that did not meet any AMAO	5
Total number of Title III subgrantees that did not meet AMAOs for two consecutive years	89
Total number of Title III subgrantees with an improvement plan for not meeting Title III AMAOs	0
Total number of Title III subgrantees who have not met Title III AMAOs for four consecutive years (beginning in 2007-08)	0
Did the State meet all three Title III AMAOs? *	<u>No</u>

Comments: Meeting all three Title III AMAOs means meeting each State set target for each objective: Making Progress, Attaining Proficiency and making AYP.

* Meeting all three Title III AMAOs means meeting each State set target for each objective: Making Progress, Attaining Proficiency and making AYP.

1.6.11 On the following tables for 2005-2006, please provide data regarding the academic achievement of monitored LEP students who transitioned into classrooms not designated for LEP students and who are no longer receiving services under Title III. Please provide data only for those students who transitioned in 2005-2006 school year.

1.6.11.1 Number and percent of former Title III served, monitored LEP students scoring at the proficient and advanced levels on the State reading language arts assessments

Grade/Grade Span	Students Proficient & Advanced	
	#	%
3		
4		
5		
6		
7		
8		
H.S.		

Comments: The new data collection and reporting system that New York State is currently implementing will allow us to track historical data for Title III students beginning with students served in 2005-06. Beginning with the 2006-07 school year we will be able to provide data on LEP students served by Title III in 2005-06. We are matching student records from our new system to those collected using prior data collection systems and anticipate having these data by February 2007.

1.6.11.2 Number and percent of former Title III served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments

Grade/Grade Span	Students Proficient & Advanced	
	#	%
3		
4		
5		
6		
7		
8		
H.S.		

Comments: The new data collection and reporting system that New York State is currently implementing will allow us to track historical data for Title III students beginning with students served in 2005-06. Beginning with the 2006-07 school year we will be able to provide data on LEP students served by Title III in 2005-06. We are matching student records from our new system to those collected using prior data collection systems and anticipate having these data by February 2007.

1.7 PERSISTENTLY DANGEROUS SCHOOLS

1.7.1 In the following chart, please provide data for the number of schools identified as persistently dangerous as determined by the State by the start of the 2006-2007 school year. For further guidance on persistently dangerous schools, please refer to the Unsafe School Choice Option Non-Regulatory Guidance, available at:

	Number of Persistently Dangerous Schools
2006-2007 School Year	22

Comments: In answering this item, we are considering September 1, 2006 to be the start of the 2006-07 school year, even though for most purposes in New York the 2006-07 school year starts on July 1st. (If we use July 1, 2006 as the start of the 2006-07 school year, then the answer to this item is "5" instead of "22.")

1.8 GRADUATION AND DROPOUT RATES

1.8.1 Graduation Rates

Section 200.19 of the Title I regulations issued under the No Child Left Behind Act on December 2, 2002, defines graduation rate to mean:

- The percentage of students, measured from the beginning of high school, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the State's academic standards) in the standard number of years; or,
- Another more accurate definition developed by the State and approved by the Secretary in the State plan that more accurately measures the rate of students who graduate from high school with a regular diploma; and
- Avoids counting a dropout as a transfer.

1. The Secretary approved each State's definition of the graduation rate, consistent with section 200.19 of the Title I regulations, as part of each State's accountability plan. Using the definition of the graduation rate that was approved as part of your State's accountability plan, in the following chart please provide graduation rate data for the 2004-2005 school year.

2. For those States that are reporting transitional graduation rate data and are working to put into place data collection systems that will allow the State to calculate the graduation rate in accordance with Section 200.19 for all the required subgroups, please provide a detailed progress report on the status of those efforts.

1.8.1 Graduation Rates	
High School Graduates	Graduation Rate
Student Group	2004-2005 School Year
All Students	77.00
American Indian or Alaska Native	65.00
Asian or Pacific Islander	80.00
Black, non-Hispanic	60.00
Hispanic	57.00
White, non-Hispanic	86.00
Students with Disabilities	49.00
Limited English Proficient	44.00
Economically Disadvantaged	64.00
Migrant	
Male	
Female	

Comments: This data is available for our accountability subgroups. We currently do not have this information for Migrant, Male or Female subgroups.

Graduation rate for the Economically Disadvantaged group is based on data currently available. Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the

major racial/ethnic categories that you use under NCLB.

1.8.2 Dropout Rate

For purposes of calculating and reporting a dropout rate for this performance indicator, States should use the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data

Consistent with this requirement, States must use NCES' definition of "high school dropout," An individual who: 1) was enrolled in school at some time during the previous school year; and 2) was not enrolled at the beginning of the current school year; and 3) has not graduated from high school or completed a state- or district-approved educational program; and 4) does not meet any of the following exclusionary conditions: a) transfer to another public school district, private school, or state- or district approved educational program (including correctional or health facility programs); b) temporary absence due to suspension or school-excused illness; or c) death.

In the following chart, please provide data for the 2004-2005 school year for the percentage of students who drop out of high school, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.

1.8.2 Dropout Rate	
Dropouts	Dropout Rate
Student Group	2004-2005 School Year
All Students	3.50
American Indian or Alaska Native	5.80
Asian or Pacific Islander	2.80
Black, non-Hispanic	5.60
Hispanic	6.30
White, non-Hispanic	1.90
Students with Disabilities	5.30
Limited English Proficient	8.50
Economically Disadvantaged	4.20
Migrant	12.50
Male	3.90
Female	3.10

Comments: Data reflect what is currently available.
Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

Provide the following information for homeless children and youth in your State for the 2005-2006 school year (as defined by your State). To complete this form, compile data for LEAs with and without subgrants.

1.9.1 DATA FROM ALL LEAs WITH AND WITHOUT MCKINNEY-VENTO SUBGRANTS

1.9 EDUCATION FOR HOMELESS CHILDREN AND YOUTH PROGRAM

1.9.1.1 How does your State define the period that constitutes a school year? (e.g., "The school year shall begin on the first day of July and end on the thirtieth day of June" or "A total of 175 instructional days").

STATE RESPONSE

July 1 through June 30.

1.9.1.2 What are the totals in your State as follows:

	Total Number in State	Total Number LEAs Reporting
LEAs without Subgrants	812	650
LEAs with Subgrants	79	79

Comments: 812* - Total includes 686 public school districts; 91 charter schools; 28 Boards of Cooperative Educational Services (BOCES) and 6 NYC community school districts.

650** - Total includes 644 public school districts and 6 NYC community school districts.

79*** (Total for State) - Total includes 42 public school districts; 9 BOCES; 1 charter school; 27 NYC community school districts.

1.9.1.3 Number of Homeless Children And Youth In The State

Provide the number of homeless children and youth in your State enrolled in public school (compulsory grades--excluding pre-school) during the 2005-2006 school year according to grade level groups below:

Grade Level	Number of homeless children/youth enrolled in public school in LEAs without subgrants	Number of homeless children/youth enrolled in public school in LEAs with subgrants
K	293	2011
1	342	2320
2	287	2193
3	277	2236
4	271	2056
5	253	1822
6	274	1726
7	278	1687
8	276	1461
9	472	1927
10	325	1432
11	254	853
12	218	669

Comments: Totals do not include BOCES as it would be a duplicate count.

1.9.1.4 Primary Nighttime Residence Of Homeless Children And Youth

Of the total number of homeless children and youth (excluding preschoolers), provide the numbers who had the following as their primary nighttime residence at the time of initial identification by LEAs.

Primary nighttime residence	* Number of homeless children/ youth-- excluding preschoolers LEAs without subgrants	* Number of homeless children/ youth-- excluding preschoolers LEAs with subgrants
Shelters	1536	14255
Doubled-up	1352	3276
Unsheltered (e.g., cars, parks, campgrounds, etc.)	54	176
Hotels/Motels	601	1620
Unknown	295	568

Comments: # of doubled-up without subgrants - The doubled-up count does not include NYC. For the 2006-07 report, NYC will count doubled up.

Totals do not include BOCES as it would be a duplicate count.

* The primary nighttime residence is the basis for identifying homeless children and youth. The totals should match the totals in item #3 above.

1.9.2 DATA FROM LEAs WITH MCKINNEY-VENTO SUBGRANTS**1.9.2.1 Number Of Homeless Children And Youths Served By McKinney-Vento Subgrants**

Provide the number of homeless children and youth that were served by McKinney-Vento subgrants in your State during the 2005-2006 academic school year disaggregated by grade level groups

Grade levels of homeless children and youth served by subgrants in 2005-2006	Number of homeless children and youth <i>served</i> by subgrants enrolled in school by grade level
K	1778
1	2226
2	2164
3	2372
4	1964
5	1877
6	1754
7	1704
8	1494
9	1987
10	1573
11	816
12	658

Comments:

1.9.2.2 Number of homeless preschool-age children

Provide the number of homeless preschool-age children in your State in districts with subgrants attending public preschool programs during the 2005-2006 school year (i.e., from birth through pre-K).

Number of homeless preschool-age children enrolled in public preschool in LEAs with subgrants in 2005-2006

1217

Comments:

1.9.2.3 Unaccompanied Youths

Provide the number of unaccompanied youths served by subgrants during the 2005-2006 school year.

Number of homeless unaccompanied youths enrolled in public schools in LEAs with subgrants in 2005-2006

1216

Comments:

1.9.2.4 Migrant Children/Youth Served

Provide the number of homeless migrant children/youth served by subgrants during the 2005-2006 school year.

Number of homeless migrant children/youth enrolled in public schools (Total for LEAs with subgrants)

257

Comments:

1.9.2.5 Number of Children Receiving Educational and School Support Services

Provide the number of homeless children and youth served by subgrants and enrolled in school during the 2005-2006 school year that received the following educational and school support services from the LEA

Educational and school related activities and services	Number of homeless students in subgrantee programs that received educational and support services
Special Education (IDEA)	3667
English Language Learners (ELL)	2851
Gifted and Talented	606
Vocational Education	961

Comments:

1.9.2.6 Educational Support Services

Provide the number of subgrantee programs that provided the following educational support services with McKinney-Vento funds.

Services and Activities Provided by the McKinney-Vento subgrant program	Number of your State's subgrantees that offer these services
Tutoring or other instructional support	72
Expedited evaluations	54
Staff professional development and awareness	76
Referrals for medical, dental, and other health services	68
Transportation	69
Early childhood programs	47
Assistance with participation in school programs	72
Before-, after-school, mentoring, summer programs	71
Obtaining or transferring records necessary for enrollment	71
Parent education related to rights and resources for children	76
Coordination between schools and agencies	74
Counseling	62
Addressing needs related to domestic violence	61
Clothing to meet a school requirement	63
School supplies	78
Referral to other programs and services	76
Emergency assistance related to school attendance	70
Other (optional)	10

Comments:

1.9.2.7 Barriers To The Education Of Homeless Children And Youth

Provide the number of subgrantees that reported the following barriers to the enrollment and success of homeless children and youth during the 2005-2006 school year.

Barriers	List number of subgrantees reporting each barrier
Eligibility for homeless services	14
School selection	13
Transportation	18
School records	15
Immunizations or other medical records	17
Other enrollment issues	15

Comments:

1.9.2.8 Additional Barriers (Optional)

Note any other barriers not listed above that were frequently reported:

List other barriers	List number of subgrantees reporting each barrier
Identifying hidden homeless	4
DSS regulations	3
Youth who don't return to school	3

Comments:

1.9.2.9 Academic Progress of Homeless Students

In order to ensure that homeless children and youth have access to education and other services needed to meet the State's challenging academic standards:

a) Check the grade levels in which your State administered a statewide assessment in reading or mathematics; b) note the number of homeless children and youth served by subgrants in 2005-2006 that were included in statewide assessments in reading or mathematics; and c) note the number of homeless children and youth that met or exceeded the State's proficiency level or standard on the reading or mathematics assessment.

Reading Assessment:

School Grade Levels *	a) Reading assessment by grade level (check boxes where appropriate; indicate "DNA" if assessment is required and data is not available for reporting; indicate "N/A" for grade not assessed by State)	b) Number of homeless children/youth taking reading assessment test.	c) Number of homeless children/youth that met or exceeded state proficiency.
Grade 3	Yes	1722	1183
Grade 4	Yes	1542	1035
Grade 5	Yes	1420	1041
Grade 6	Yes	1526	1145
Grade 7	Yes	1538	1154
Grade 8	Yes	1348	946
Grade 9	Yes	313	47
Grade 10	Yes	217	69
Grade 11	Yes	115	24
Grade 12	Yes	66	14

Comments:**Mathematics Assessment:**

School Grade Levels *	a) Mathematics assessment by grade level (check boxes where appropriate; indicate "DNA" if assessment is required and data is not available for reporting; indicate "N/A" for grade not assessed by State)	b) Number of homeless children/youth taking mathematics assessment test.	c) Number of homeless children/youth that met or exceeded state proficiency.
Grade 3	Yes	1915	1179
Grade 4	Yes	1811	1254
Grade 5	Yes	1325	863
Grade 6	Yes	1483	950
Grade 7	Yes	1564	994
Grade 8	Yes	1392	852
Grade 9	Yes	315	52
Grade 10	Yes	308	143
Grade 11	Yes	118	33
Grade 12	Yes	88	34

Comments:

* Note: State assessments in grades 3-8 and one year of high school are NCLB requirements. However, States may assess students in other grades as well.