

NAEP

National Assessment of Educational Progress



2007 Trial Urban District Assessment New York City Highlights

New York City Department of Education

November 15, 2007



New York City NAEP Highlights

- **As a City, we are excelling in fourth grade math and even—for the first time—approaching national standards.**
- **Our African American fourth-graders are excelling in reading and in math.**
- **Our fourth-graders are making continued steady gains in reading, when you compare apples to apples.**
- **For the first time, we're moving forward in 8th grade math.**
- **We experienced a small decline in 8th grade reading. This is an area where we have work to do.**



Mathematics: Grade 4 Results

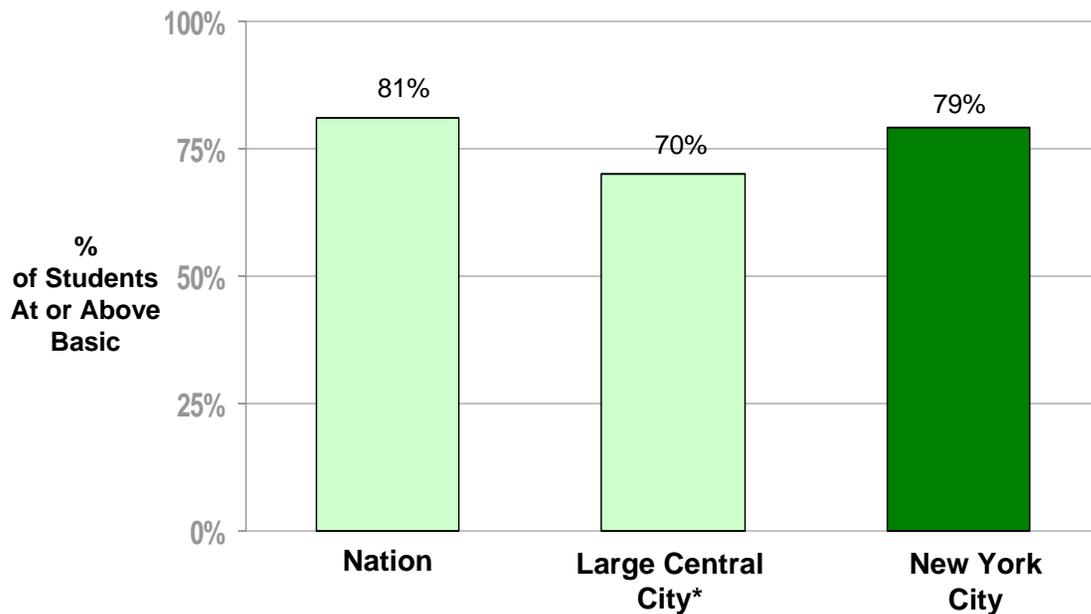


2007 Trial Urban District Assessment

Achievement-Level Results in Grade 4 Mathematics

Percent At or Above Basic

All Students



All TUDA Districts:

Charlotte	85%
Austin	83%
Houston	80%
New York City	79%
Boston	77%
San Diego	74%
Atlanta	61%
Los Angeles	60%
Chicago	58%
Cleveland	53%
Washington DC	49%



*Note: Large Central City represents the average performance of public school students in large central cities nationwide

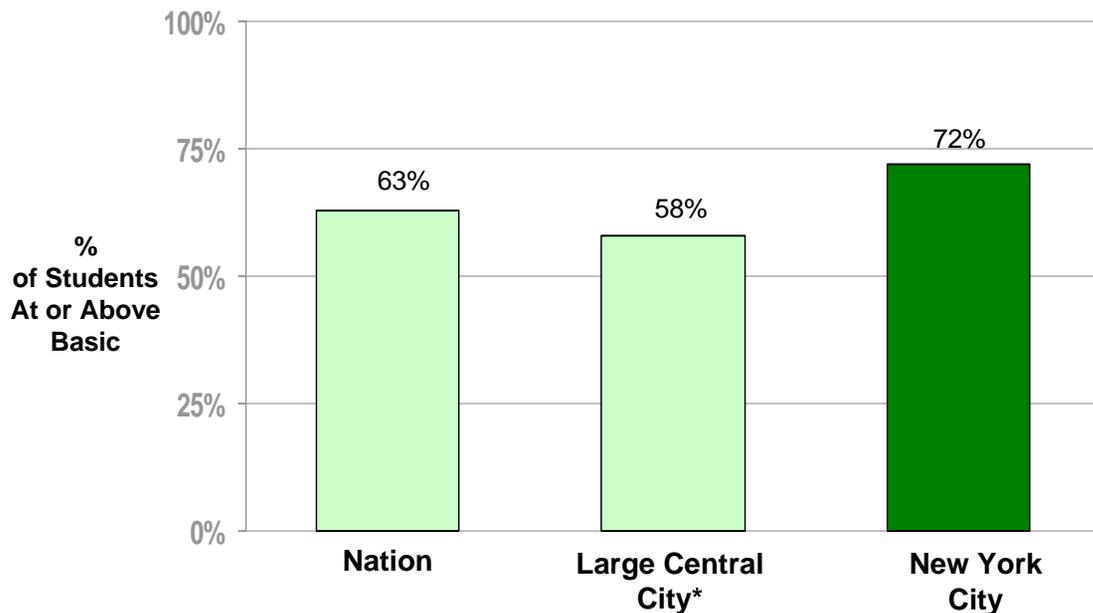
11/15/2007

2007 Trial Urban District Assessment

Achievement-Level Results in Grade 4 Mathematics

Percent At or Above Basic

Black Students



All TUDA Districts:

Charlotte	75%
New York City	72%
Boston	71%
Houston	69%
Austin	68%
San Diego	65%
Atlanta	55%
Los Angeles	54%
Chicago	48%
Cleveland	45%
District of Columbia	45%



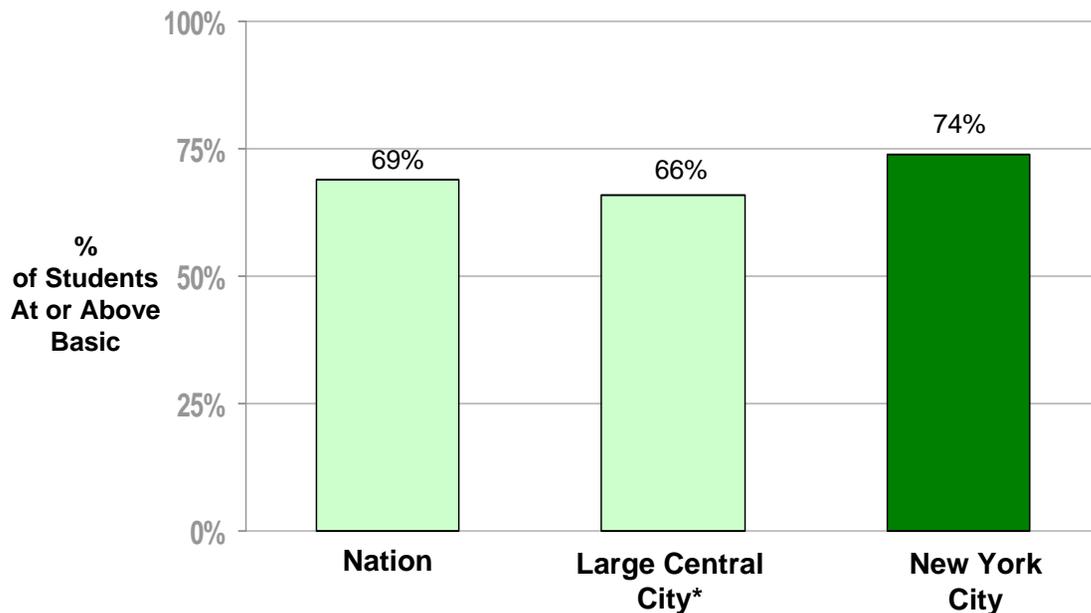
*Note: Large Central City represents the average performance of public school students in large central cities nationwide

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Achievement-Level Results in Grade 4 Mathematics

Percent At or Above Basic

Hispanic Students



All TUDA Districts:

Houston	82%
Charlotte	80%
Austin	78%
Boston	76%
New York City	74%
San Diego	64%
Atlanta	60%
Chicago	60%
District of Columbia	57%
Los Angeles	55%
Cleveland	53%



*Note: Large Central City represents the average performance of public school students in large central cities nationwide

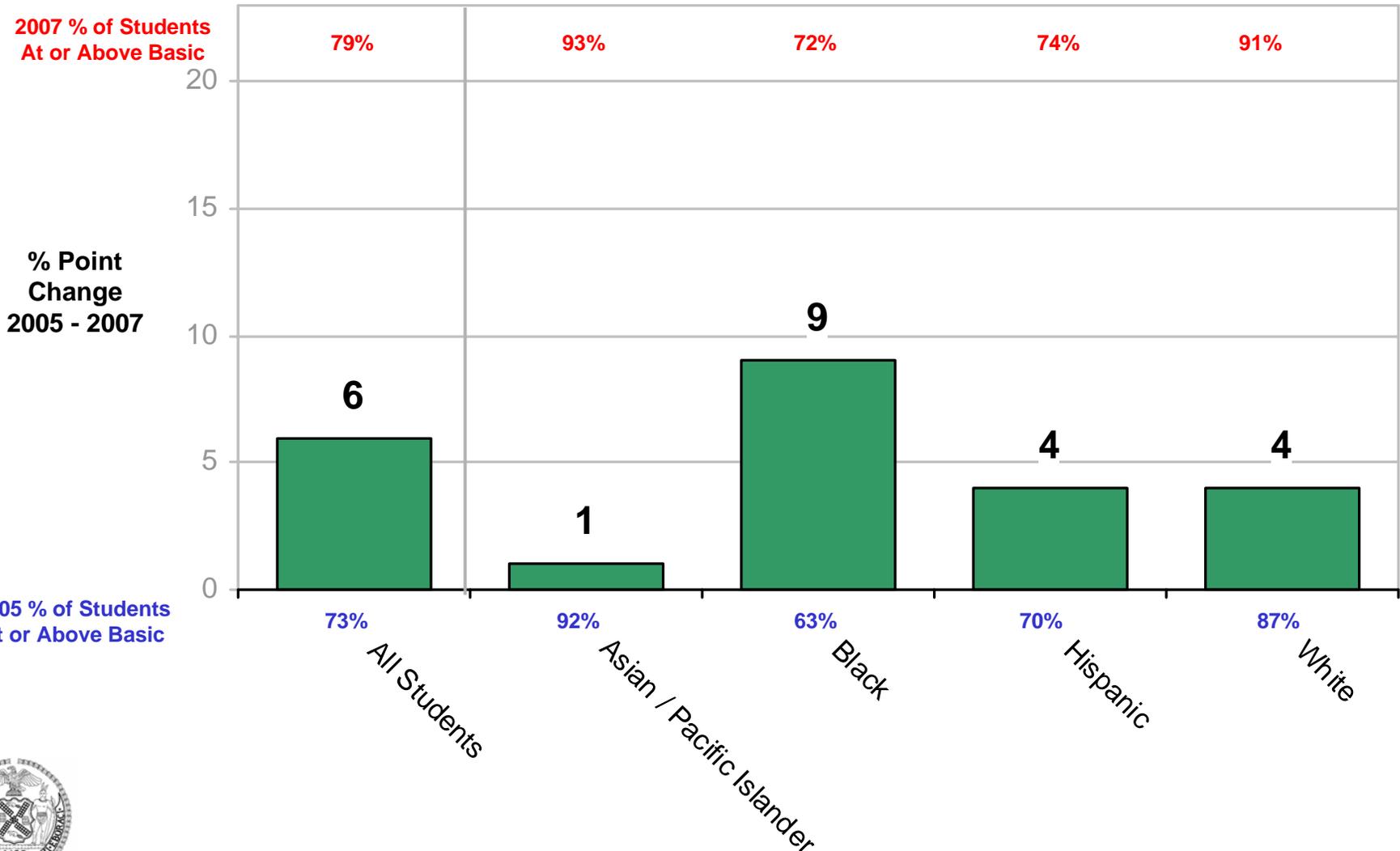
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2007 Trial Urban District Assessment

Achievement-Level Results in Grade 4 Mathematics by Urban District

Change in Percent At or Above Basic

New York City Results

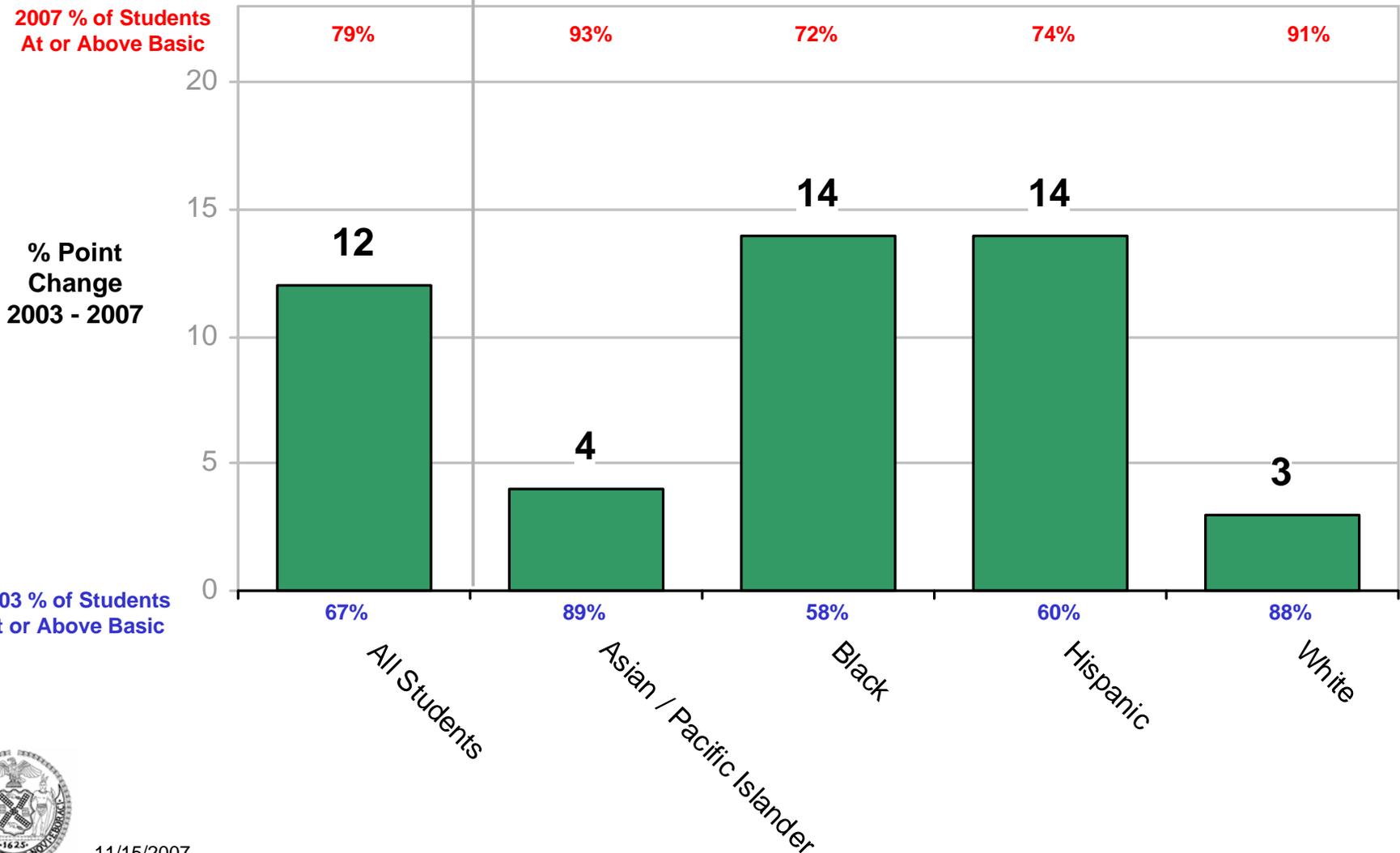


2007 Trial Urban District Assessment

Achievement-Level Results in Grade 4 Mathematics by Urban District

Change in Percent At or Above Basic

New York City Results



2007 Trial Urban District Assessment

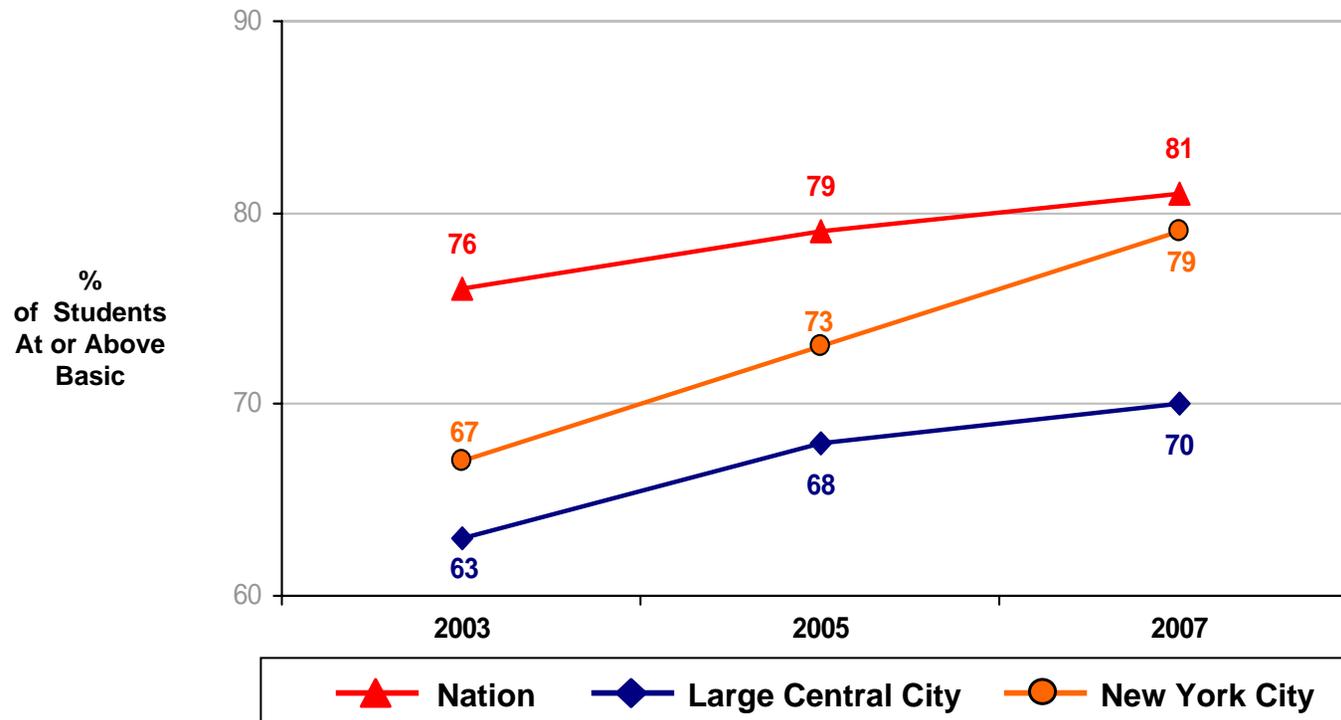
Achievement-Level Results in Grade 4 Mathematics

Percent At or Above Basic

All Students

2003-2007 Change:

New York City	+ 12
Large Central City	+ 7
Nation	+ 5



2007 Trial Urban District Assessment

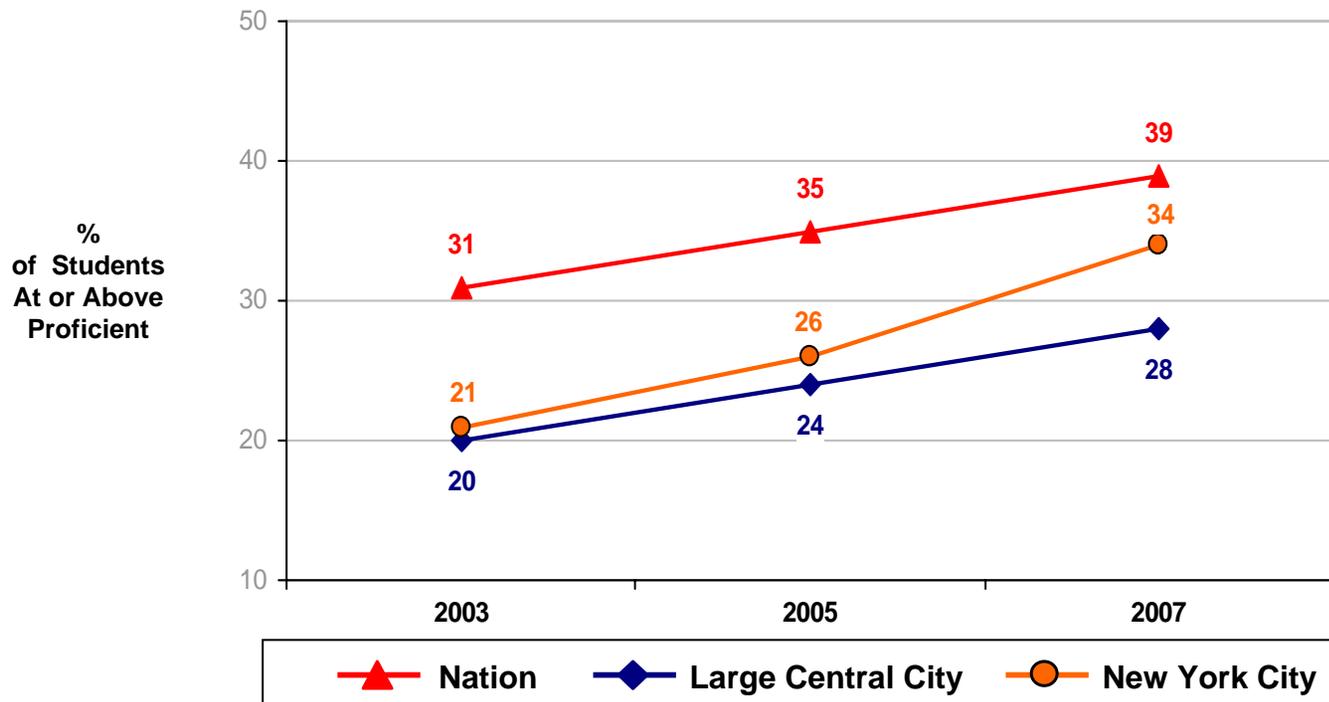
Achievement-Level Results in Grade 4 Mathematics

Percent At or Above Proficient

All Students

2003-2007 Change:

New York City	+ 13
Large Central City	+ 8
Nation	+ 8



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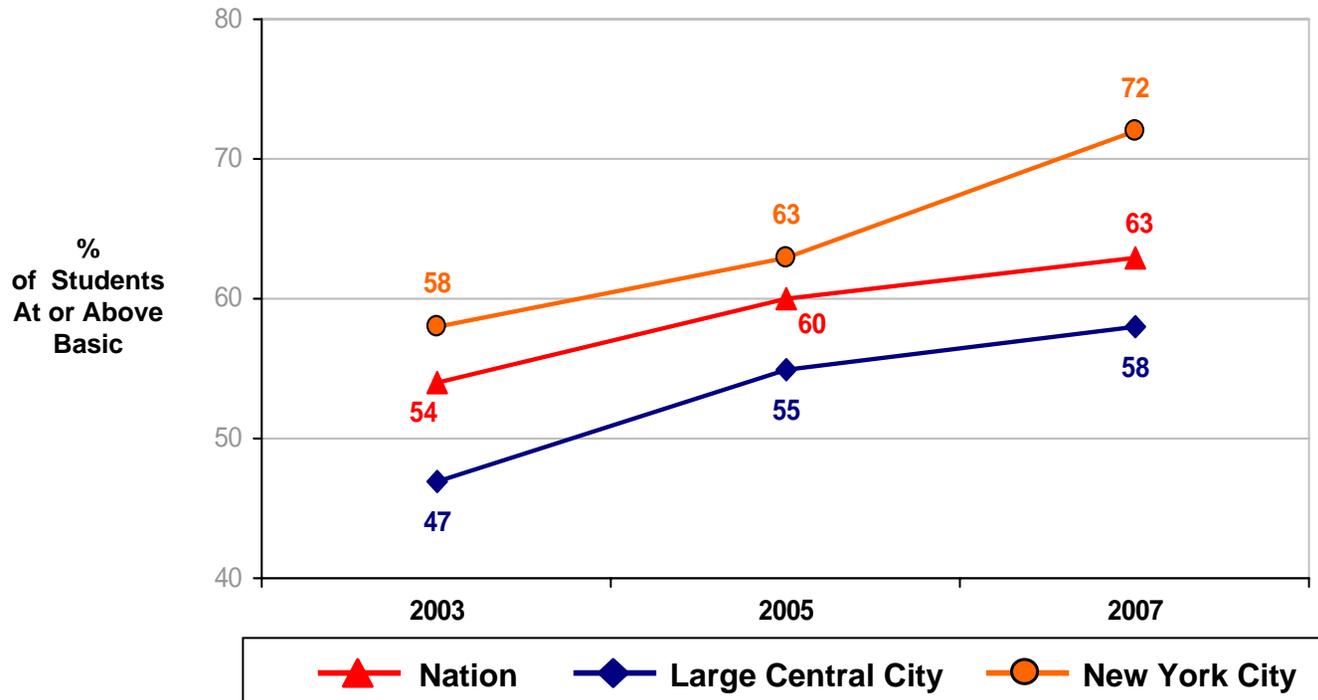
Achievement-Level Results in Grade 4 Mathematics

Percent At or Above Basic

Black Students

2003-2007 Change:

New York City	+ 14
Large Central City	+ 11
Nation	+ 9



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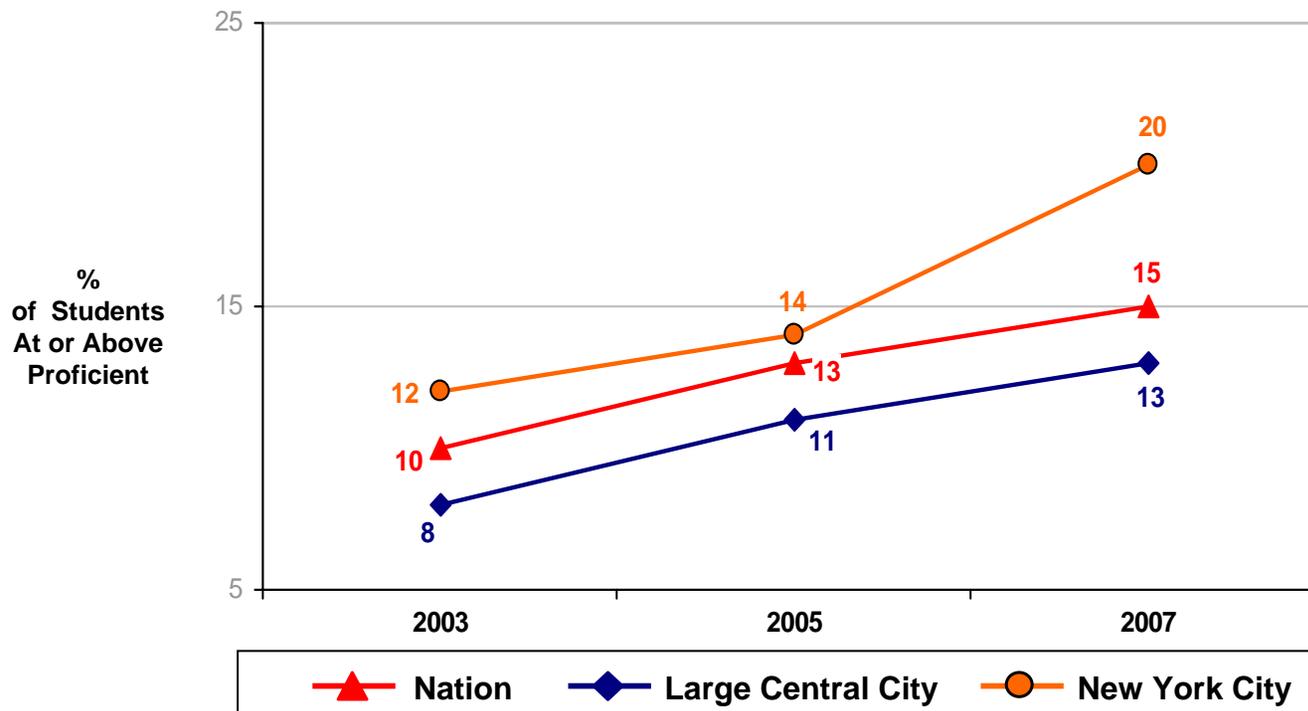
Achievement-Level Results in Grade 4 Mathematics

Percent At or Above Proficient

Black Students

2003-2007 Change:

New York City	+ 8
Large Central City	+ 5
Nation	+ 5



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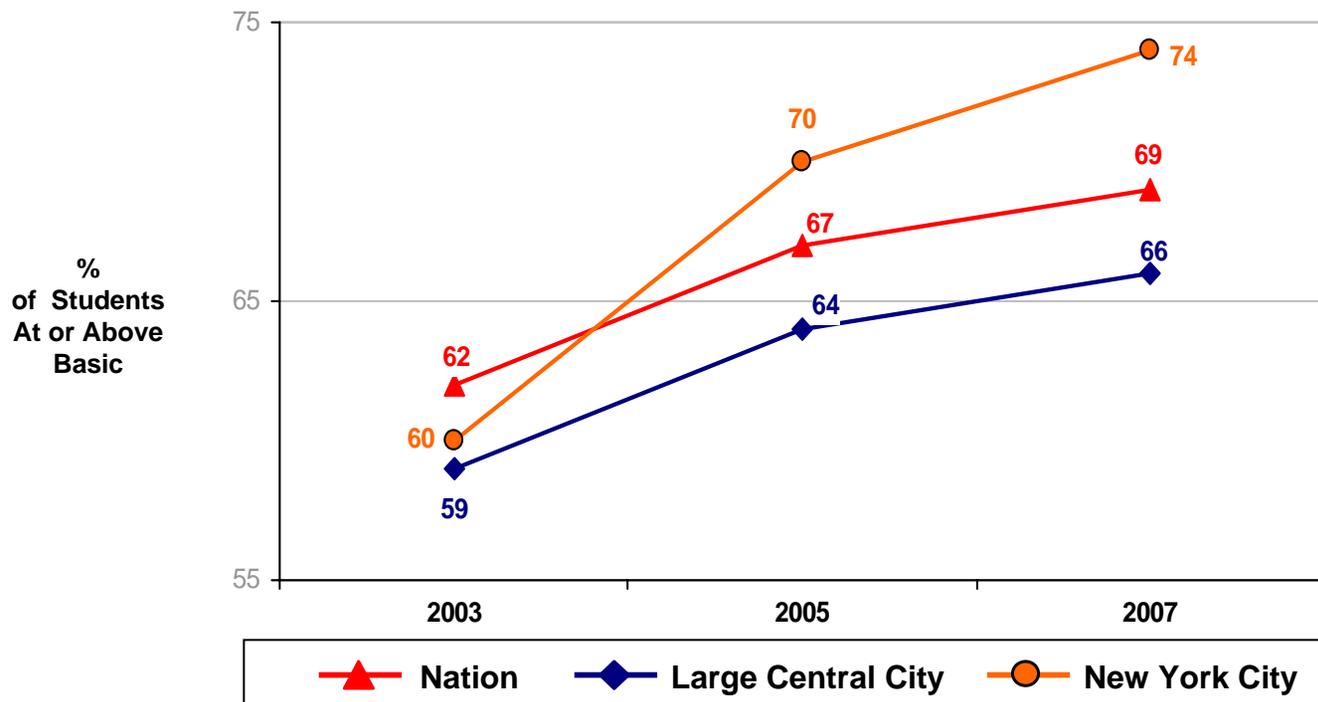
Achievement-Level Results in Grade 4 Mathematics

Percent At or Above Basic

Hispanic Students

2003-2007 Change:

New York City	+ 14
Large Central City	+ 7
Nation	+ 7



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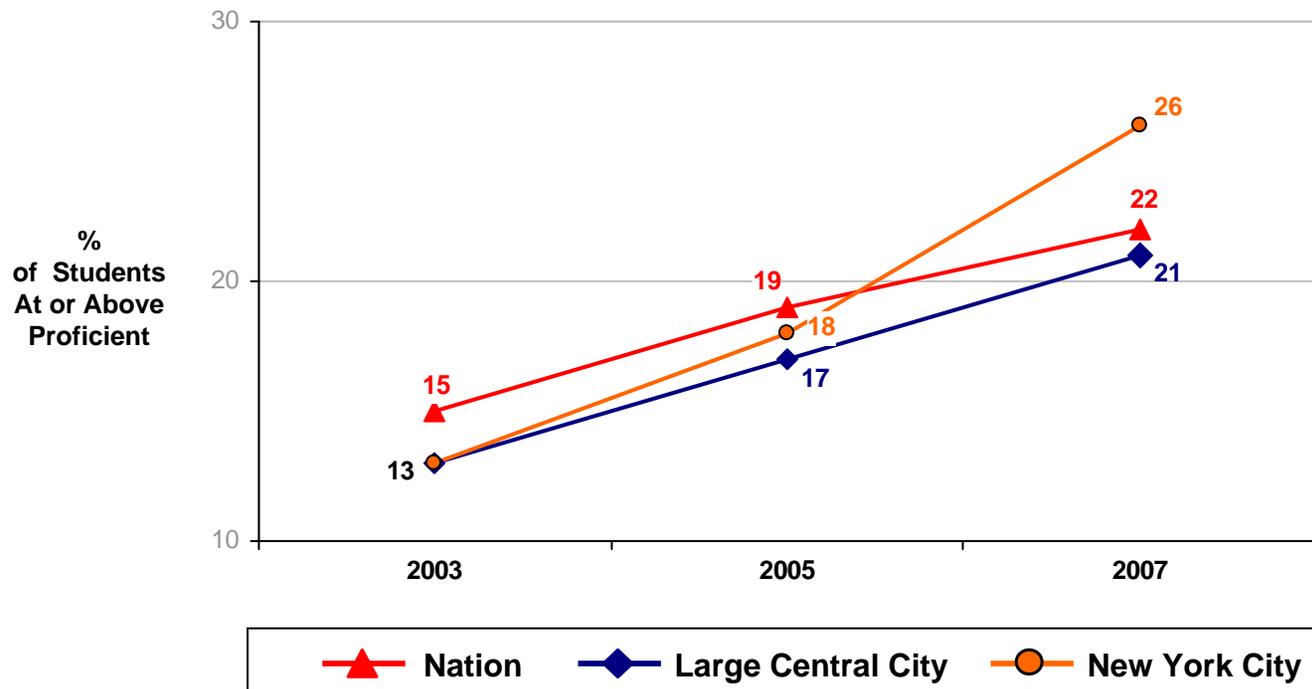
Achievement-Level Results in Grade 4 Mathematics

Percent At or Above Proficient

Hispanic Students

2003-2007 Change:

New York City	+ 13
Large Central City	+ 8
Nation	+ 7



Reading: Grade 4 Results

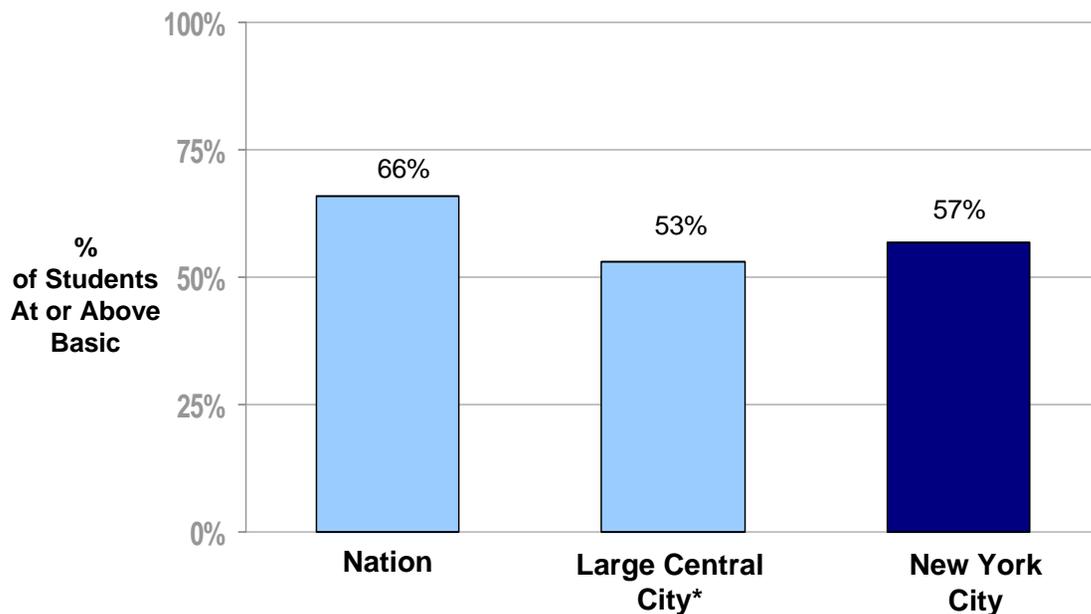


2007 Trial Urban District Assessment

Achievement-Level Results in Grade 4 Reading

Percent At or Above Basic

All Students



All TUDA Districts:

Charlotte	66%
Austin	62%
New York City	57%
San Diego	55%
Boston	54%
Houston	49%
Atlanta	48%
Chicago	44%
Los Angeles	39%
Cleveland	39%
District of Columbia	39%



*Note: Large Central City represents the average performance of public school students in large central cities nationwide

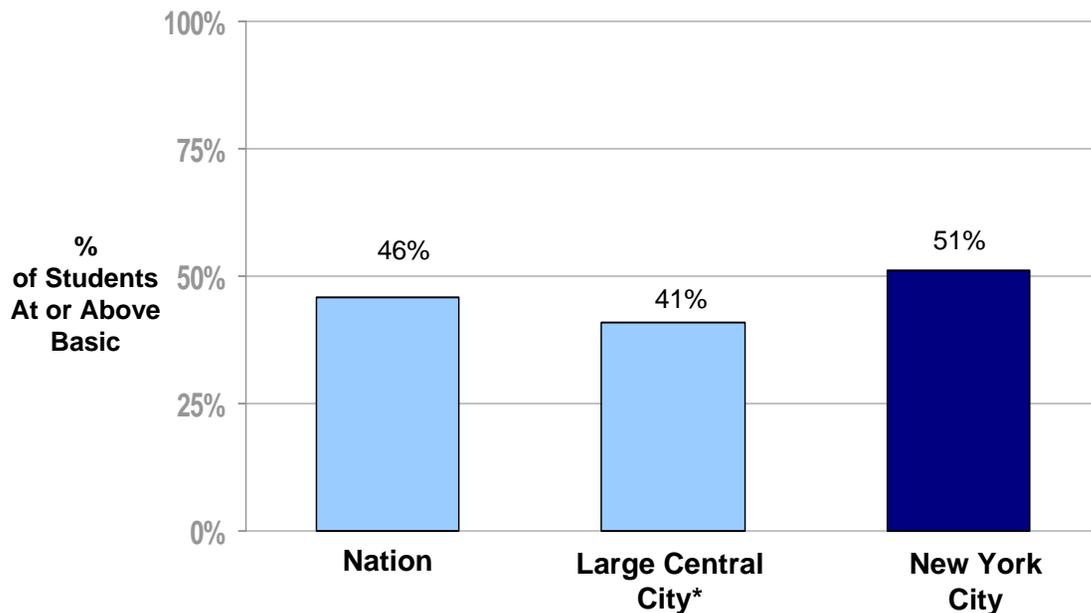
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2007 Trial Urban District Assessment

Achievement-Level Results in Grade 4 Reading

Percent At or Above Basic

Black Students



All TUDA Districts:

New York City	51%
Charlotte	49%
Boston	48%
Houston	48%
San Diego	44%
Austin	41%
Atlanta	40%
Los Angeles	37%
Chicago	34%
District of Columbia	33%
Cleveland	30%



*Note: Large Central City represents the average performance of public school students in large central cities nationwide

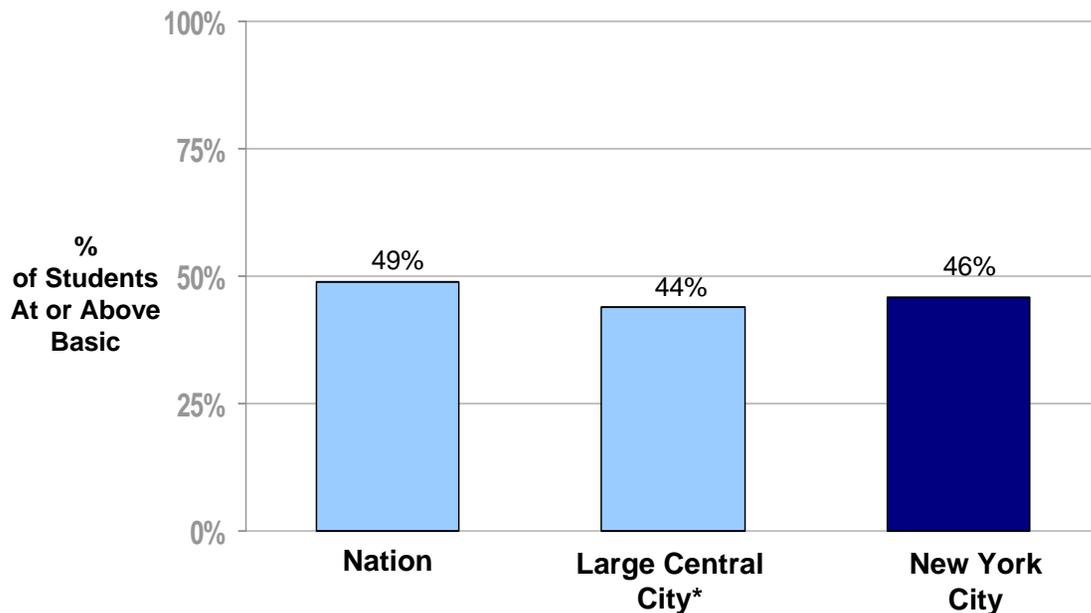
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2007 Trial Urban District Assessment

Achievement-Level Results in Grade 4 Reading

Percent At or Above Basic

Hispanic Students



All TUDA Districts:

District of Columbia	55%
Charlotte	51%
Austin	51%
Boston	47%
New York City	46%
Chicago	45%
Houston	43%
San Diego	40%
Cleveland	39%
Los Angeles	33%
Atlanta	NA



*Note: Large Central City represents the average performance of public school students in large central cities nationwide

11/15/2007

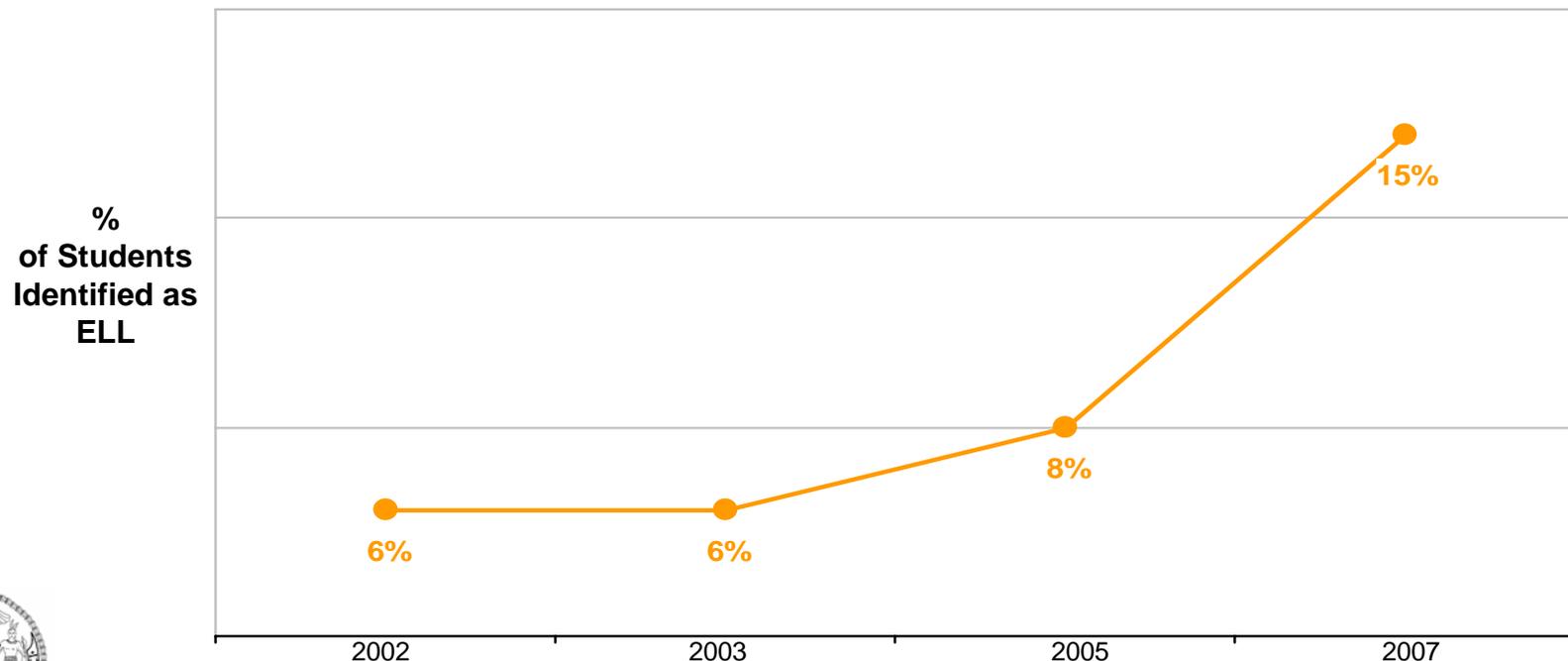
2007 Trial Urban District Assessment

New York City English Language Learners (ELLs)

Reading Grade 4

In 2006-2007, the New York State Education Department updated its testing policy for English Language Learners. Under this new policy, ELLs who attend school in the US for more than one year must take ELA/Reading exams, increasing the percentage of ELLs tested in New York City.

% of Assessed Students Identified as ELL

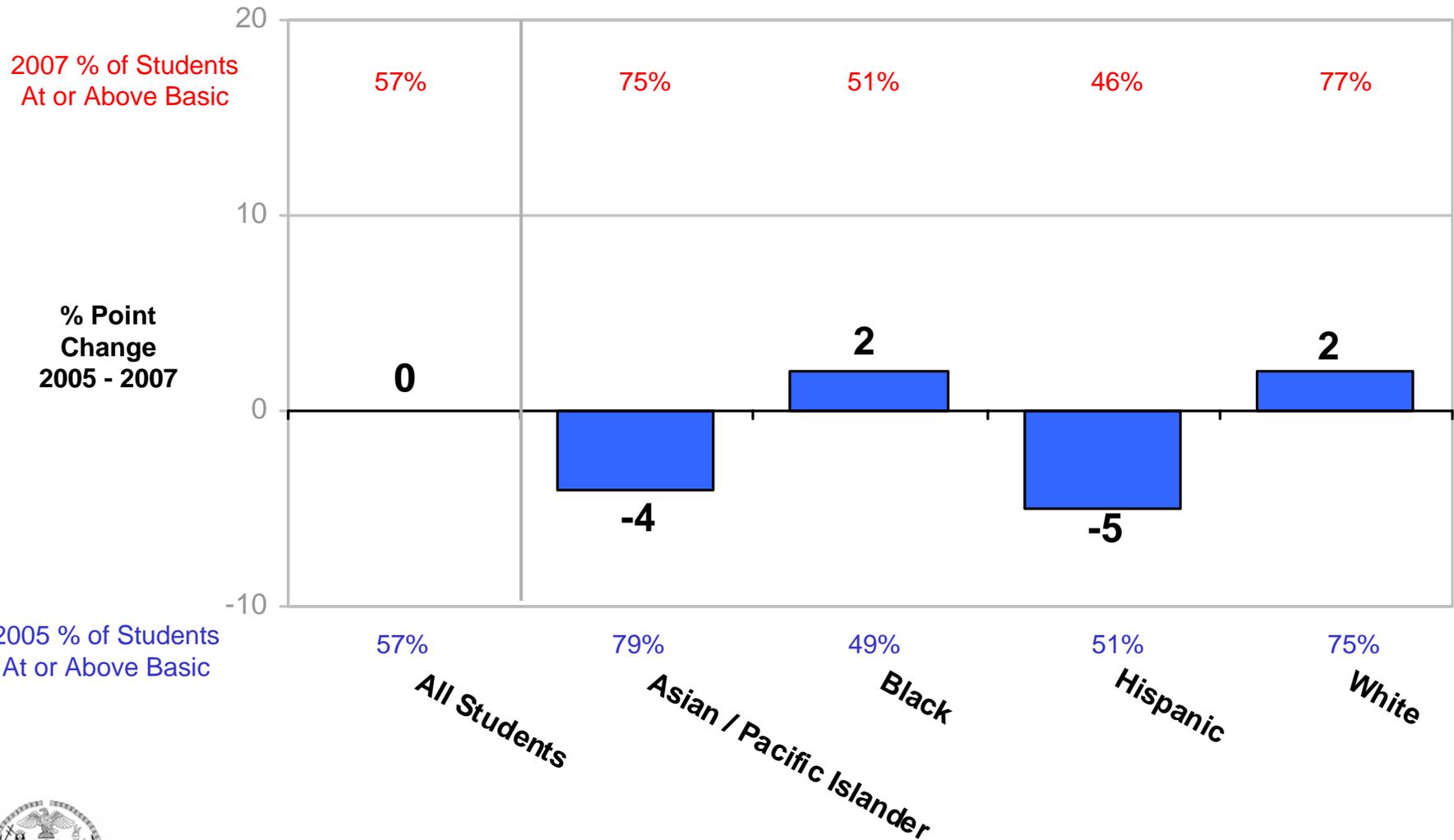


2007 Trial Urban District Assessment

Achievement-Level Results in Grade 4 Reading

Change in Percent At or Above Basic

New York City Results – All Students



2005 % of Students At or Above Basic

2007 % of Students At or Above Basic

% Point Change 2005 - 2007

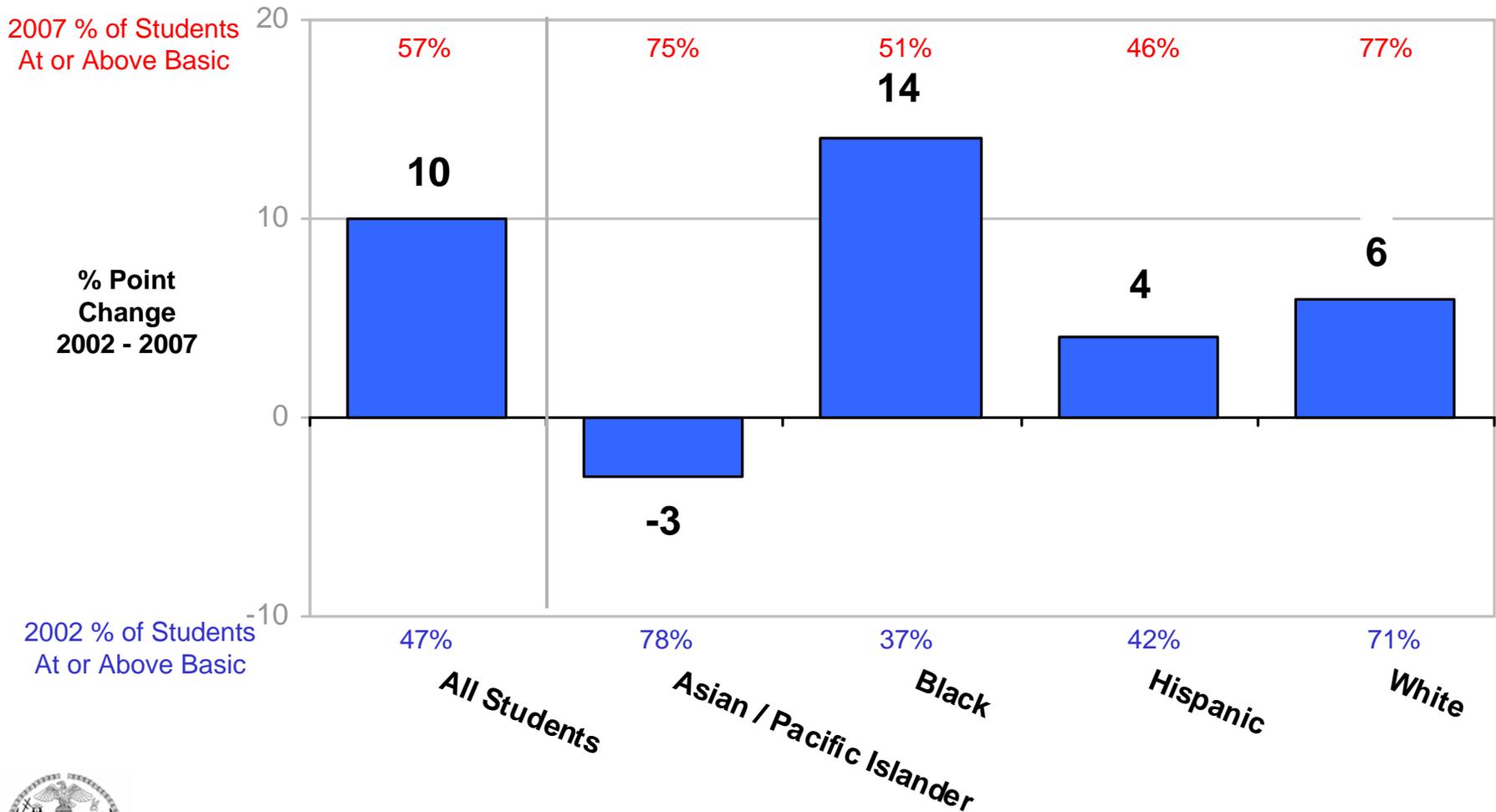


2007 Trial Urban District Assessment

Achievement-Level Results in Grade 4 Reading

Change in Percent At or Above Basic

New York City Results – All Students

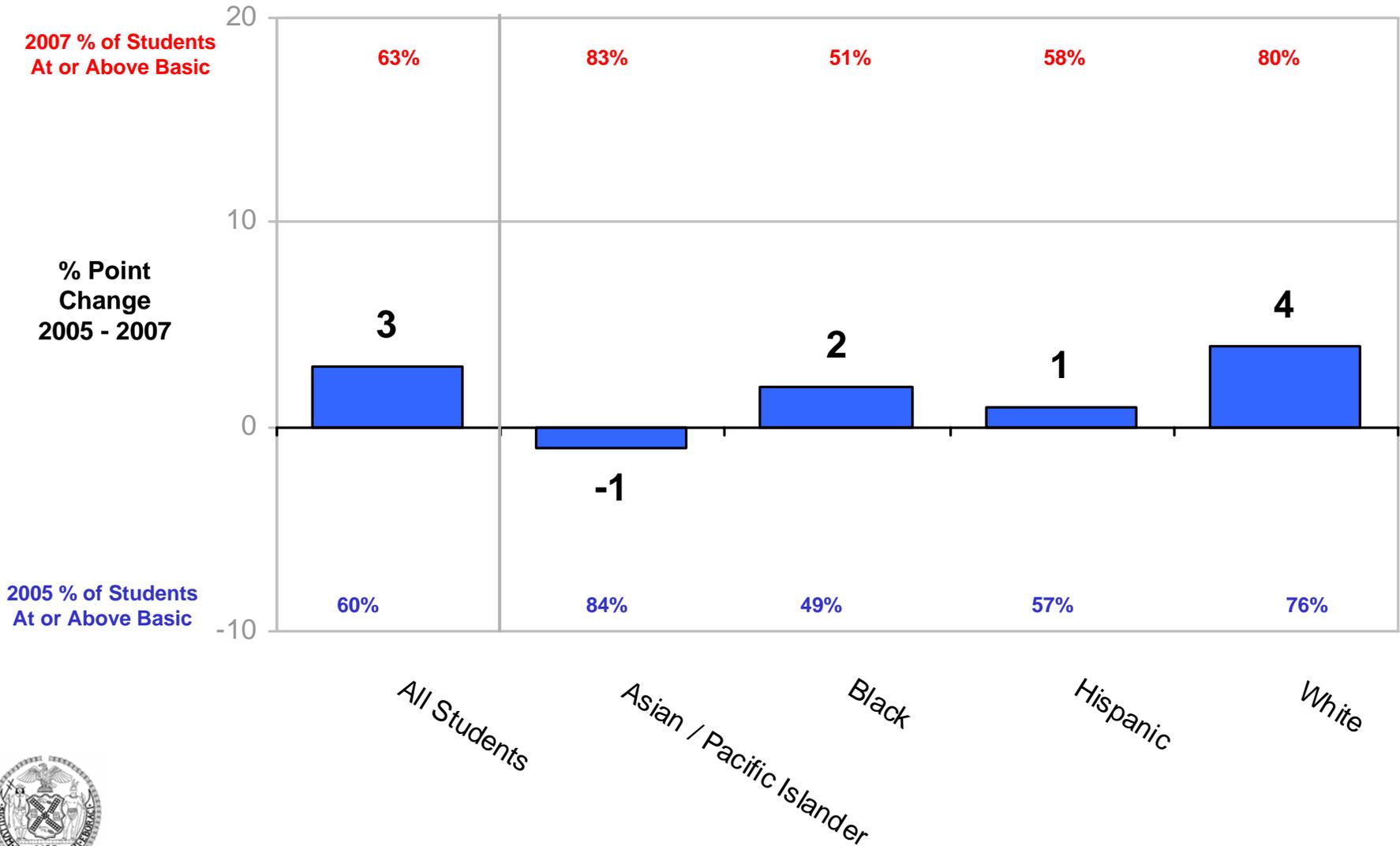


2007 Trial Urban District Assessment

Achievement-Level Results in Grade 4 Reading

Change in Percent At or Above Basic

New York City Results - English Proficient Students

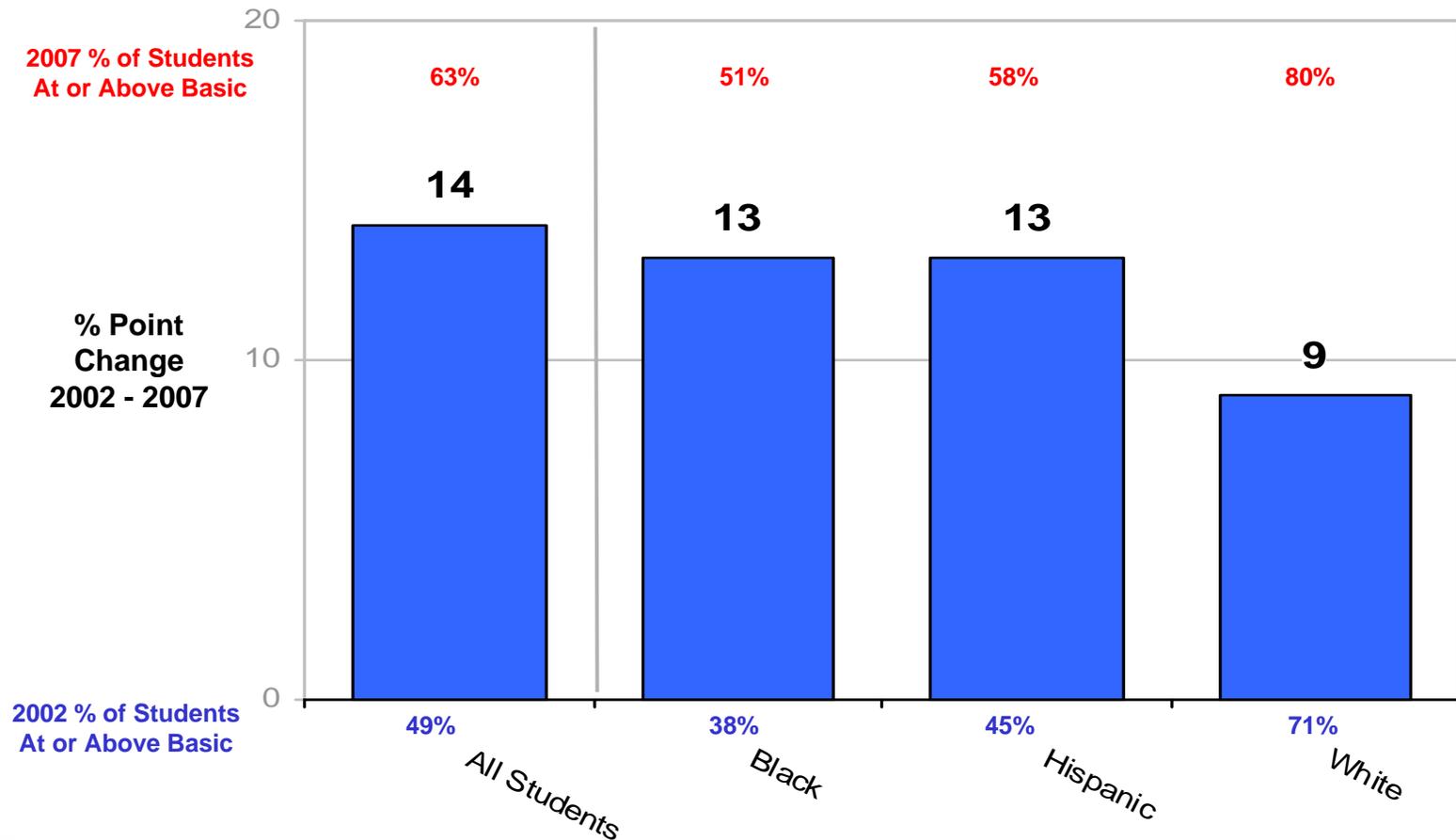


2007 Trial Urban District Assessment

Achievement-Level Results in Grade 4 Reading

Change in Percent At or Above Basic

New York City Results - English Proficient Students*



2002 % of Students At or Above Basic

2007 % of Students At or Above Basic

% Point Change 2002 - 2007

*Note: Sample size was not large enough for Asian English Proficient Student results to be reported in 2002



2007 Trial Urban District Assessment

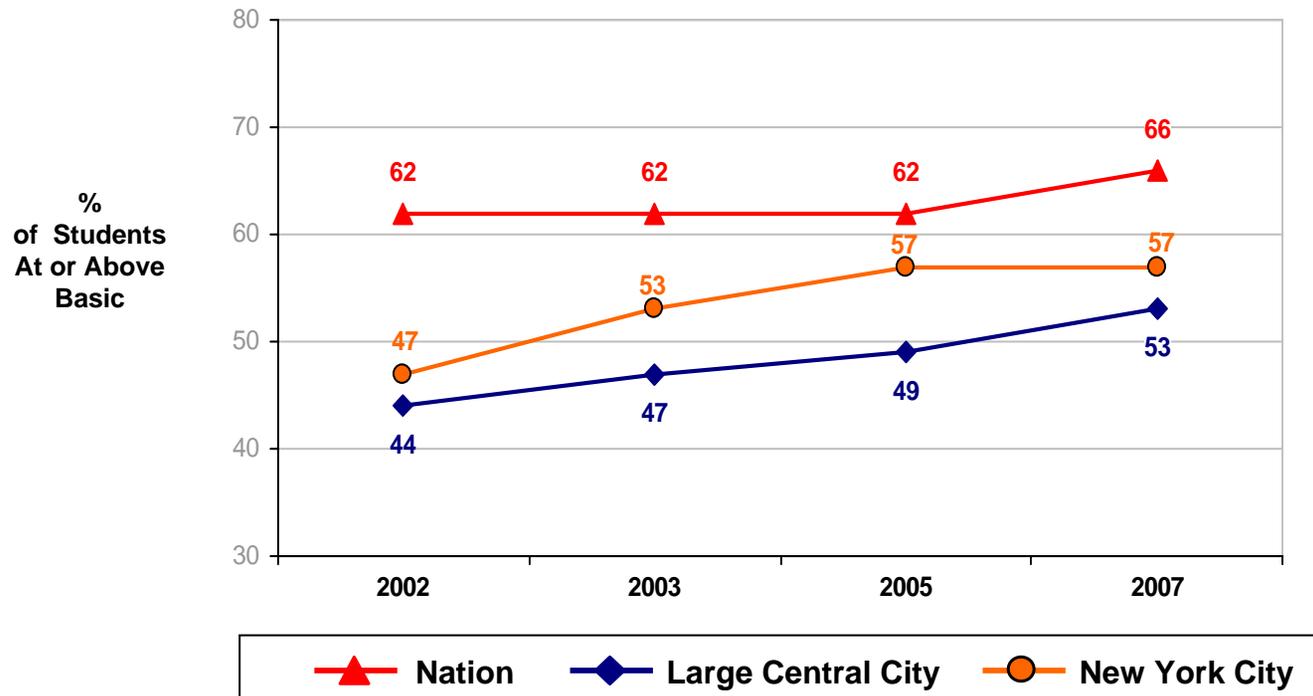
Achievement-Level Results in Grade 4 Reading

Percent At or Above Basic

All Students

2002-2007 Change:

New York City	+10
Large Central City	+ 9
Nation	+ 4



2007 Trial Urban District Assessment

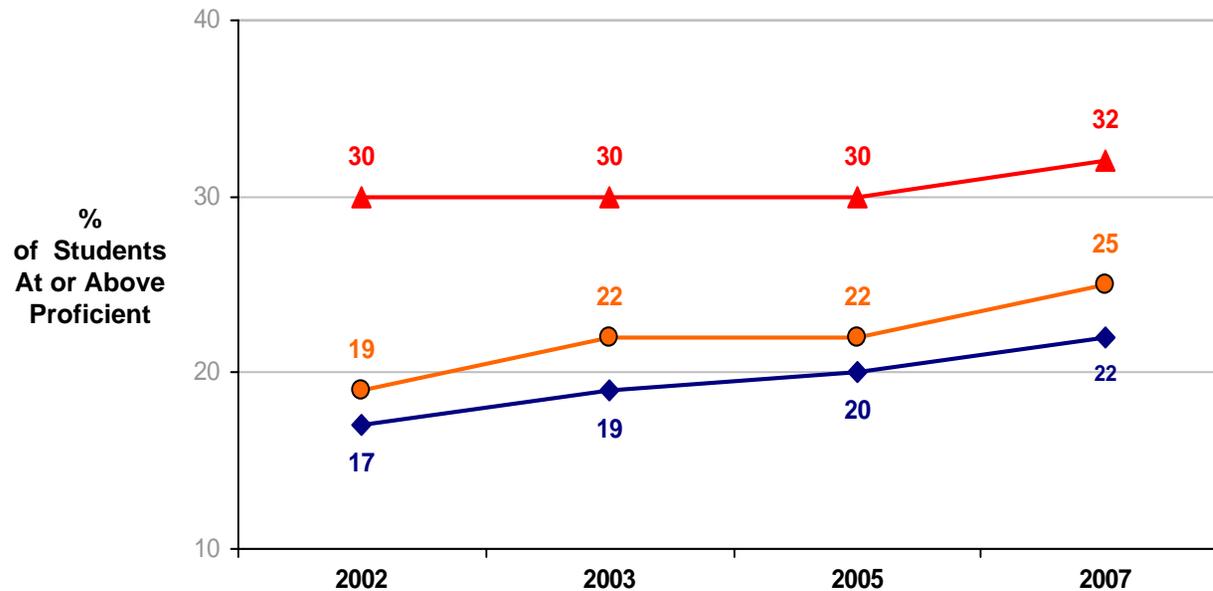
Achievement-Level Results in Grade 4 Reading

Percent At or Above Proficient

All Students

2002-2007 Change:

New York City	+ 6
Large Central City	+ 5
Nation	+ 2



2007 Trial Urban District Assessment

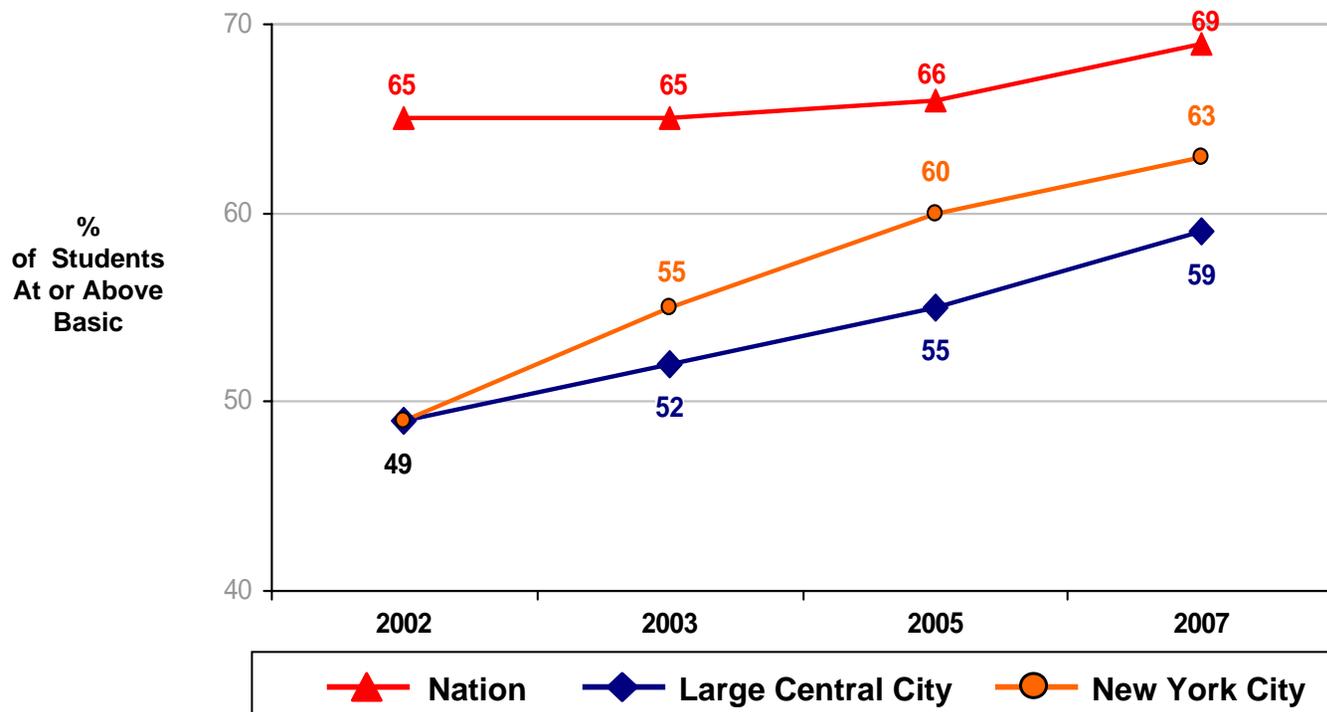
Achievement-Level Results in Grade 4 Reading

Percent At or Above Basic

All English Proficient Students

2002-2007 Change:

New York City	+ 14
Large Central City	+ 10
Nation	+ 4



2007 Trial Urban District Assessment

Achievement-Level Results in Grade 4 Reading

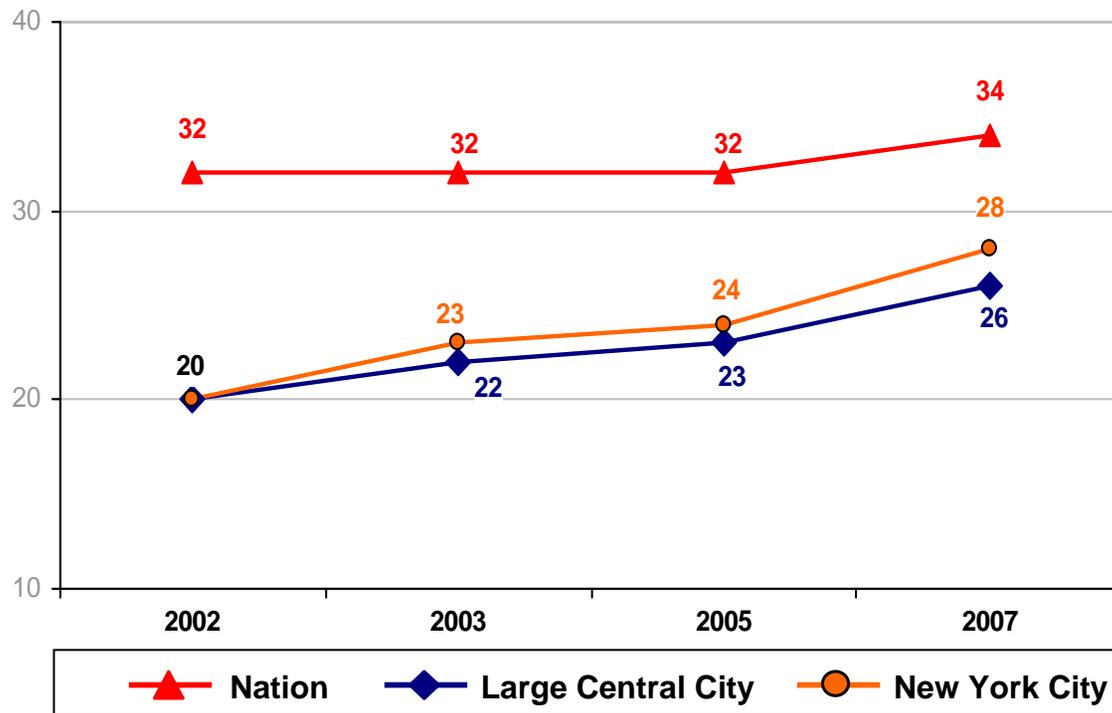
Percent At or Above Proficient

All English Proficient Students

2002-2007 Change:

New York City	+ 8
Large Central City	+ 6
Nation	+ 2

%
of Students
At or Above
Proficient



2007 Trial Urban District Assessment

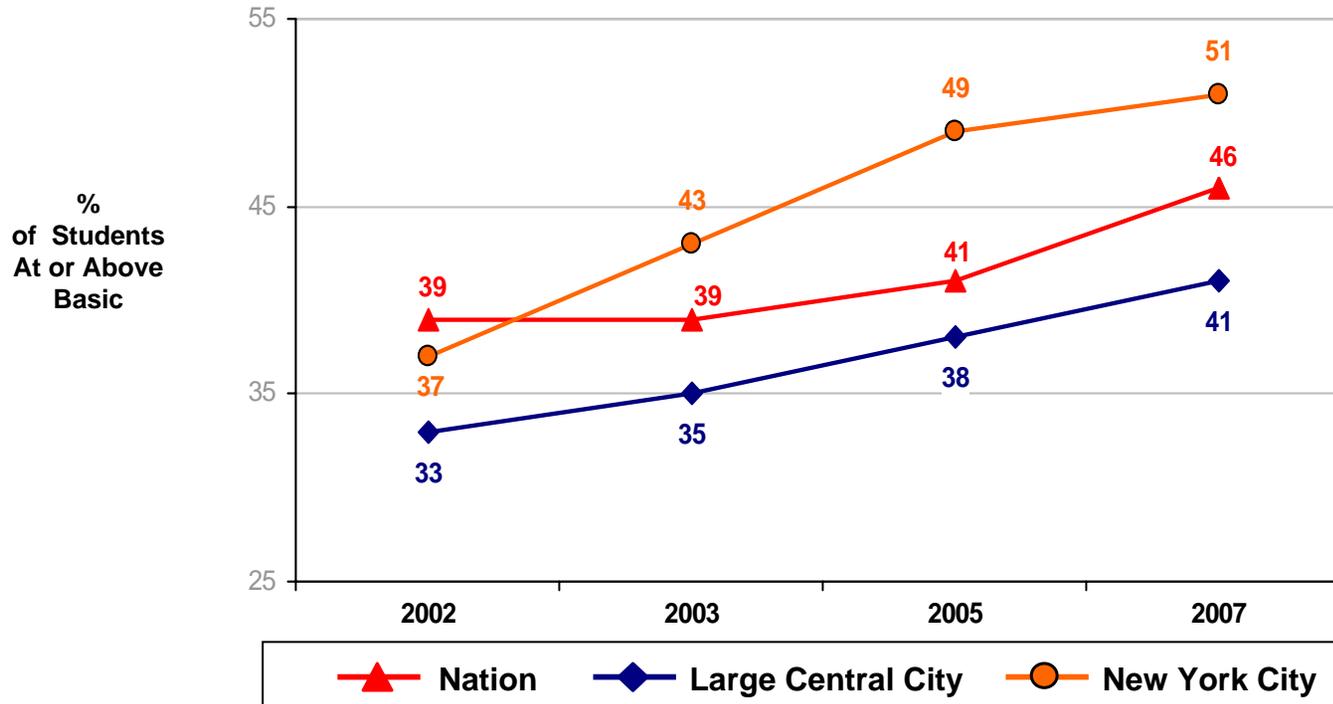
Achievement-Level Results in Grade 4 Reading

Percent At or Above Basic

Black Students

2002-2007 Change:

New York City	+ 14
Large Central City	+ 8
Nation	+ 7



2007 Trial Urban District Assessment

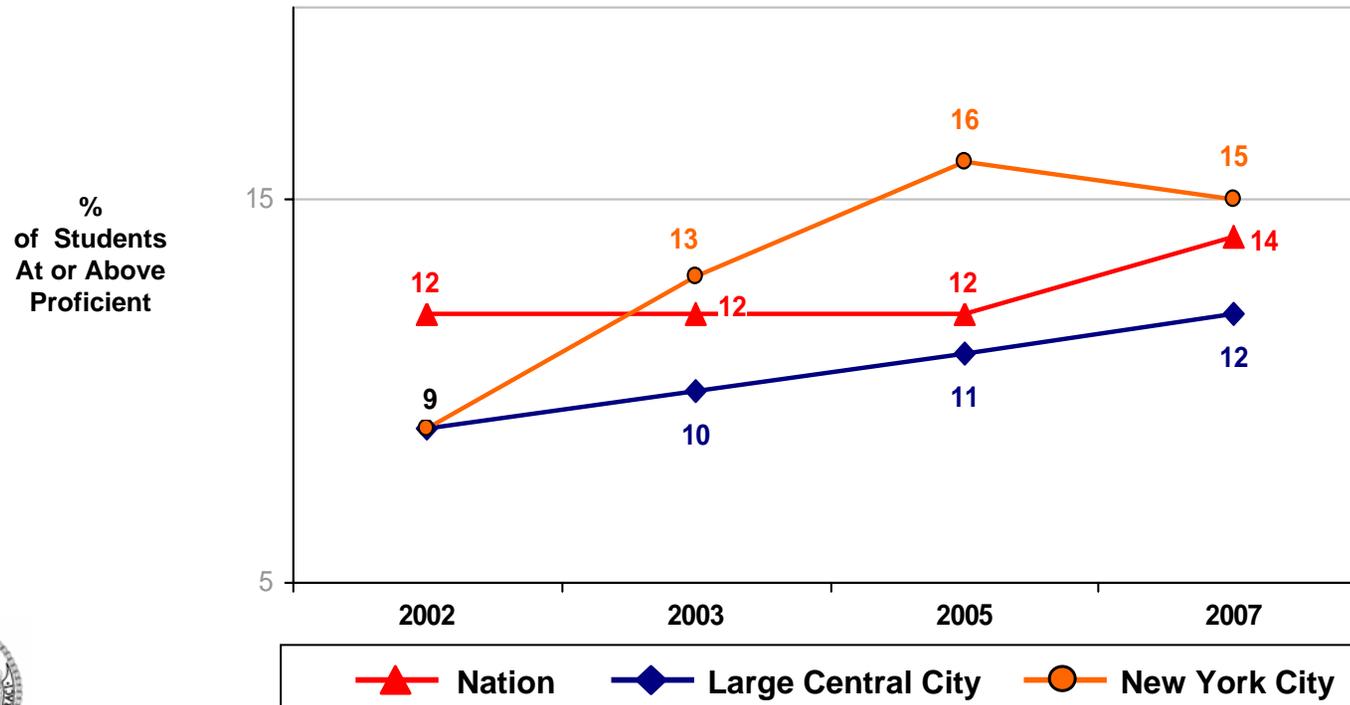
Achievement-Level Results in Grade 4 Reading

Percent At or Above Proficient

Black Students

2002-2007 Change:

New York City	+ 6
Large Central City	+ 3
Nation	+ 2



2007 Trial Urban District Assessment

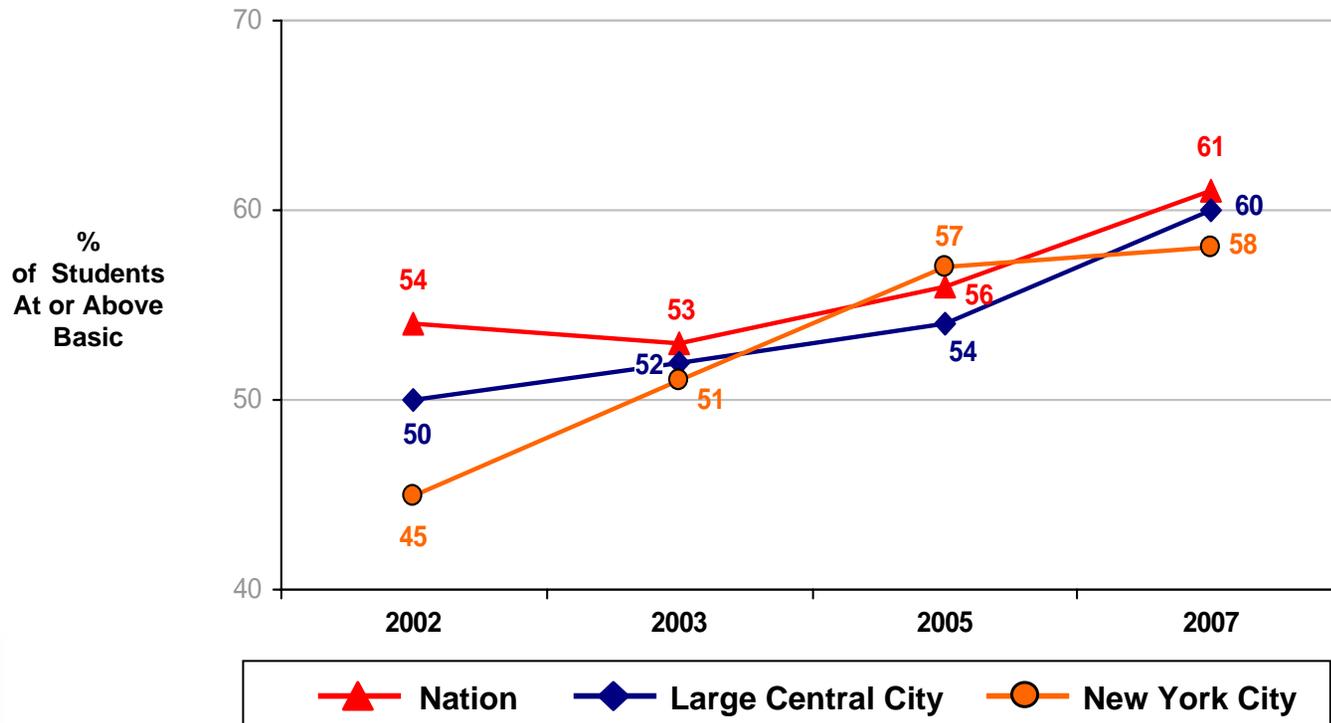
Achievement-Level Results in Grade 4 Reading

Percent At or Above Basic

English Proficient Hispanic Students

2002-2007 Change:

New York City	+ 13
Large Central City	+ 10
Nation	+ 7



2007 Trial Urban District Assessment

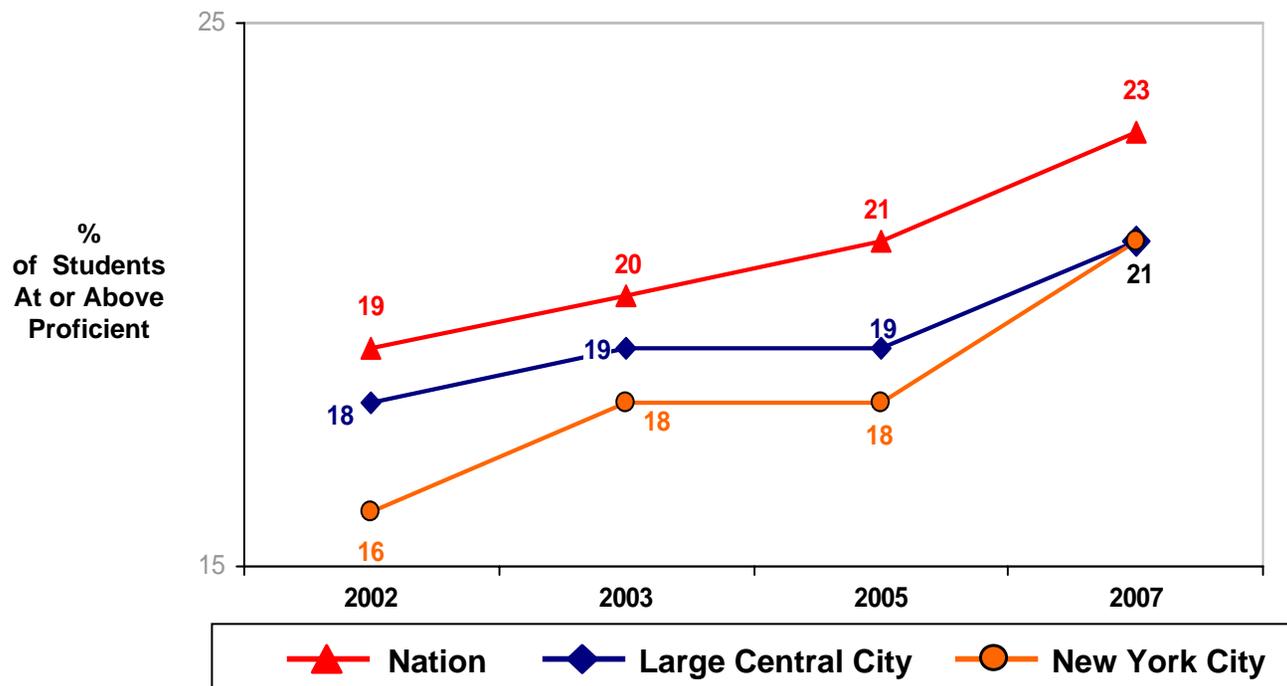
Achievement-Level Results in Grade 4 Reading

Percent At or Above Proficient

English Proficient Hispanic Students

2002-2007 Change:

New York City	+ 5
Large Central City	+ 3
Nation	+ 4



Mathematics: Grade 8 Results

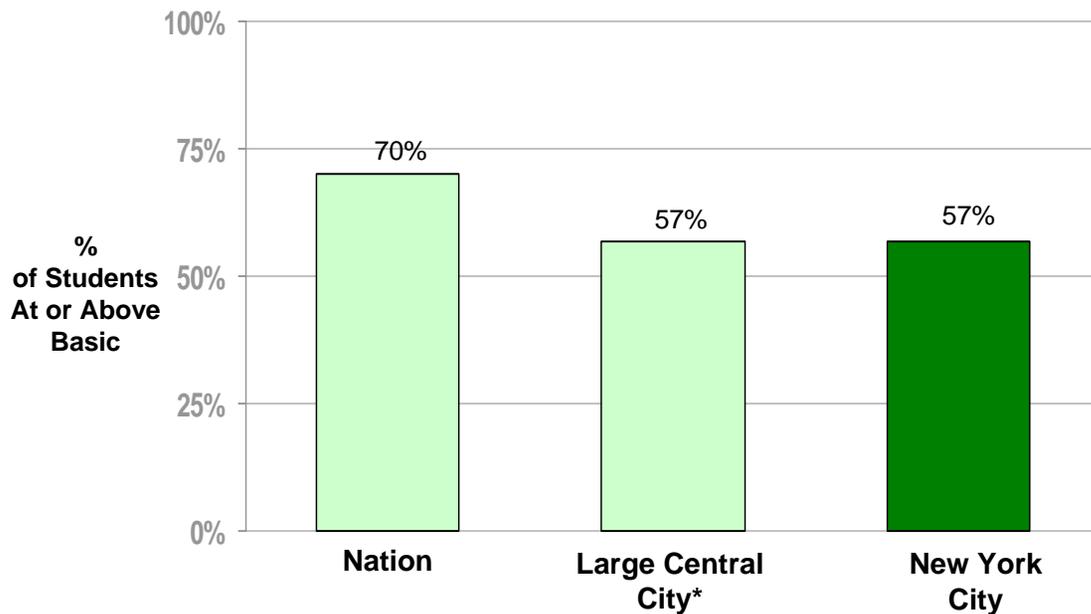


2007 Trial Urban District Assessment

Achievement-Level Results in Grade 8 Mathematics

Percent At or Above Basic

All Students



All TUDA Districts:

Austin	72%
Charlotte	70%
Houston	65%
Boston	65%
San Diego	62%
New York City	57%
Chicago	49%
Los Angeles	45%
Cleveland	45%
Atlanta	41%
Washington DC	34%



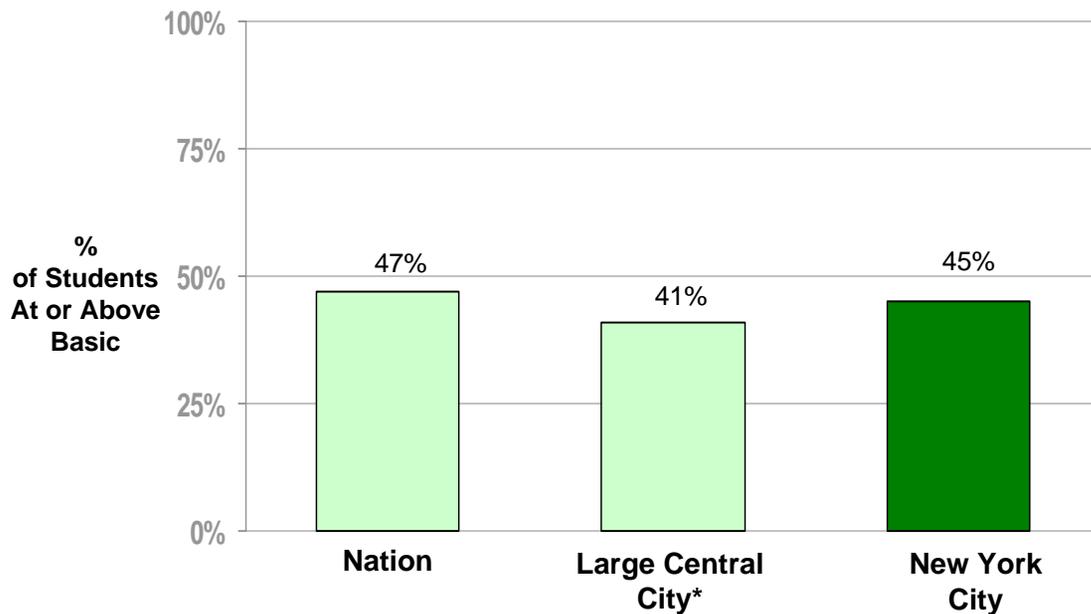
*Note: Large Central City represents the average performance of public school students in large central cities nationwide

11/15/2007

Achievement-Level Results in Grade 8 Mathematics

Percent At or Above Basic

Black Students



All TUDA Districts:

Charlotte	58%
Houston	58%
Austin	57%
Boston	51%
San Diego	48%
New York City	45%
Cleveland	41%
Atlanta	38%
Chicago	35%
District of Columbia	31%
Los Angeles	28%



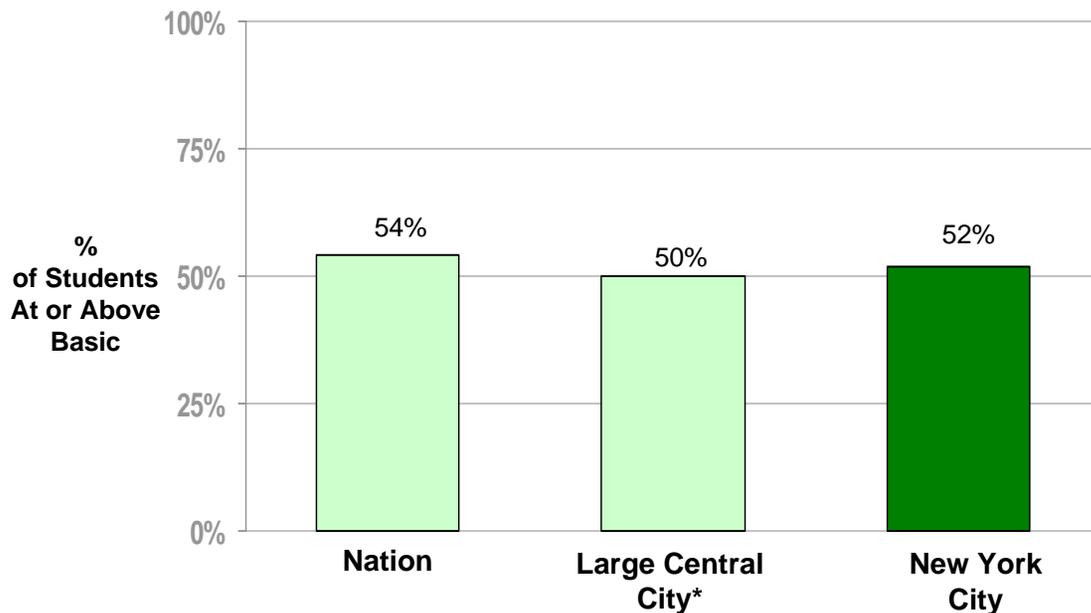
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11/15/2007

Achievement-Level Results in Grade 8 Mathematics

Percent At or Above Basic

Hispanic Students



All TUDA Districts:

Austin	64%
Houston	62%
Boston	60%
Chicago	55%
New York City	52%
Charlotte	50%
San Diego	48%
Cleveland	44%
Los Angeles	40%
District of Columbia	38%
Atlanta	NA



*Note: Large Central City represents the average performance of public school students in large central cities nationwide

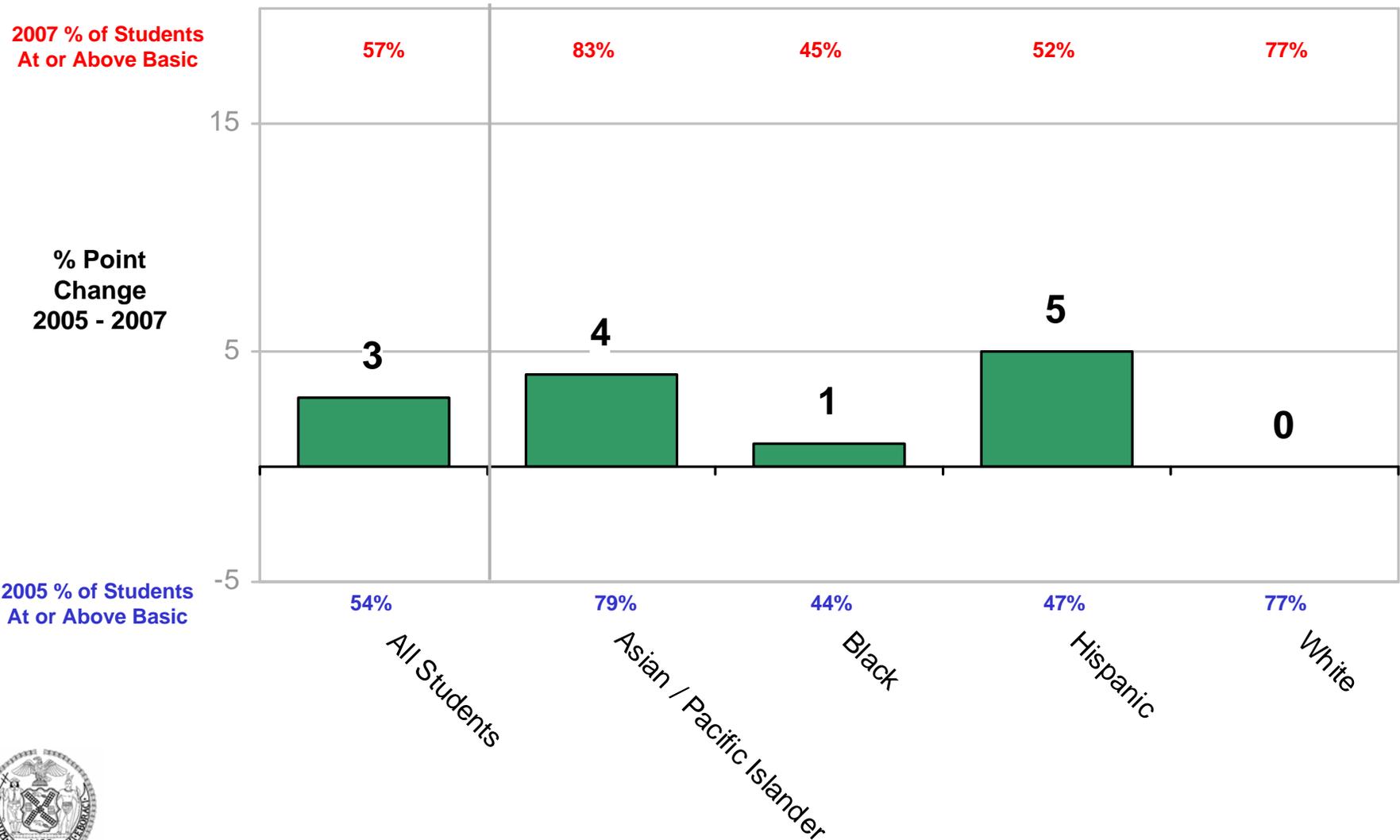
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2007 Trial Urban District Assessment

Achievement-Level Results in Grade 8 Mathematics by Urban District

Change in Percent At or Above Basic

New York City Results



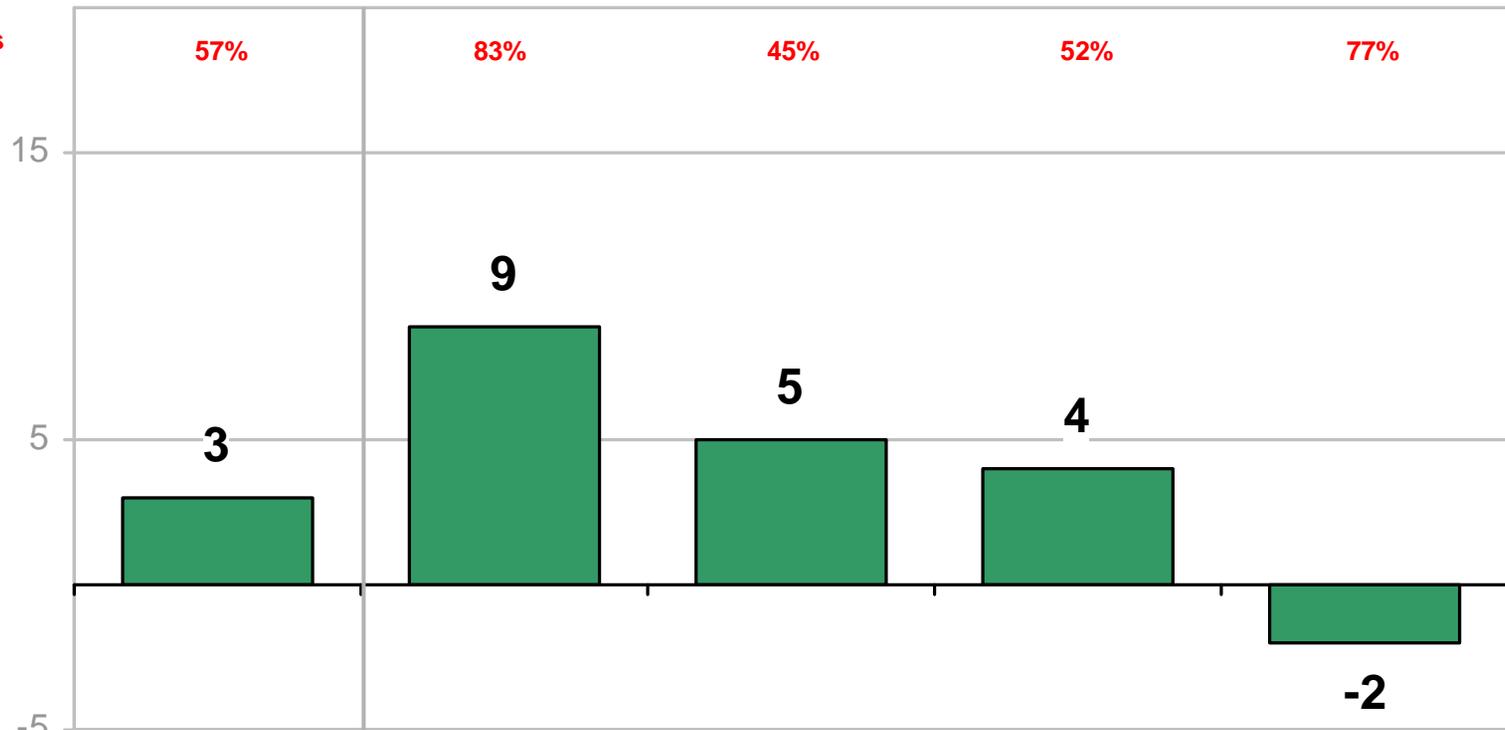
2007 Trial Urban District Assessment

Achievement-Level Results in Grade 8 Mathematics by Urban District

Change in Percent At or Above Basic

New York City Results

2007 % of Students
At or Above Basic



% Point
Change
2003 - 2007

2003 % of Students
At or Above Basic



Reading: Grade 8 Results

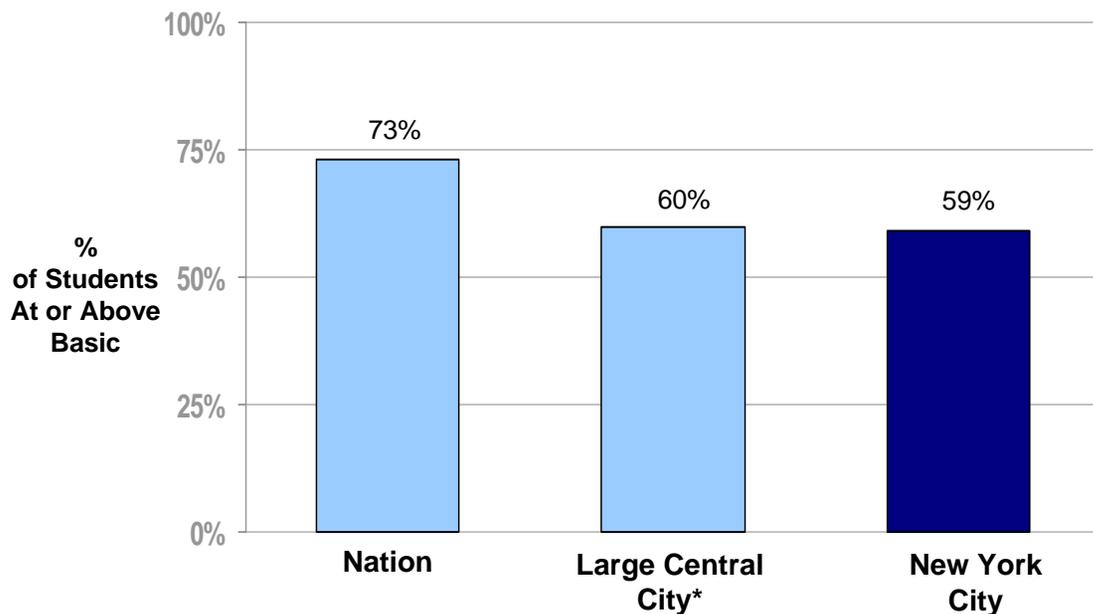


2007 Trial Urban District Assessment

Achievement-Level Results in Grade 8 Reading

Percent At or Above Basic

All Students



All TUDA Districts:

Charlotte	69%
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Boston	63%
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San Diego	60%
New York City	59%
Cleveland	56%
Atlanta	53%
Los Angeles	50%
District of Columbia	48%



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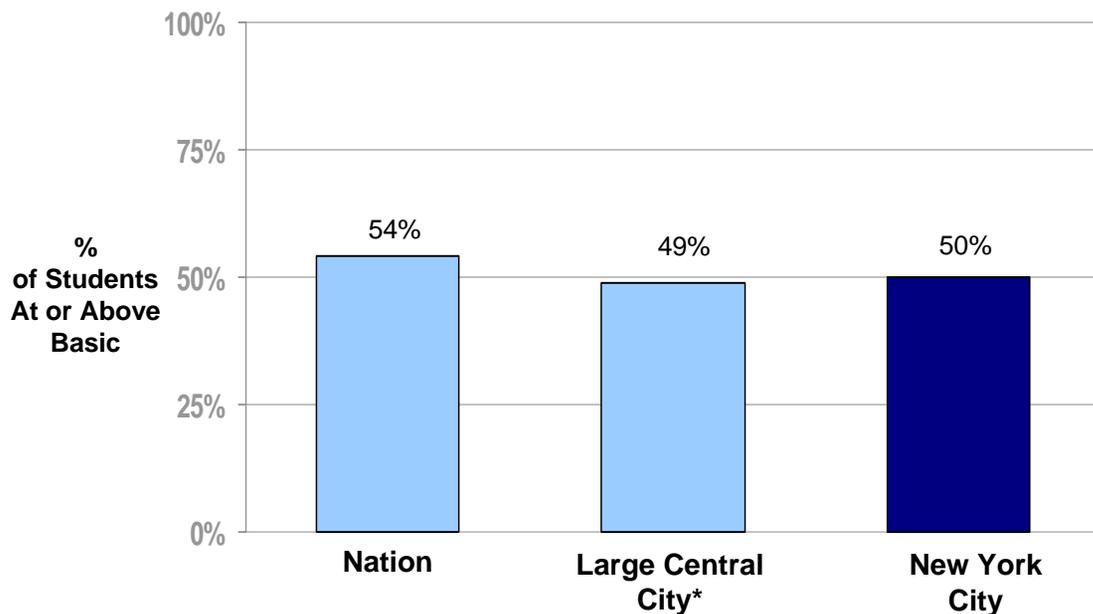
11/15/2007

2007 Trial Urban District Assessment

Achievement-Level Results in Grade 8 Reading

Percent At or Above Basic

Black Students



All TUDA Districts:

Houston	62%
Boston	60%
Charlotte	56%
Cleveland	51%
New York City	50%
Chicago	50%
Atlanta	50%
San Diego	48%
Austin	46%
District of Columbia	45%
Los Angeles	38%



*Note: Large Central City represents the average performance of public school students in large central cities nationwide

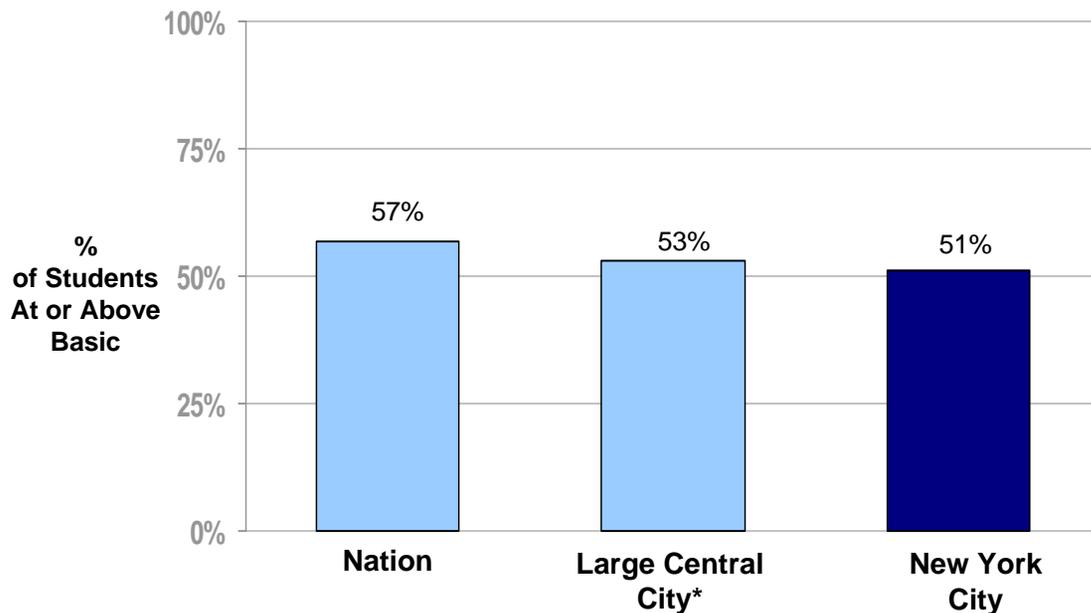
11/15/2007

2007 Trial Urban District Assessment

Achievement-Level Results in Grade 8 Reading

Percent At or Above Basic

Hispanic Students



All TUDA Districts:

Chicago	69%
Charlotte	65%
Cleveland	58%
Houston	57%
District of Columbia	56%
Austin	55%
Boston	52%
New York City	51%
San Diego	45%
Los Angeles	45%
Atlanta	NA



*Note: Large Central City represents the average performance of public school students in large central cities nationwide

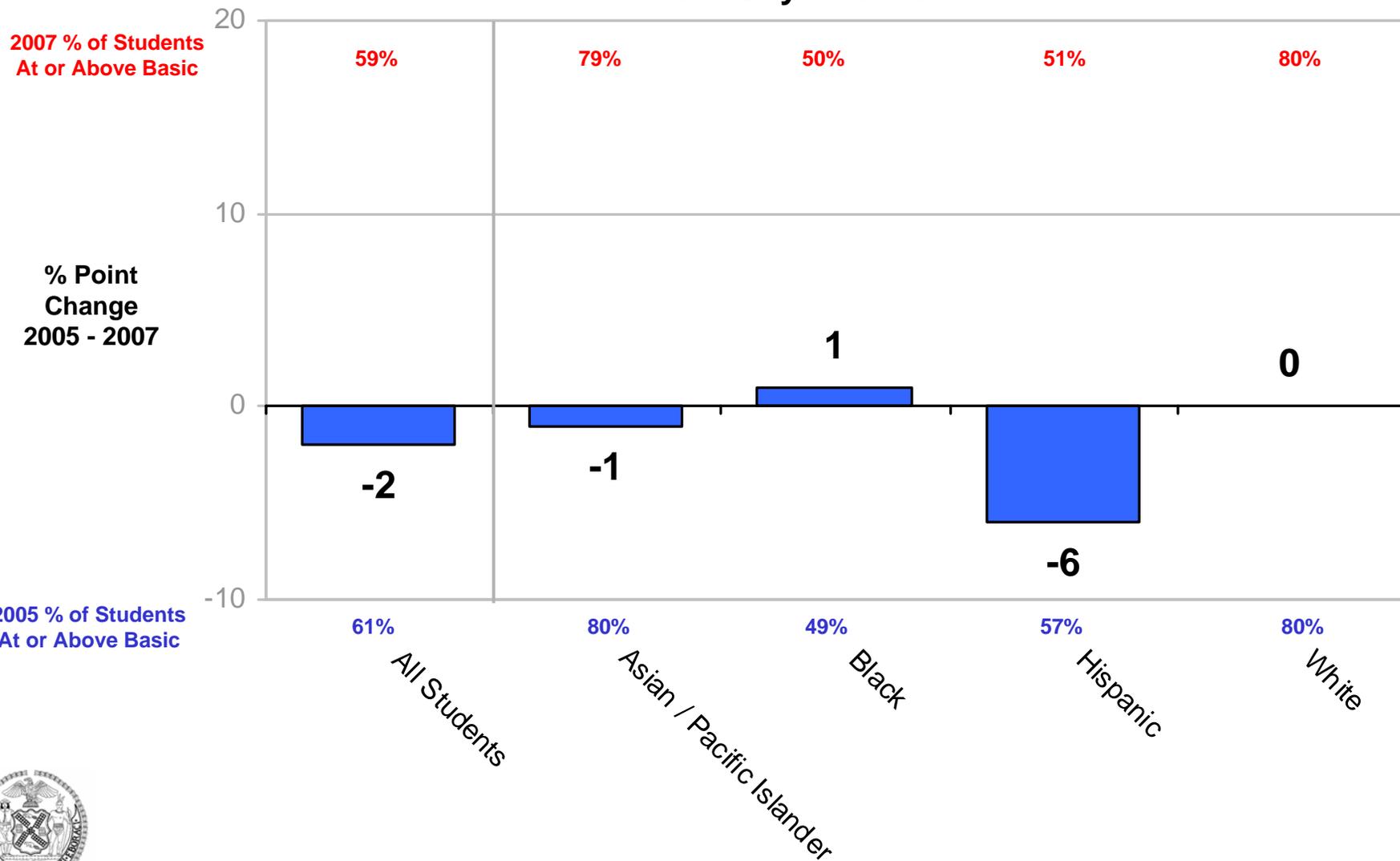
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2007 Trial Urban District Assessment

Achievement-Level Results in Grade 8 Reading

Change in Percent At or Above Basic

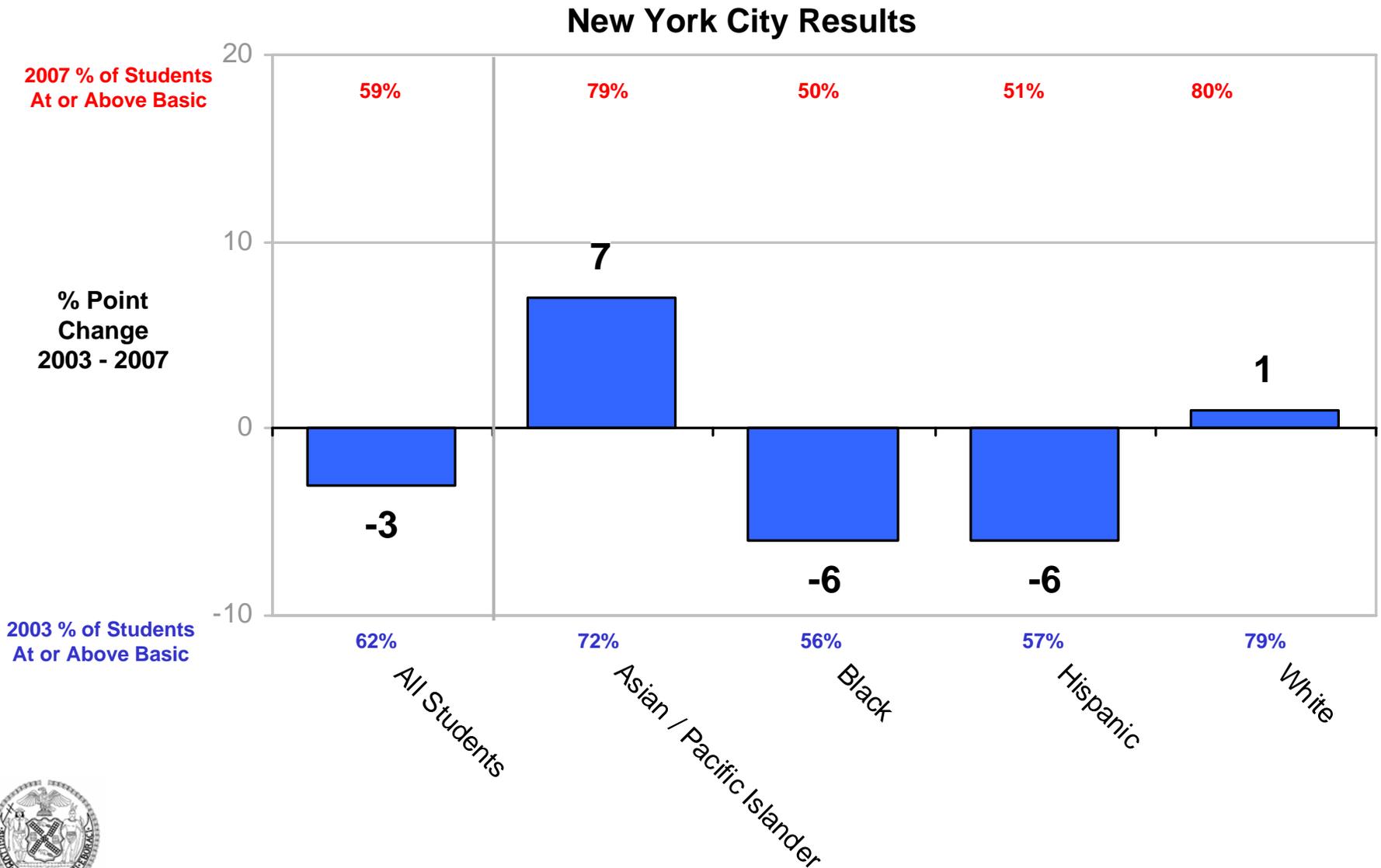
New York City Results



2007 Trial Urban District Assessment

Achievement-Level Results in Grade 8 Reading

Change in Percent At or Above Basic



New York City NAEP

What We Have Learned and How We Are Addressing Challenges

We know that our biggest challenge is addressing the needs of our middle school students. Here are some of the things we are doing to improve our middle school performance:

- **We are investing more in our middle schools.**
- **We are studying our best middle schools to learn what works.**
- **We are helping schools learn from each other and emulate success.**
- **“A” Middle Schools will become “demonstration sites.”**
- **We are encouraging success through financial incentives.**
- **We are diagnosing our students’ needs so we can teach them what they need to know.**
- **Educators are using information about performance to address the needs of struggling students.**
- **We are setting goals for improvements.**

