

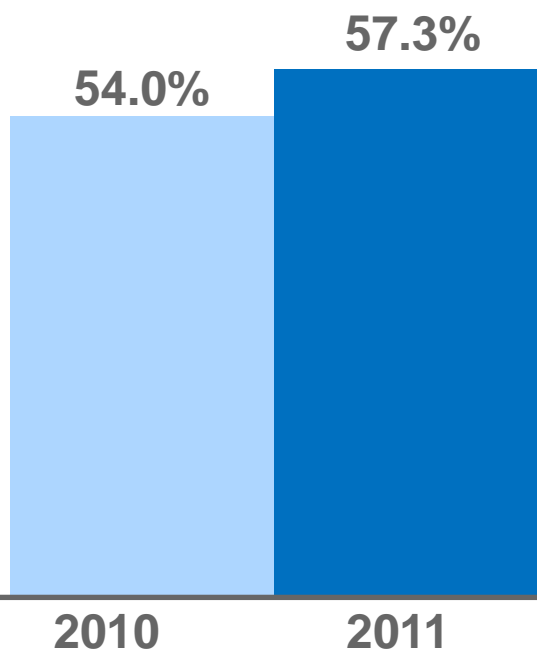
**NYC 2011
MATHEMATICS AND
ENGLISH LANGUAGE ARTS
CITYWIDE TEST RESULTS
GRADES 3 – 8**

August 2011

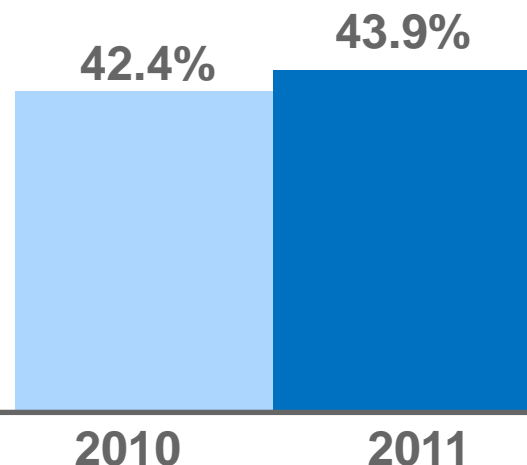
2010-2011 PERCENT LEVELS 3+4 FOR NYC STUDENTS IN MATH AND ENGLISH

Percent of Students Meeting/Exceeding New State Standards (Levels 3+4)

MATH
+ 3.3 pts.



ENGLISH
+ 1.5 pts.

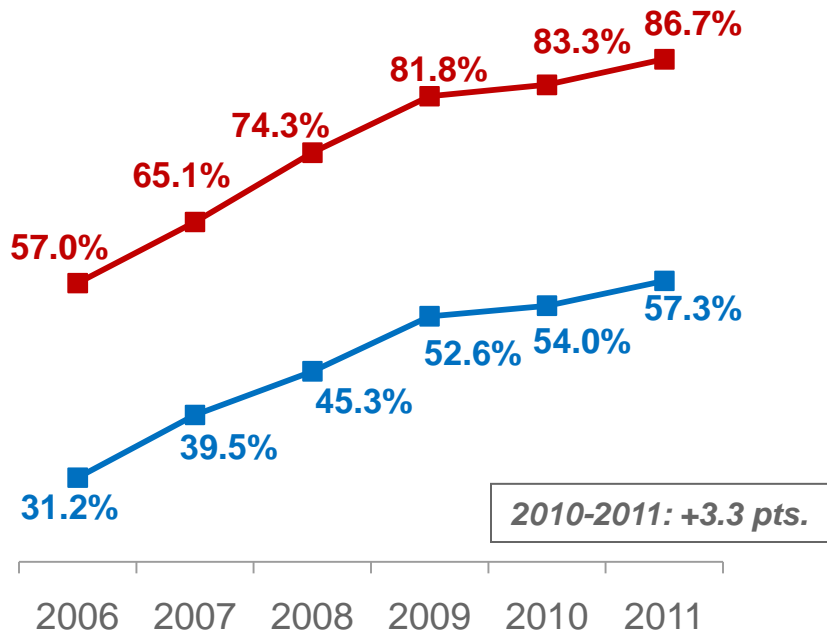


REGARDLESS OF THE BAR USED TO DEFINE PROFICIENCY (LEVELS 3+4), TEST PERFORMANCE INCREASES OVER TIME

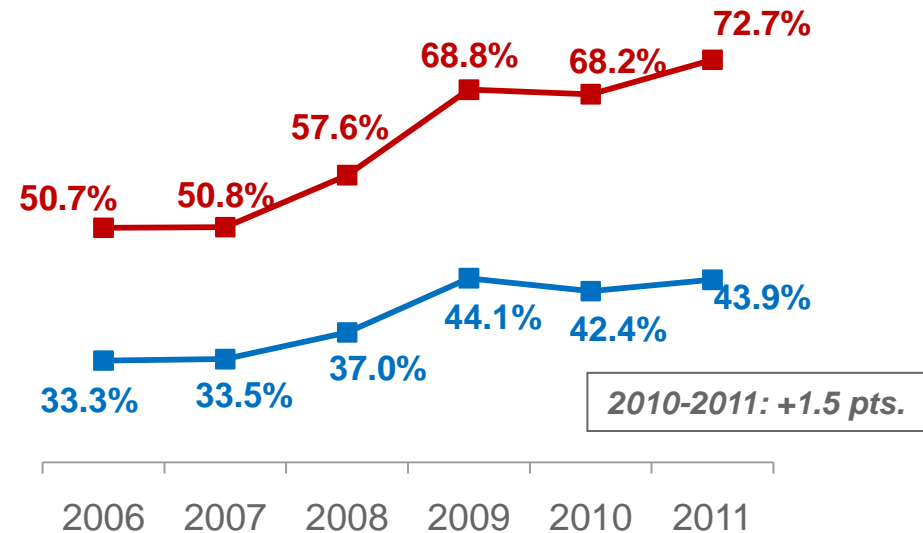
PERCENT OF STUDENTS AT LEVELS 3+4 IN GRADES 3-8
BY HISTORIC (2006-2009) CUT SCORES AND 2011'S CUT SCORES

Percent of Students Meeting or Exceeding
New vs. Old State Standards (Scoring at Level 3 or 4)

MATH



ENGLISH

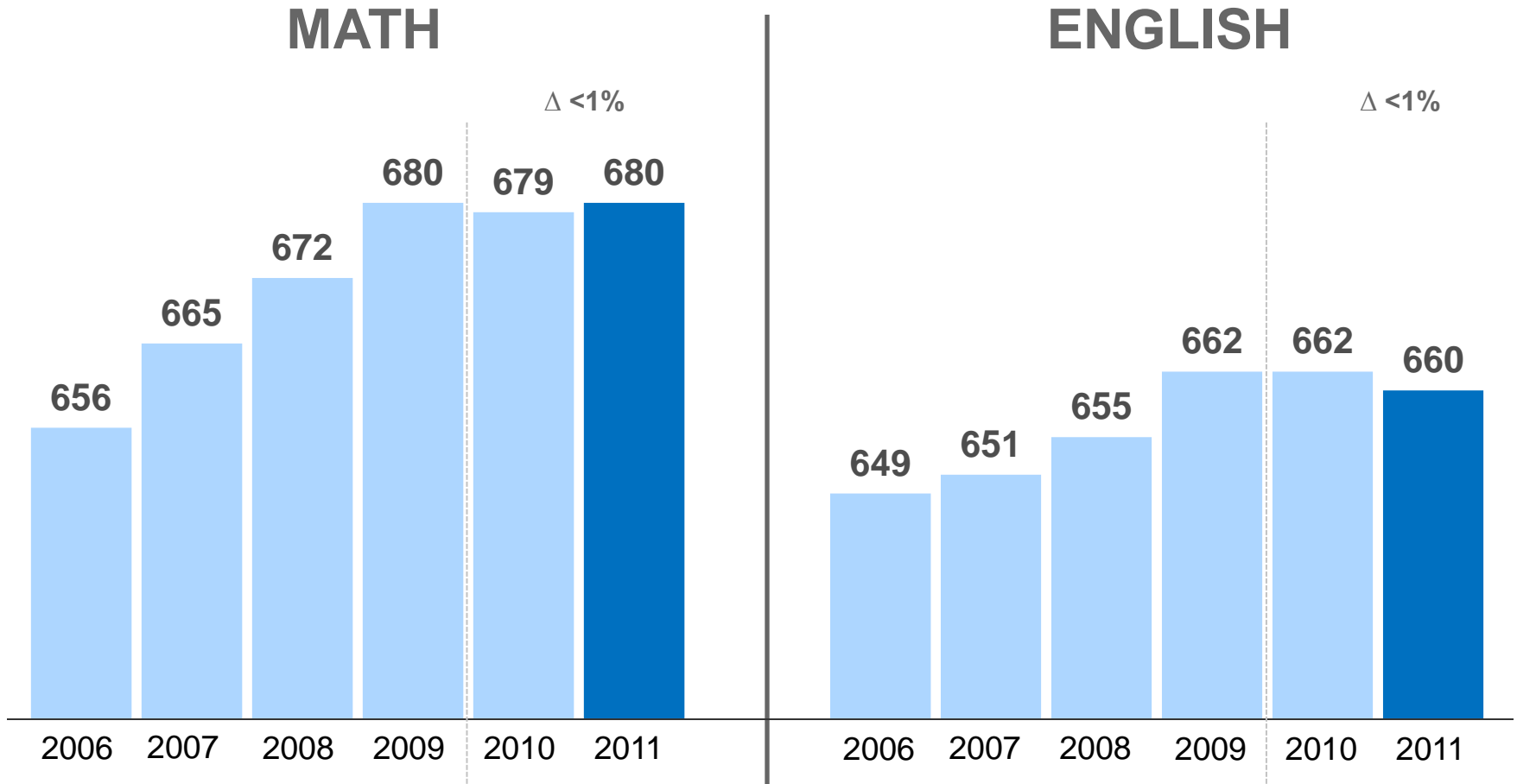


■ % meeting/exceeding new state standards (Levels 3+4) using **2011's** cut scores

■ % meeting/exceeding old state standards (Levels 3+4) using **historic (2006-2009)** cut scores

2006-2011 AVERAGE SCALE SCORES IN MATH AND ENGLISH All Students

Grades 3-8



Note: Scale scores are a conversion of raw scores (the number of correct responses) into a standard scale that allows for comparisons across years, as the length of the tests/number of tests questions changes.

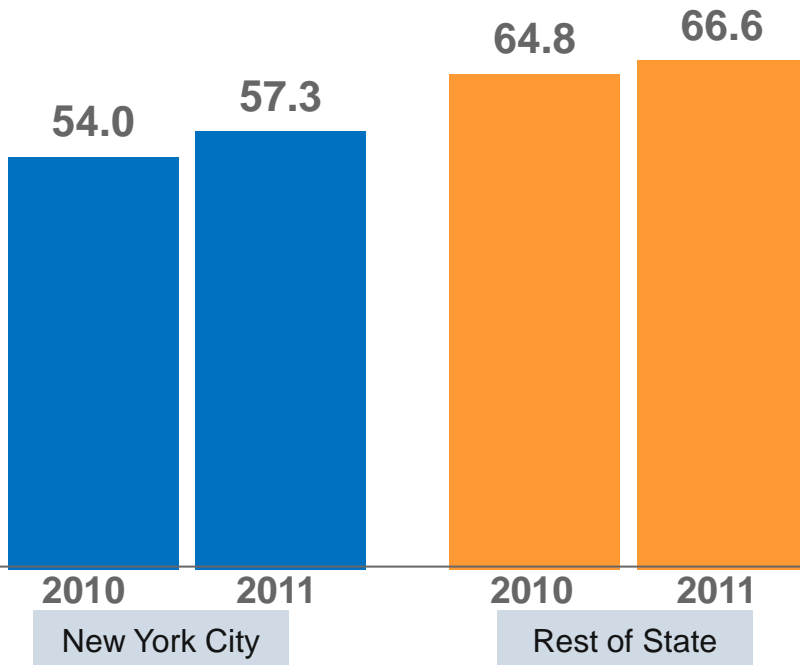
In 2010, NYSED increased the scale score required to meet each of the proficiency levels. In addition, in 2011, NYSED lengthened the exams by increasing the number of test questions.

ALL STUDENTS: NYC vs. REST OF STATE

Percent of Students in Grades 3-8 Meeting or Exceeding New State Standards
(Scoring at Levels 3 & 4)

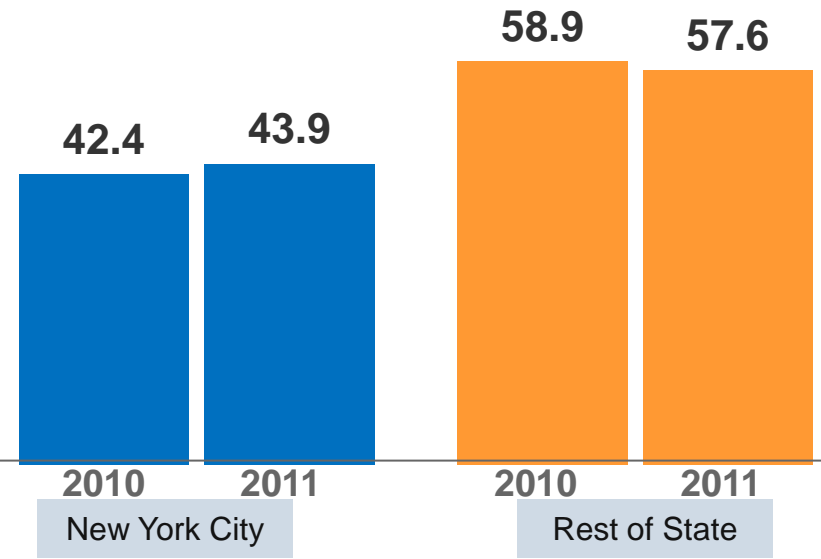
MATH

	2010-2011 Change
New York City	+3.3 pts.
Rest of State	+1.8 pts.



ENGLISH

	2010-2011 Change
New York City	+1.5 pts.
Rest of State	-1.3 pts.



Rest of State = New York State – NYC

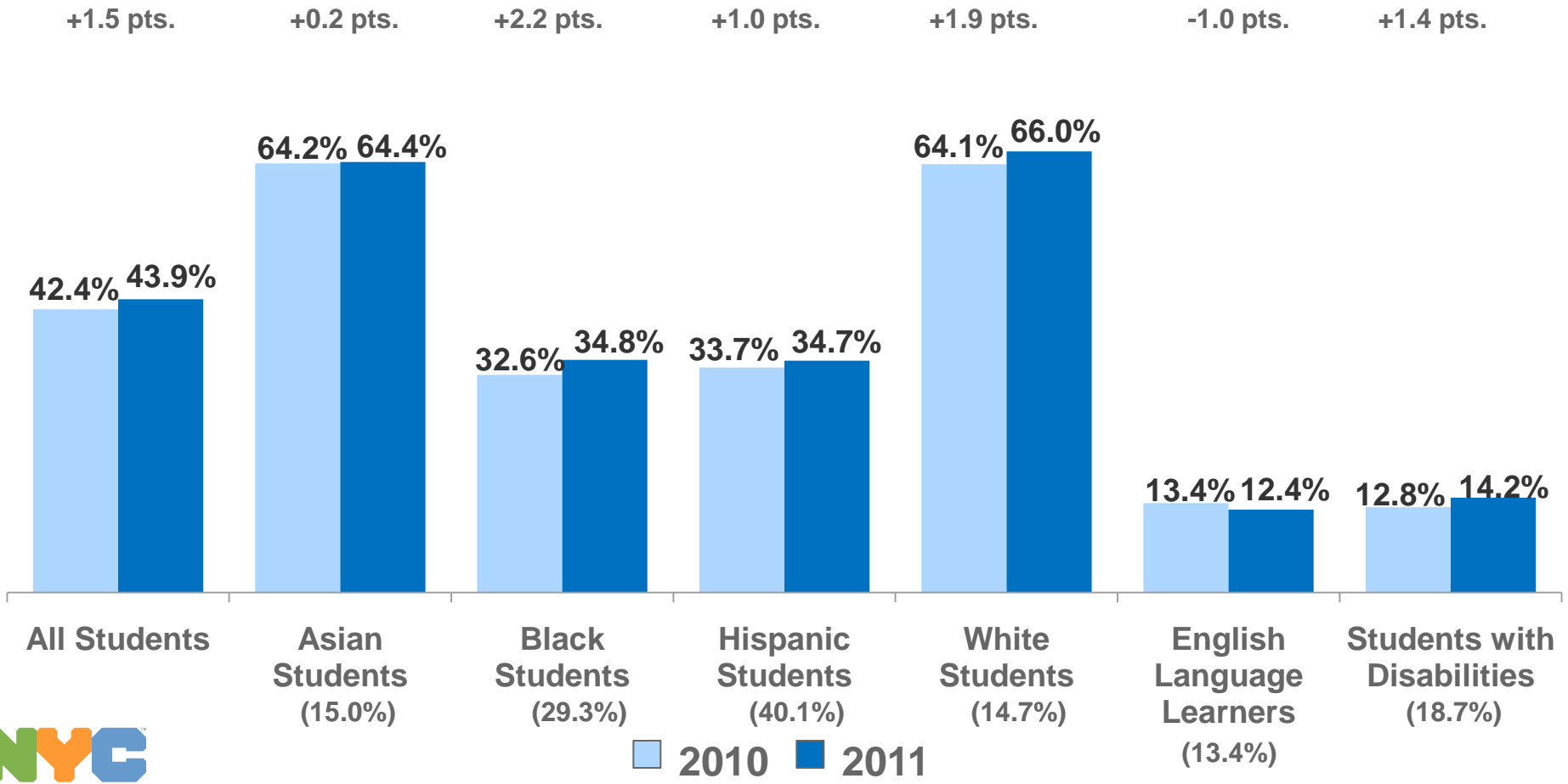
In 2010, NYSED increased the scale score required to meet each of the proficiency levels. In addition, in 2011, NYSED lengthened the exams by increasing the number of test questions.

NEARLY ALL STUDENT GROUPS MADE GAINS IN ENGLISH IN 2011

NYC PERCENT MEETING/EXCEEDING NEW STATE STANDARDS (LEVELS 3+4) BY SUBGROUP

GRADES 3-8: 2010 vs. 2011 NEW YORK STATE TESTS

ENGLISH



*Percent of students scoring levels 3 and 4 on the NY State grades 3-8 English and Math tests.

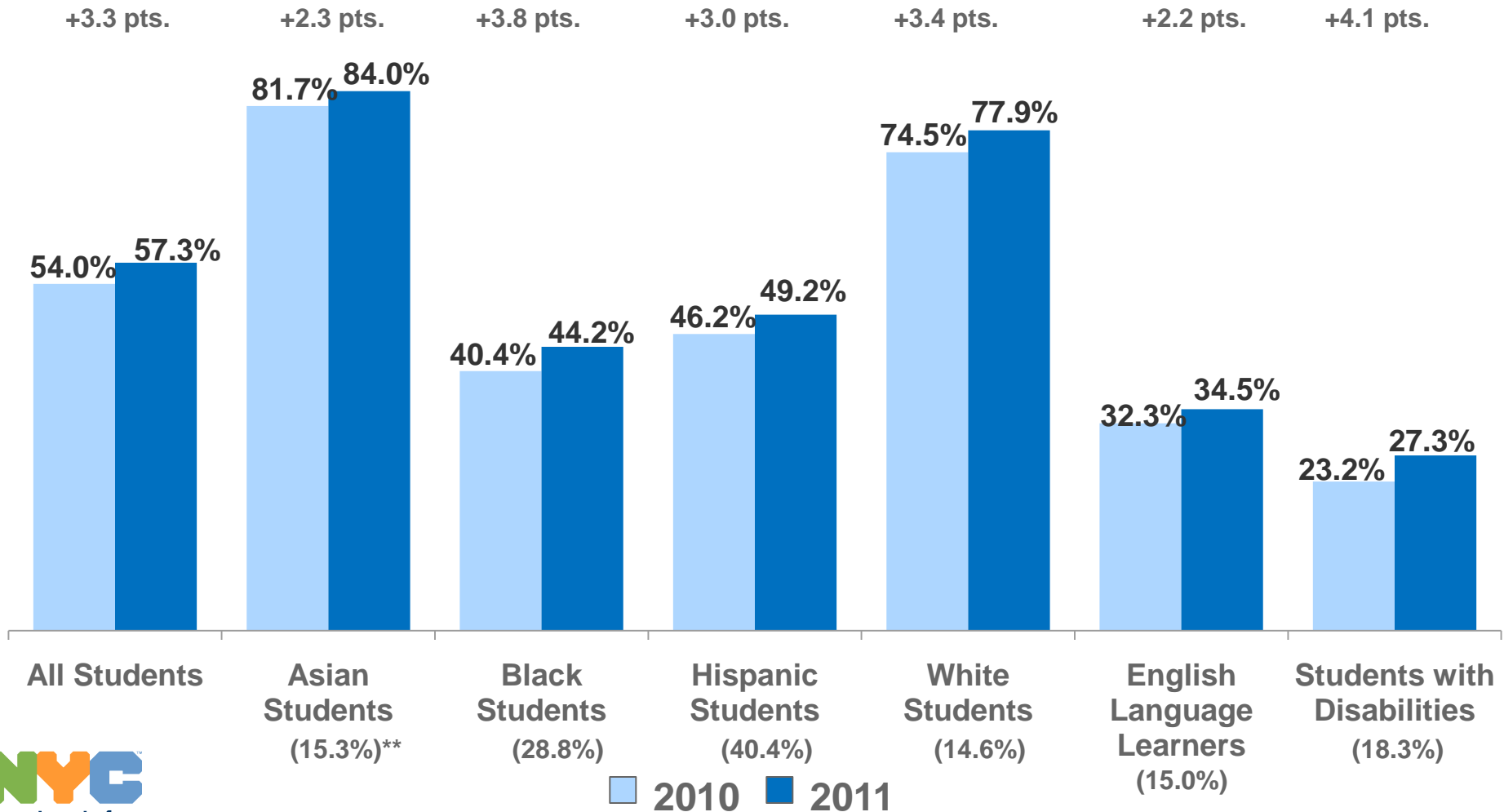
**Percent of population in 2011

ALL STUDENT GROUPS MADE GAINS IN MATH IN 2011

NYC PERCENT MEETING/EXCEEDING NEW STATE STANDARDS (LEVELS 3+4) BY SUBGROUP

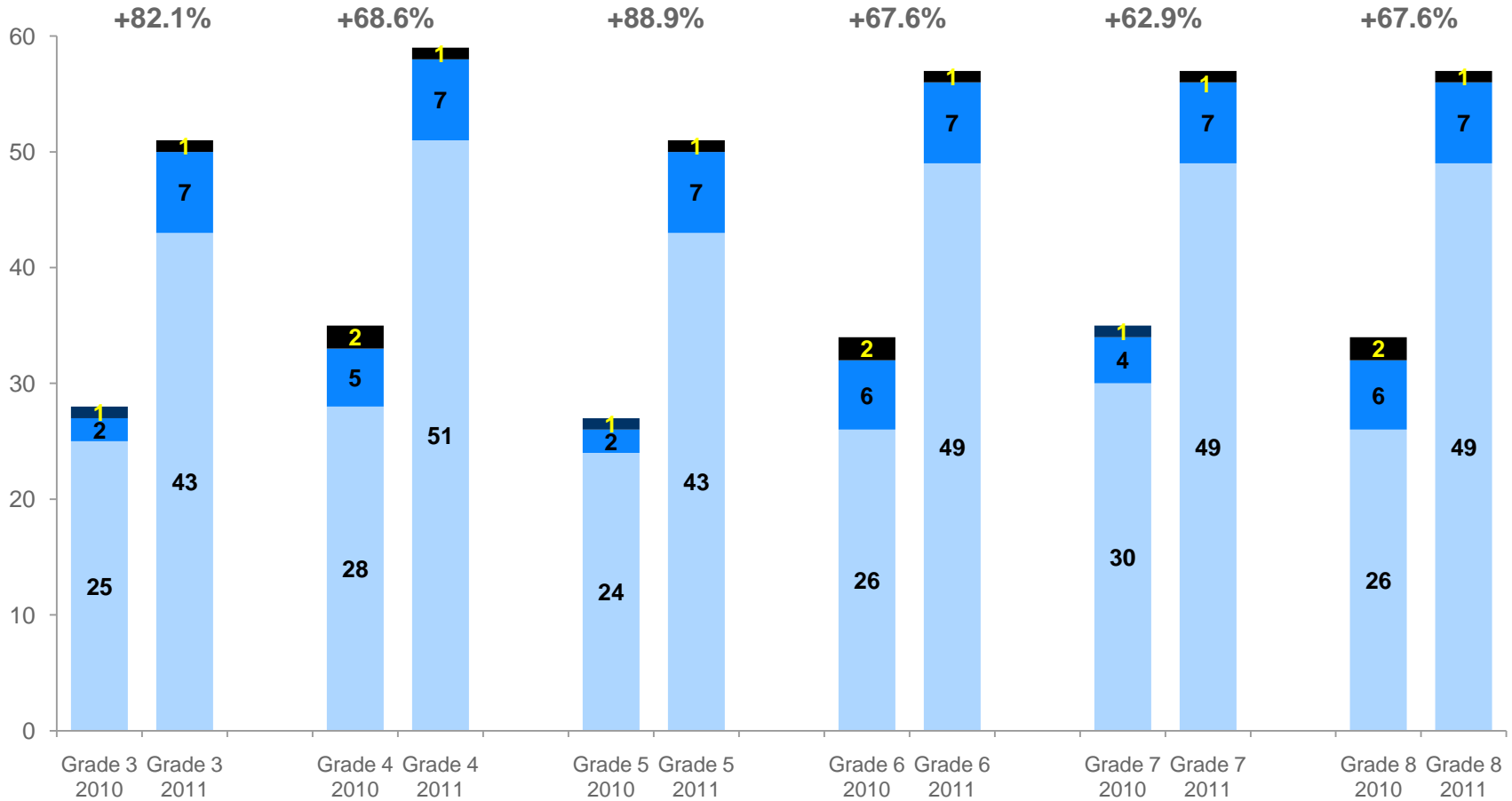
GRADES 3-8: 2010 vs. 2011 NEW YORK STATE TESTS

MATH



COMPARISON OF 2010 vs. 2011 ENGLISH TEST QUESTIONS:

Tests were longer, had more short answer and multiple choice questions

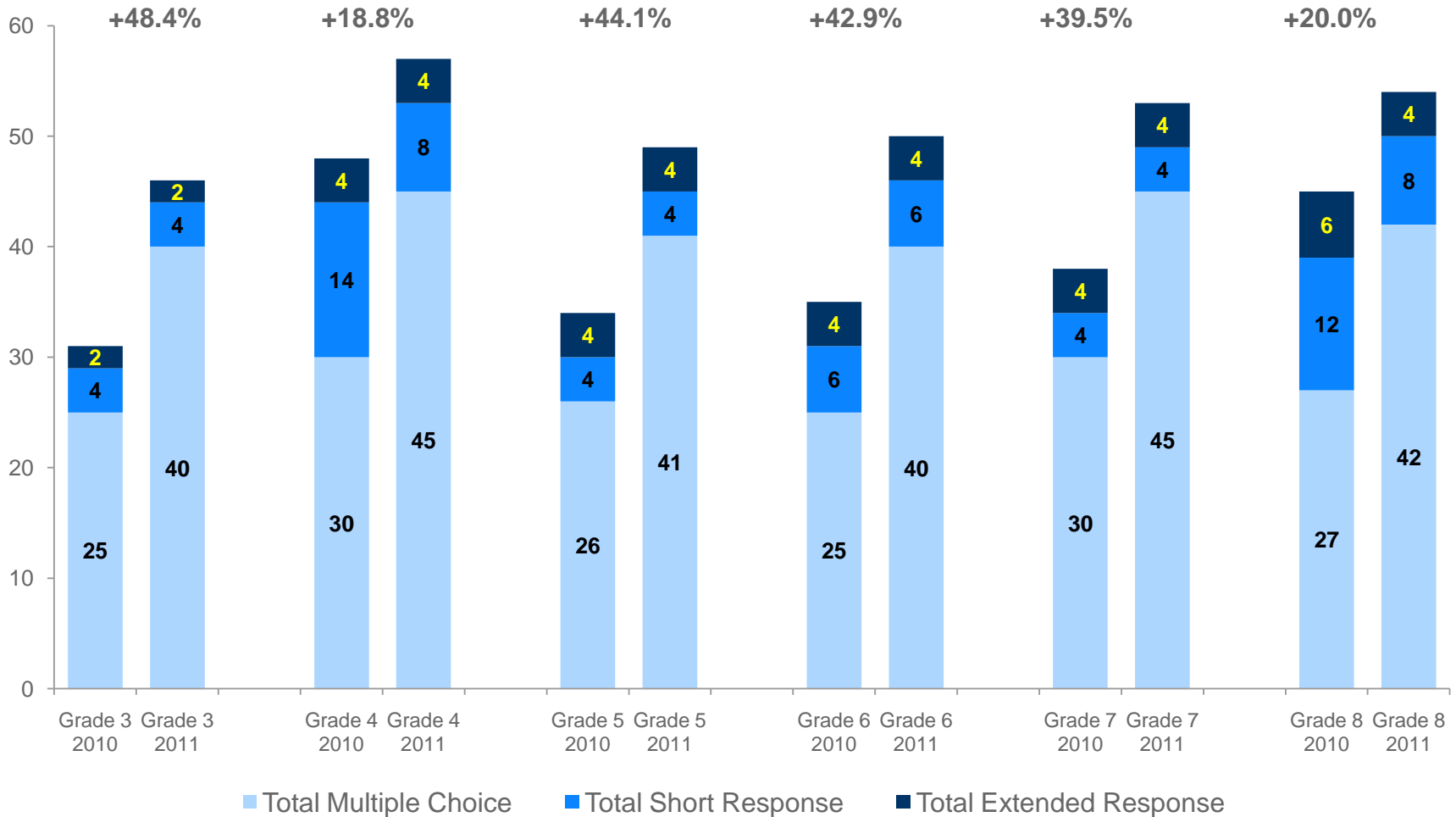


■ Total Multiple Choice
 ■ Total Short Response
 ■ Total Extended Response
 ■ Total Editing Paragraph

Short Response: Students read passages and provide short answers (a short phrase up to 1-2 sentences) to questions about the passage.
Extended Response: Students read passages and respond to prompts/questions about the passage in one paragraph or more.
Editing Paragraph: Students given paragraphs containing grammatical mistakes and asked to make corrections (capitalization, punctuation, etc).

COMPARISON OF 2010 vs. 2011 MATH TEST QUESTIONS:

Tests were longer, covered more material and standards than previously tested



■ Total Multiple Choice
 ■ Total Short Response
 ■ Total Extended Response

Short response: Students read word problems and are expected to write in an answer

Extended Response: Students read word problems and are expected to write an answer and explain their thinking



Department of Education

Dennis M. Walcott, Chancellor

Impact of SED Results on Students' Summer School Opportunities

7,117 students who *did not* meet promotion standards based on NYC DOE preliminary cut scores (and therefore were mandated for summer school) *did* meet promotion standards based on NY State test results:

- However, **2,309** over-identified students needed to attend summer school anyway due to other subject failure or core course failure.*
- The remaining **4,808** students benefited from additional summer instruction since they only scored at a low level 2.

Grade Level	Promotion Impact
3	1,094 students were over-identified
4	829 students were over-identified
5	1,292 students were over-identified
6	536 students were over-identified
7	1,572 students were over-identified
8	1,794 students were over-identified

*Core course failure is only used as a criteria for promotion in 8th grade. Excludes students with non-standard promotion criteria, such as students with disabilities with modified promotion criteria and English Language Learners with multiple promotion criteria. Excludes District 75, 84, and home schooled students.