

New York's Race to the Top Annual Performance Report

[Review the State-reported Year One APR](#)

Comprehensive Approach to Education Reform

Local Educational Agency (LEA) Participation

Student Outcomes Data: State Assessment Results

Student Outcomes Data: NAEP Results

Student Outcomes Data: Closing Achievement Gaps

**Student Outcomes Data: Graduation Rates and
Postsecondary Data**

College and Career-Ready Standards and Assessments

Data Systems to Support Instruction

Great Teachers and Leaders

Turning Around the Lowest-Achieving Schools

Education Funding and Charter Schools

**Emphasis on Science, Technology, Engineering, and
Mathematics (STEM)**

Progress Updates on Invitational Priorities

Year One Budget

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State-reported information

Question: Describe the State's progress in implementing a comprehensive and coherent approach to education reform from the time of application through June 30, 2011. In particular, highlight key accomplishments over the reporting period in the four reform areas: standards and assessments, data systems to support instruction, great teachers and leaders, and turning around lowest-achieving schools. States are also encouraged to describe examples of LEAs' progress in the four reform areas.

New York's State-reported Progress in Comprehensive Education Reform

State-reported response: Standards and Assessments: The State Board of Regents adopted the Common Core State Standards for Math and ELA; made progress in developing and disseminating CCSS implementation resources – including conducting a statewide webinar with David Coleman and creating the EngageNY.org microsite; completed the design of our very successful statewide Network Team Summer Institute for approximately 500 educators (August 2011); continued our active engagement as a governing state for PARCC; and conducted a gap analysis to determine how well aligned our current state assessments are to the CCSS.

Data Systems: One of five states participating in Phase One of the CCSSO Shared Learning Initiative (SLI); launched initiatives to develop comprehensive course catalog and data system security for teachers, students, and parents; started working with a number of other NYS agencies to enhance our P-12 data system; and collaborated with NY's two public higher education systems (SUNY and CUNY) to promote data sharing and enhance functional and systems architecture.

Great Teachers and Leaders: This Spring, the Board of Regents adopted regulations to implement the historic 2010 legislation on teacher and school leader effectiveness by requiring annual evaluations based in significant part on student achievement. This new law and regulations not only fundamentally change the way teachers and principals are evaluated, but requires that these evaluations be a significant factor in decisions relating to promotion, retention, tenure, and differentiated professional support and professional development. The law also provides an expedited disciplinary process for the removal of ineffective teachers and principals. The State Education Department also published guidance to the field around the regulations and conducted a statewide webinar on the regulations as well. We made substantive progress on the design of RFPs to promote clinically-rich pilot programs in undergraduate and graduate teacher education and for principal preparation.

School Turnaround: Awarded 2009 Cohort 1 SIG grants and almost completed the review of applications for SIG 2010 Cohort 2 during this time period; published guidance to districts with PLA schools regarding the implementation of the new Teacher/Leader evaluation system and for

implementation of Educational Partnership Organizations; conducted Joint Intervention Teams to new PLA/SURR schools; aligned NCLB and IDEA Accountability Systems; redesigned and strengthened the Regents approach to charter school authorizing.

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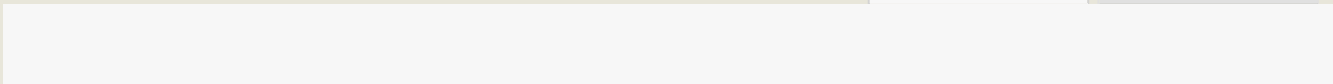
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Local Educational Agency (LEA) Participation

LEAs participating in New York's Race to the Top plan

The name and NCES ID for each participating LEA

Number of participating LEAs committed to implementing New York's plan in each of the reform areas

Collapse All

LEAs participating in New York's Race to the Top plan

State-reported information

	Statewide (#)	Participating LEAs (#) as indicated in the application	Participating LEAs (#) as of June 30, 2011	Involved LEAs (#) as of June 30, 2011
LEAs	866	744	715	0
Schools	4,711	4,422	4,413	0
K-12 Students	2,734,123	2,572,584	2,502,578	0
Students in poverty	1,322,965	1,223,256	1,272,794	0
Teachers	216,568	190,968	196,434	0
Principals	4,770	3,866	4,451	0

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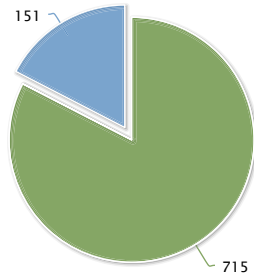
Question: Provide a brief explanation of any change in the number of participating LEAs from figure provided in the application.

State-reported response: The four-year allocations for individual LEAs ranged from \$1,438 to more than \$256 million. Once charter schools and school districts were notified of their allocations, a few opted not to submit a final Scope of Work.

After June 30, 2010 New York requested approval from USED to include one additional LEA for a total of 716 participating LEAs.

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LEAs Participating in New York's Race to the Top Plan

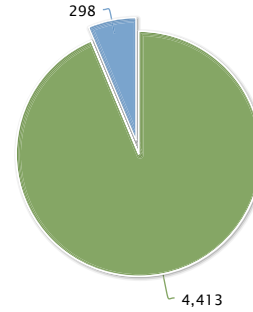


■ Participating LEAs (#) as of June 30, 2011
■ Involved LEAs (#) as of June 30, 2011
■ Other LEAs

[View Table \(Accessible\)](#)

[Click to see the name and NCES ID for each participating LEA](#)

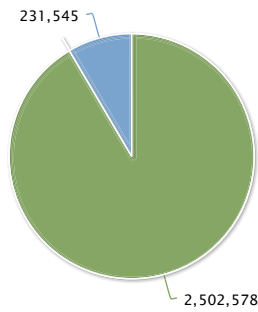
Schools in LEAs Participating in New York's Race to the Top Plan



■ Schools (#) in participating LEAs
■ Schools (#) in involved LEAs
■ Schools (#) in other LEAs

[View Table \(Accessible\)](#)

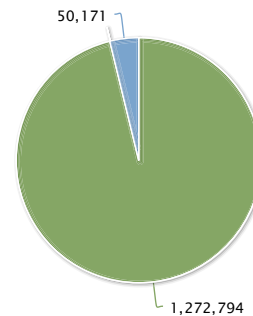
K-12 Students in LEAs Participating in New York's Race to the Top Plan



■ K-12 Students (#) in participating LEAs
■ K-12 Students (#) in involved LEAs
■ K-12 students (#) in other LEAs

[View Table \(Accessible\)](#)

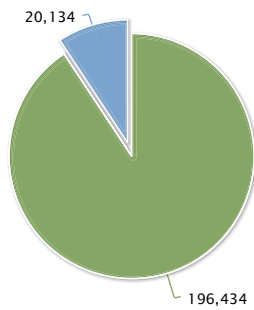
Students in Poverty in LEAs Participating in New York's Race to the Top Plan



■ Students in poverty (#) in participating LEAs
■ Students in poverty (#) in involved LEAs
■ Students in poverty (#) in other LEAs

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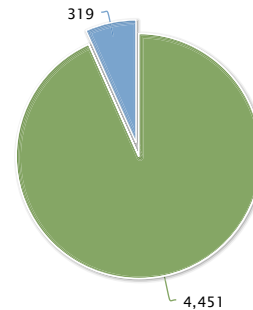
Teachers in LEAs Participating in New York's Race to the Top Plan



■ Teachers (#) in participating LEAs
■ Teachers (#) in involved LEAs
■ Teachers (#) in other LEAs

[View Table \(Accessible\)](#)

Principals in LEAs Participating in New York's Race to the Top Plan



■ Principals (#) in participating LEAs
■ Principals (#) in involved LEAs
■ Principals (#) in other LEAs

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Term	State's Definition
Teacher	A certified professional who provides instruction in a classroom, small group or individual settings.
Principal	The administrator who has lead executive authority for the school.

[View Table Key](#)

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The name and NCES ID for each participating LEA

State-reported information

LEA	NCES ID
ABBOTT UNION FREE SCHOOL DISTRICT	3602300
ACADEMIC LEADERSHIP CHARTER SCHOOL	3601001
ACHIEVEMENT FIRST APOLLO CHARTER SCHOOL	3601028
ACHIEVEMENT FIRST BROWNSVILLE CHARTER SCHOOL	3600969
ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL	3600166
ACHIEVEMENT FIRST CROWN HEIGHTS CHARTER SCHOOL	3600147
ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL	3600149
ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL	3600170
ADDISON CENTRAL SCHOOL DISTRICT	3602370
ADIRONDACK CENTRAL SCHOOL DISTRICT	3605040
AFTON CENTRAL SCHOOL DISTRICT	3602400
AKRON CENTRAL SCHOOL DISTRICT	3602430
ALBANY CITY SCHOOL DISTRICT	3602460
ALBION CENTRAL SCHOOL DISTRICT	3602520
ALDEN CENTRAL SCHOOL DISTRICT	3602550
ALEXANDER CENTRAL SCHOOL DISTRICT	3602580
ALEXANDRIA CENTRAL SCHOOL DISTRICT	3602670
ALFRED-ALMOND CENTRAL SCHOOL DISTRICT	3602700
ALLEGANY-LIMESTONE CENTRAL SCHOOL DISTRICT	3600015
ALOMA D JOHNSON COMMUNITY CHARTER SCHOOL	3600970
ALTMAR-PARISH-WILLIAMSTOWN CENTRAL SCHOOL DISTRICT	3602820
AMBER CHARTER SCHOOL	3600039
AMHERST CENTRAL SCHOOL DISTRICT	3602920
AMITYVILLE UNION FREE SCHOOL DISTRICT	3602940
AMSTERDAM CITY SCHOOL DISTRICT	3602970
ANDES CENTRAL SCHOOL DISTRICT	3603000
ANDOVER CENTRAL SCHOOL DISTRICT	3603030
ARDSLEY UNION FREE SCHOOL DISTRICT	3603180
ARGYLE CENTRAL SCHOOL DISTRICT	3603210
ARKPORT CENTRAL SCHOOL DISTRICT	3603240
ARLINGTON CENTRAL SCHOOL DISTRICT	3603270
ATTICA CENTRAL SCHOOL DISTRICT	3603420
AUBURN CITY SCHOOL DISTRICT	3603480
AUSABLE VALLEY CENTRAL SCHOOL DISTRICT	3616170
AVERILL PARK CENTRAL SCHOOL DISTRICT	3600016
AVOCA CENTRAL SCHOOL DISTRICT	3603630

LEA	NCES ID
GILBERTSVILLE-MOUNT UPTON CENTRAL SCHOOL DISTRICT	3604757
GILBOA-CONESVILLE CENTRAL SCHOOL DISTRICT	3612120
GIRLS PREP CHARTER SCHOOL OF BRONX	3600986
GIRLS PREPARATORY CHARTER SCHOOL OF NEW YORK	3600136
GLEN COVE CITY SCHOOL DISTRICT	3612180
GLENS FALLS CITY SCHOOL DISTRICT	3612240
GLENS FALLS COMMON SCHOOL DISTRICT	3602310
GLOVERSVILLE CITY SCHOOL DISTRICT	3612270
GORHAM-MIDDLESEX CENTRAL SCHOOL DISTRICT (MARCUS WHITMAN)	3612300
GOSHEN CENTRAL SCHOOL DISTRICT	3612330
GOVERNEUR CENTRAL SCHOOL DISTRICT	3612360
GOWANDA CENTRAL SCHOOL DISTRICT	3612390
GRAND CONCOURSE ACADEMY CHARTER SCHOOL	3600112
GRAND ISLAND CENTRAL SCHOOL DISTRICT	3607020
GRANVILLE CENTRAL SCHOOL DISTRICT	3612450
GREAT NECK UNION FREE SCHOOL DISTRICT	3612510
GREECE CENTRAL SCHOOL DISTRICT	3612630
GREEN ISLAND UNION FREE SCHOOL DISTRICT	3612660
GREENBURGH CENTRAL SCHOOL DISTRICT	3612720
GREENBURGH ELEVEN UNION FREE SCHOOL DISTRICT	3610140
GREENBURGH-GRAHAM UNION FREE SCHOOL DISTRICT	3612400
GREENBURGH-NORTH CASTLE UNION FREE SCHOOL DISTRICT	3627980
GREENE CENTRAL SCHOOL DISTRICT	3612750
GREENPORT UNION FREE SCHOOL DISTRICT	3612840
GREENVILLE CENTRAL SCHOOL DISTRICT	3612870
GREENWICH CENTRAL SCHOOL DISTRICT	3612900
GREENWOOD LAKE UNION FREE SCHOOL DISTRICT	3612960
GROTON CENTRAL SCHOOL DISTRICT	3613020
GUILDERLAND CENTRAL SCHOOL DISTRICT	3613080
HADLEY-LUZERNE CENTRAL SCHOOL DISTRICT	3613110
HALDANE CENTRAL SCHOOL DISTRICT	3613230
HALF HOLLOW HILLS CENTRAL SCHOOL DISTRICT	3613290

LEA	NCES ID
ONEIDA CITY SCHOOL DISTRICT	3600013
ONEONTA CITY SCHOOL DISTRICT	3621780
ONONDAGA CENTRAL SCHOOL DISTRICT	3621810
ONTEORA CENTRAL SCHOOL DISTRICT	3621840
OPPENHEIM-EPHRATAH CENTRAL SCHOOL DISTRICT	3621870
ORACLE CHARTER SCHOOL	3600132
ORCHARD PARK CENTRAL SCHOOL DISTRICT	3621900
ORISKANY CENTRAL SCHOOL DISTRICT	3621960
OSSINING UNION FREE SCHOOL DISTRICT	3622020
OSWEGO CITY SCHOOL DISTRICT	3622050
OTEGO-UNADILLA CENTRAL SCHOOL DISTRICT	3629240
OWEGO-APALACHIN CENTRAL SCHOOL DISTRICT	3622170
OXFORD ACADEMY AND CENTRAL SCHOOL DISTRICT	3622260
OYSTER BAY-EAST NORWICH CENTRAL SCHOOL DISTRICT	3622290
PALMYRA-MACEDON CENTRAL SCHOOL DISTRICT	3622380
PANAMA CENTRAL SCHOOL DISTRICT	3622410
PARISHVILLE-HOPKINTON CENTRAL SCHOOL DISTRICT	3622440
PAVILION CENTRAL SCHOOL DISTRICT	3622500
PAWLING CENTRAL SCHOOL DISTRICT	3622530
PEARL RIVER UNION FREE SCHOOL DISTRICT	3622560
PEEKSKILL CITY SCHOOL DISTRICT	3622650
PELHAM UNION FREE SCHOOL DISTRICT	3622680
PEMBROKE CENTRAL SCHOOL DISTRICT	3608340
PENFIELD CENTRAL SCHOOL DISTRICT	3622710
PENN YAN CENTRAL SCHOOL DISTRICT	3622740
PERRY CENTRAL SCHOOL DISTRICT	3622770
PERU CENTRAL SCHOOL DISTRICT	3622830
PHELPS-CLIFTON SPRINGS CENTRAL SCHOOL DISTRICT	3622890
PHOENIX CENTRAL SCHOOL DISTRICT	3622920
PINE BUSH CENTRAL SCHOOL DISTRICT	3623010
PINE PLAINS CENTRAL SCHOOL DISTRICT	3623040
PINE VALLEY CENTRAL SCHOOL DISTRICT (SOUTH DAYTON)	3623070
PINNACLE CHARTER SCHOOL	3600072
PITTSFORD CENTRAL SCHOOL DISTRICT	3623160
PLAINEDGE UNION FREE SCHOOL DISTRICT	3623190

AVON CENTRAL SCHOOL DISTRICT	3603660	HAMBURG CENTRAL SCHOOL DISTRICT	3613350	PLATTSBURGH CITY SCHOOL DISTRICT	3623280
BABYLON UNION FREE SCHOOL DISTRICT	3603720	HAMILTON CENTRAL SCHOOL DISTRICT	3613380	PLEASANTVILLE UNION FREE SCHOOL DISTRICT	3623310
BAINBRIDGE-GUILFORD CENTRAL SCHOOL DISTRICT	3603810	HAMMOND CENTRAL SCHOOL DISTRICT	3613440	POCANTICO HILLS CENTRAL SCHOOL DISTRICT	3623340
BALDWIN UNION FREE SCHOOL DISTRICT	3603840	HAMMONDSPORT CENTRAL SCHOOL DISTRICT	3613470	POLAND CENTRAL SCHOOL DISTRICT	3623370
				PORT BYRON CENTRAL SCHOOL	3623400

Participating LEAs committed to implementing New York's plan in each of the reform areas

State-reported information

Elements of State Reform Plans	Number of participating LEAs (#) in this subcriterion as of June 30, 2011		Percentage of LEAs participating in this subcriterion (%)
	Conditional Participating LEAs	Total Participating LEAs	
B. Standards and Assessments			
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	0	715	100
C. Data Systems to Support Instruction			
(C)(3) Using data to improve instruction:			
(i) Use of local instructional improvement systems	0	715	100
(ii) Professional development on use of data	0	715	100
(iii) Availability and accessibility of data to researchers	0	715	100
D. Great Teachers and Leaders			
(D)(2) Improving teacher and principal effectiveness based on performance:			
(i) Measure student growth	0	715	100
(ii) Design and implement evaluation systems	0	715	100
(iii) Conduct annual evaluations	0	715	100
(iv)(a) Use evaluations to inform professional development	0	715	100
(iv)(b) Use evaluations to inform compensation, promotion and retention	0	715	100
(iv)(c) Use evaluations to inform tenure and/or full certification	0	715	100
(iv)(d) Use evaluations to inform removal	0	715	100
(D)(3) Ensuring equitable distribution of effective teachers and principals:			
(i) High-poverty and/or high-minority schools	0	715	100
(ii) Hard-to-staff subjects and specialty areas	0	715	100
(D)(5) Providing effective support to teachers and principals:			
(i) Quality professional development	0	715	100
(ii) Measure effectiveness of professional development	0	715	100
E. Turning Around the Lowest-Achieving Schools			
(E)(2) Turning around the lowest-achieving schools	0	715	100

[View Table Key](#)

Additional information provided by the State:

LEAs were not permitted to participate in RTTT conditionally.

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Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

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Local Educational Agency (LEA) Participation

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Student Outcomes Data: State Assessment Results

English language arts (ELA) assessment results

Mathematics assessment results

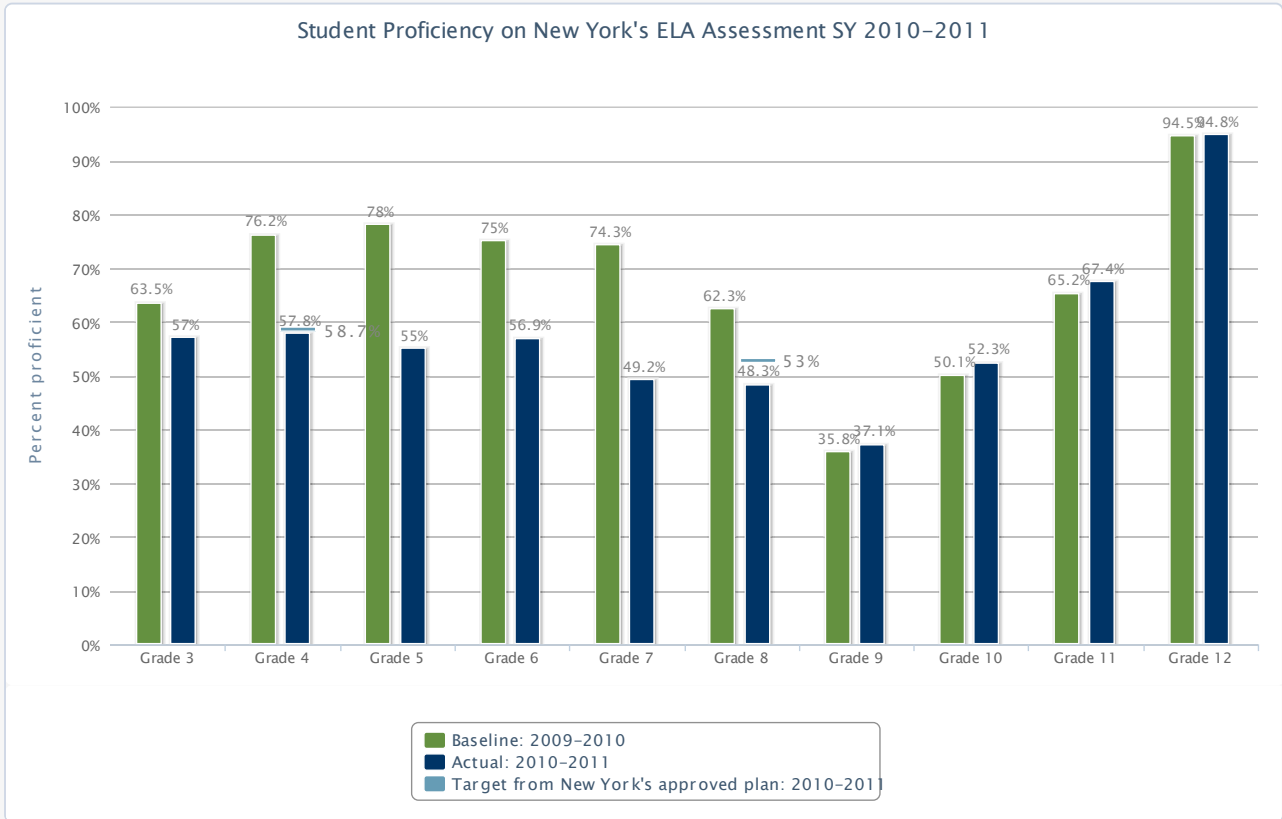
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English language arts (ELA) assessment results

State-reported information

Results of New York's ELA assessment under the Elementary and Secondary Education Act (ESEA)

Preliminary SY 2010-2011 data reported as of: **October 14, 2011**



[View Table \(Accessible\)](#)

Student proficiency on New York's ELA assessment SY 2010-2011.	Baseline:	Actual:	Target from New York's
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Preliminary data reported as of October 14, 2011.	SY 2009-2010	SY 2010-2011	approved plan: SY 2010-2011
Grade 3	63.5%	57%	N/A
Grade 4	76.2%	57.8%	58.7%
Grade 5	78%	55%	N/A
Grade 6	75%	56.9%	N/A
Grade 7	74.3%	49.2%	N/A
Grade 8	62.3%	48.3%	53%
Grade 9	35.8%	37.1%	N/A
Grade 10	50.1%	52.3%	N/A
Grade 11	65.2%	67.4%	N/A
Grade 12	94.5%	94.8%	N/A

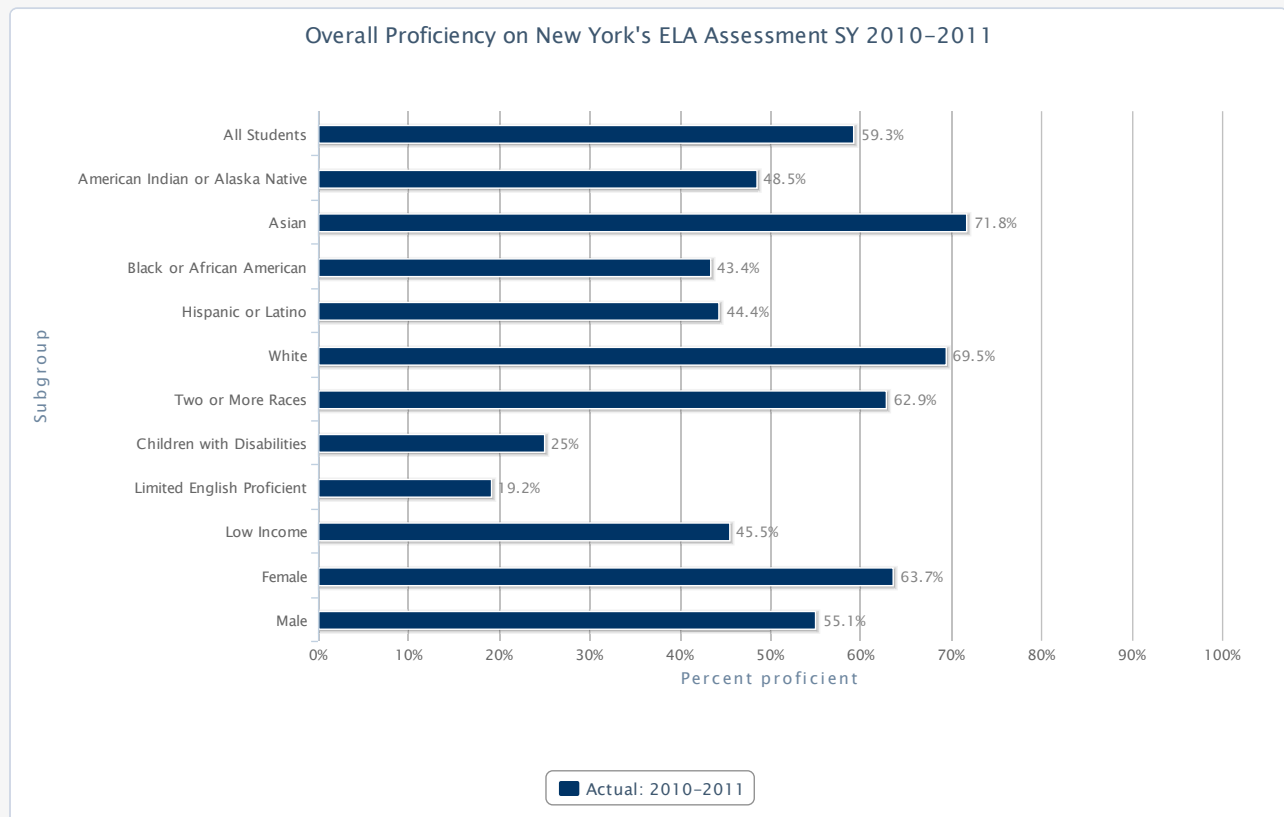
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Additional information provided by the State:

It is important to note that in July 2010, the State Board of Regents raised cut scores on grades 3-8 ELA and mathematics State assessments and redefined the "college-ready" scores on the ELA and mathematics examinations needed for high school graduation. This policy decision was made after the Board reviewed research showing that these assessments are strong leading indicators of whether a student will be able to succeed in college without remediation.

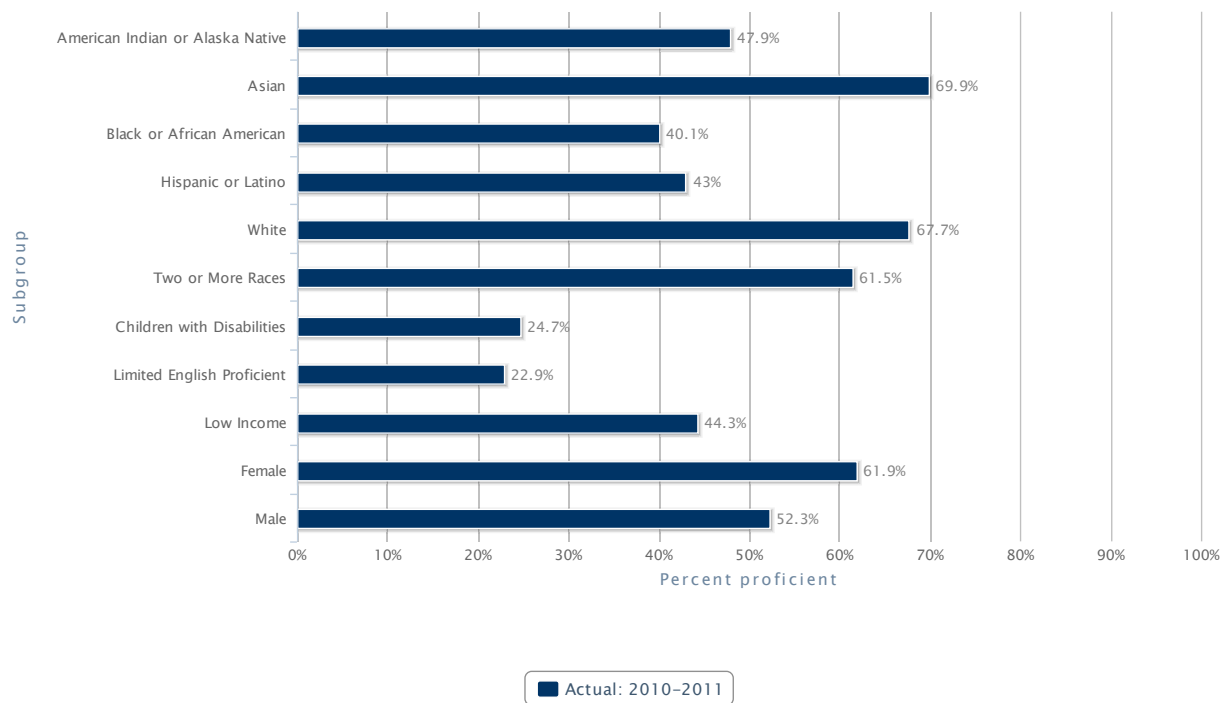
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NOTE: Over the past three years, the Department has transitioned from five to seven racial and ethnic groups used for reporting data, including English language arts and mathematics proficiency results. Therefore, racial and ethnic data reported for SY 2009-2010 may not be directly comparable to racial and ethnic data reported for SY 2010-2011.



[View Table \(Accessible\)](#)

Grade 3 Proficiency on New York's ELA Assessment SY 2010–2011



Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
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[View Table \(Accessible\)](#)

Preliminary Overall Proficiency SY 2010-2011		
Category	Actual: SY 2010-2011	Target from New York's approved plan: SY 2010-2011
All Students	59.3%	N/A
American Indian or Alaska Native	48.5%	N/A
Asian	71.8%	N/A
Black or African American	43.4%	N/A
Hispanic or Latino	44.4%	N/A
Native Hawaiian or Other Pacific Islander	-	N/A
White	69.5%	N/A
Two or More Races	62.9%	N/A
Children with Disabilities	25%	N/A
Limited English Proficient	19.2%	N/A
Low Income	45.5%	N/A
Female	63.7%	N/A
Male	55.1%	N/A

[View Table Key](#)

Overall Proficiency SY 2009-2010	
Category	Baseline: SY 2009-2010
All Students	74.3%
American Indian or Alaska Native	66.1%
Asian or Pacific Islander	81.8%
Black, non-Hispanic	60.3%
Hispanic	61.3%
White, non-Hispanic	83.6%
Children with Disabilities	39.3%
Limited English Proficient	34.2%
Low Income	62.8%
Female	77.9%
Male	70.8%

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Preliminary Grade 3 Proficiency SY 2010-2011		
Category	Actual: SY 2010-2011	Target from New York's approved plan: SY 2010-2011
American Indian or Alaska Native	47.9%	N/A

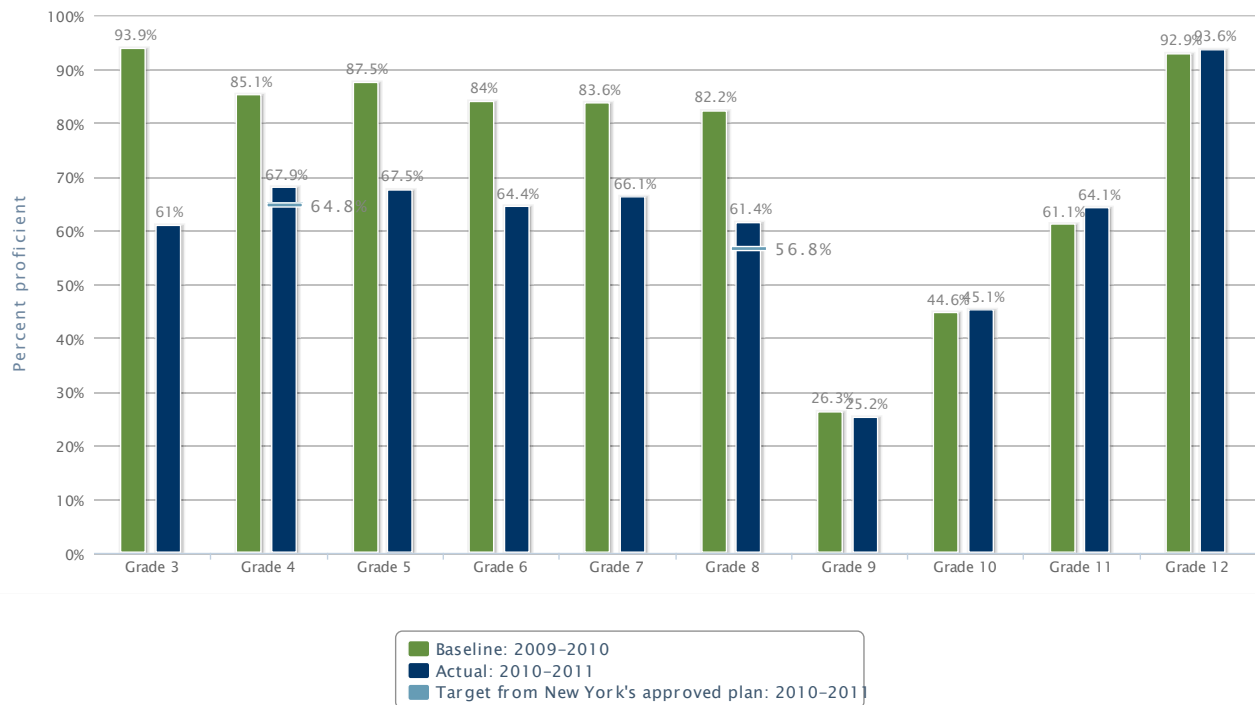
Grade 3 Proficiency SY 2009-2010	
Category	Baseline: SY 2009-2010
American Indian or Alaska Native	55%

Mathematics assessment results

State-reported information

Results of New York's Mathematics assessment under the Elementary and Secondary Education Act (ESEA)
 Preliminary SY 2010-2011 data reported as of: **October 14, 2011**

Student Proficiency on New York's Mathematics Assessment SY 2010-2011

[View Table \(Accessible\)](#)

Student proficiency on New York's mathematics assessment SY 2010-2011. Preliminary data reported as of October 14, 2011.	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from New York's approved plan: SY 2010-2011
Grade 3	93.9%	61%	N/A
Grade 4	85.1%	67.9%	64.8%
Grade 5	87.5%	67.5%	N/A
Grade 6	84%	64.4%	N/A
Grade 7	83.6%	66.1%	N/A
Grade 8	82.2%	61.4%	56.8%
Grade 9	26.3%	25.2%	N/A
Grade 10	44.6%	45.1%	N/A
Grade 11	61.1%	64.1%	N/A
Grade 12	92.9%	93.6%	N/A

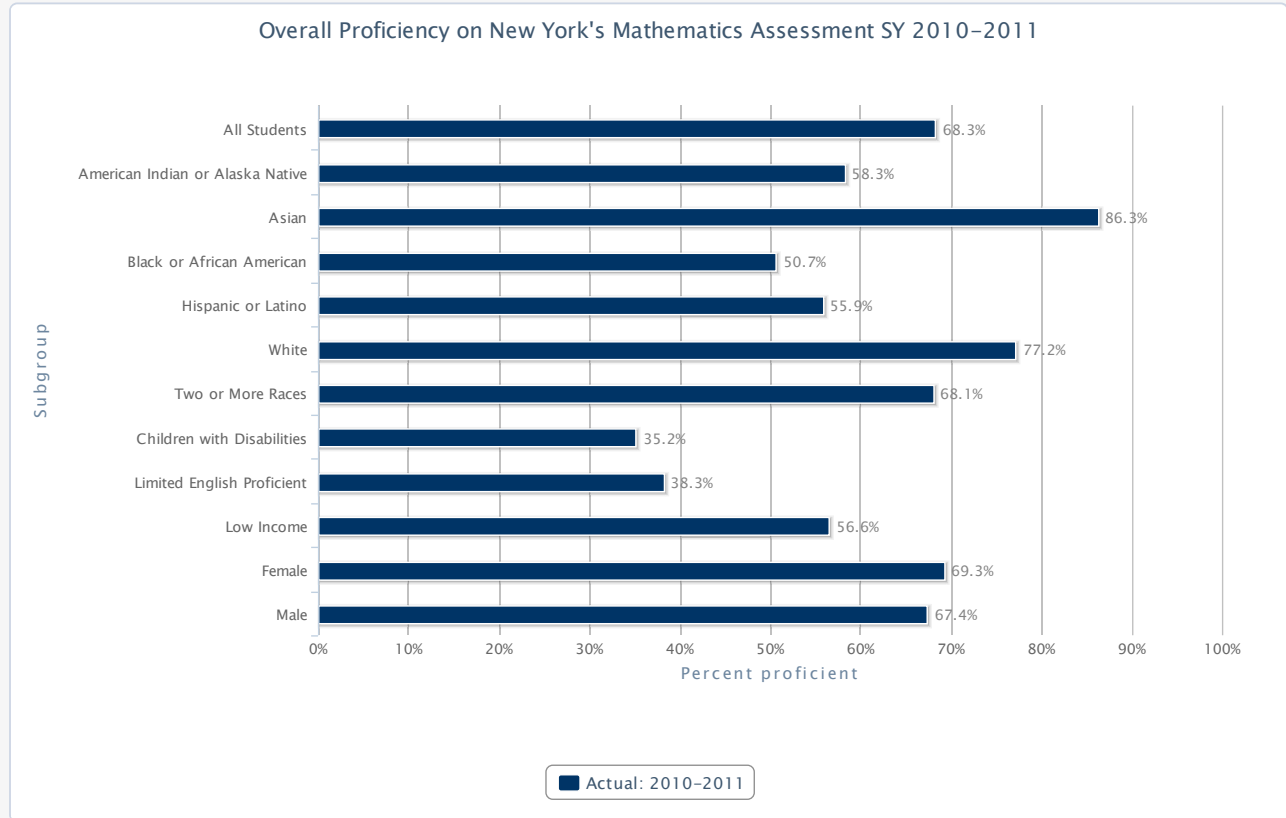
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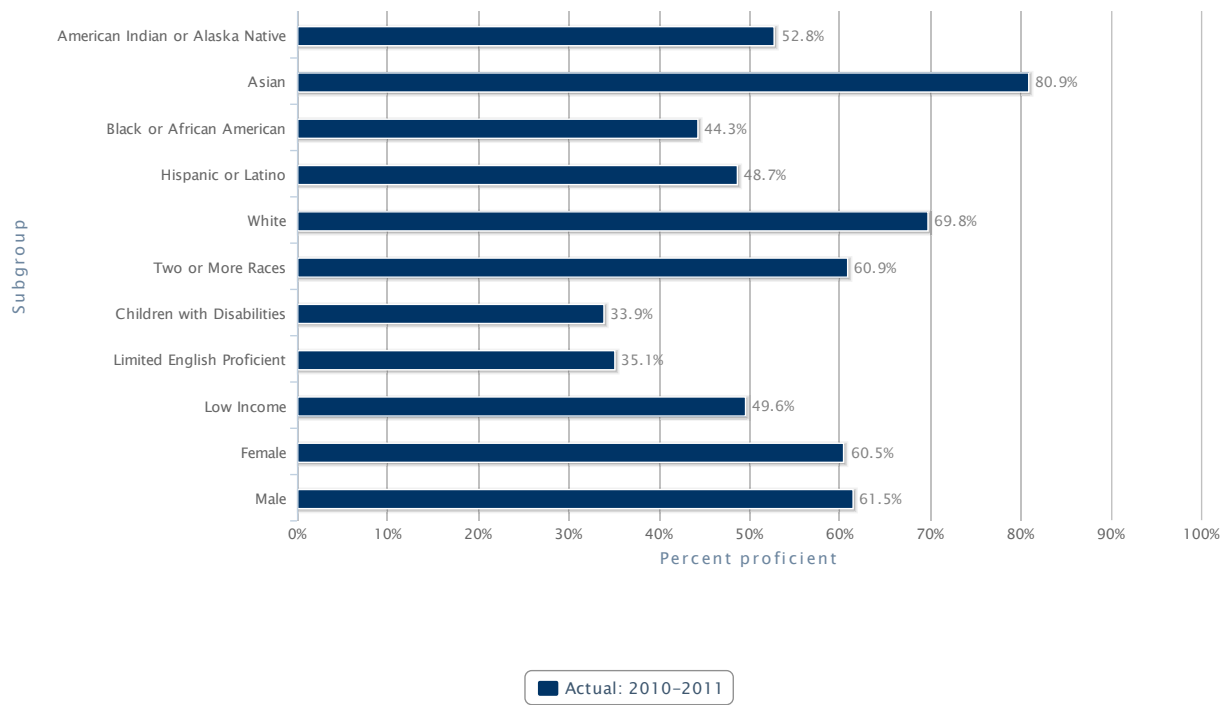
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Grade 3 Proficiency on New York's Mathematics Assessment SY 2010-2011



Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	
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[View Table \(Accessible\)](#)

Preliminary Overall Proficiency SY 2010-2011		
Category	Actual: SY 2010-2011	Target from New York's approved plan: SY 2010-2011
All Students	68.3%	N/A
American Indian or Alaska Native	58.3%	N/A
Asian	86.3%	N/A
Black or African American	50.7%	N/A
Hispanic or Latino	55.9%	N/A
Native Hawaiian or Other Pacific Islander	-	N/A
White	77.2%	N/A
Two or More Races	68.1%	N/A
Children with Disabilities	35.2%	N/A
Limited English Proficient	38.3%	N/A
Low Income	56.6%	N/A
Female	69.3%	N/A
Male	67.4%	N/A

[View Table Key](#)

Overall Proficiency SY 2009-2010	
Category	Baseline: SY 2009-2010
All Students	86.5%
American Indian or Alaska Native	82.3%
Asian or Pacific Islander	94.6%
Black, non-Hispanic	75.2%
Hispanic	79.4%
White, non-Hispanic	92.4%
Children with Disabilities	60%
Limited English Proficient	66.2%
Low Income	80.2%
Female	87.5%
Male	85.6%

[View Table Key](#)

Preliminary Grade 3 Proficiency SY 2010-2011		
Category	Actual: SY 2010-2011	Target from New York's approved plan: SY 2010-2011
American Indian or Alaska Native	52.8%	N/A

Grade 3 Proficiency SY 2009-2010	
Category	Baseline: SY 2009-2010
American Indian or Alaska Native	92.5%

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Table Key

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Student Outcomes Data: State Assessment Results

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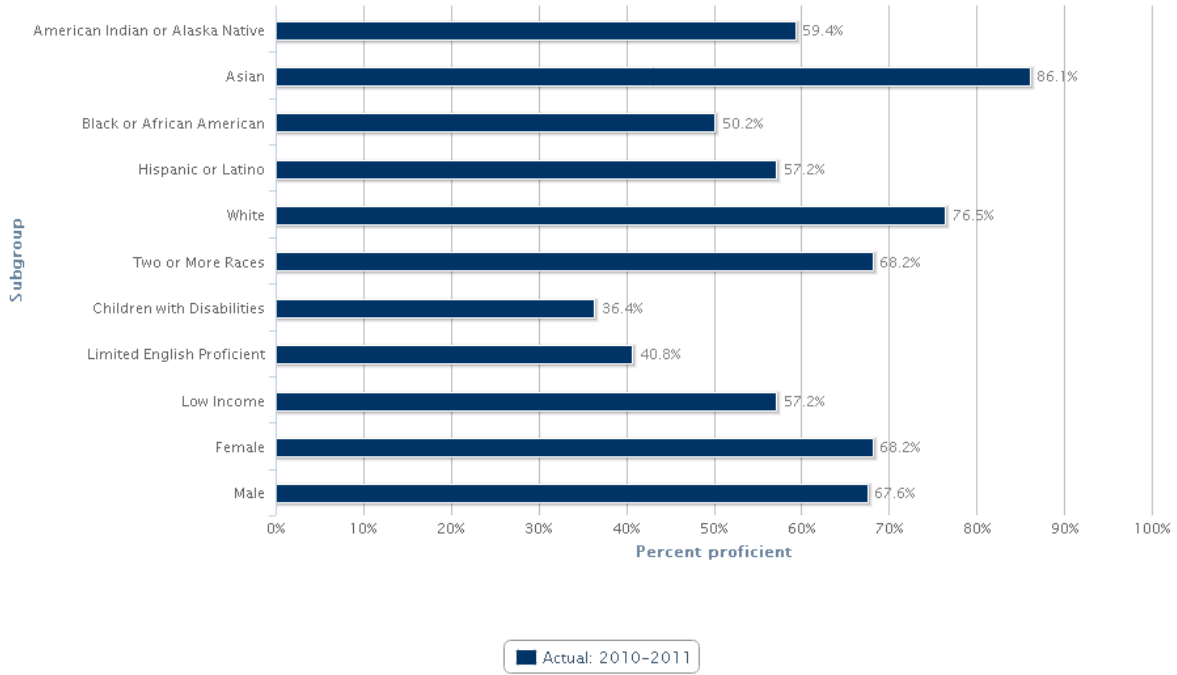
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Grade 4 Proficiency on New York's Mathematics Assessment SY 2010–2011



Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

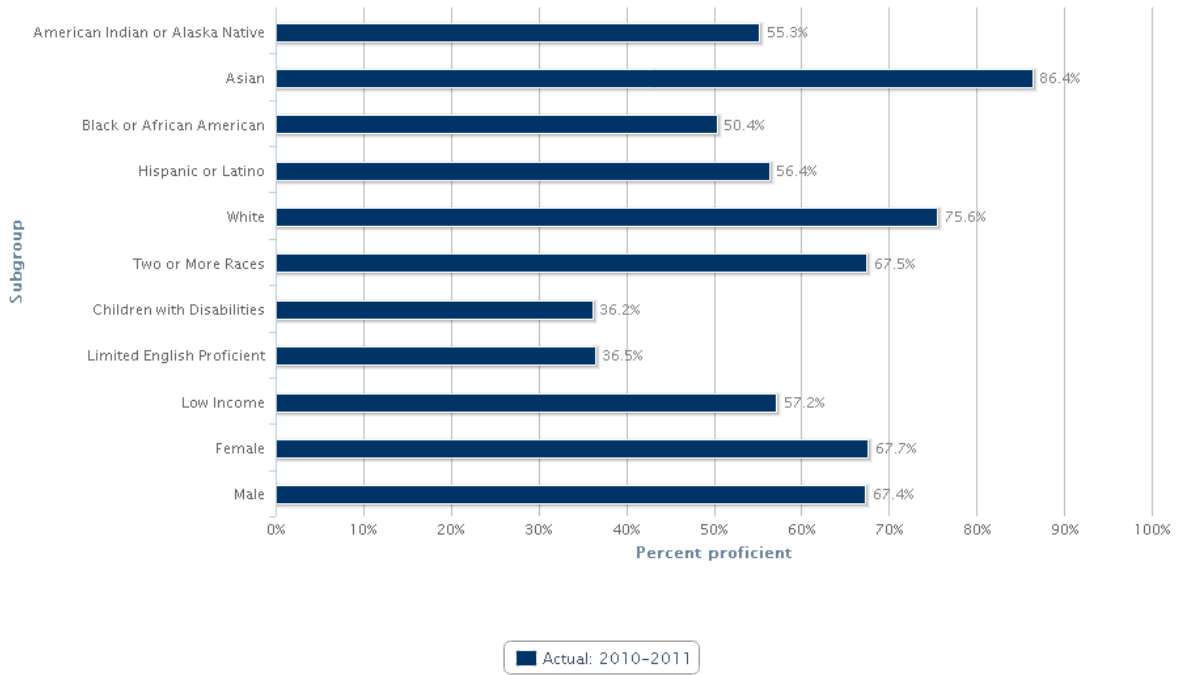
Grade 9

Grade 10

Grade 11

Grade 12

Grade 5 Proficiency on New York's Mathematics Assessment SY 2010–2011



Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

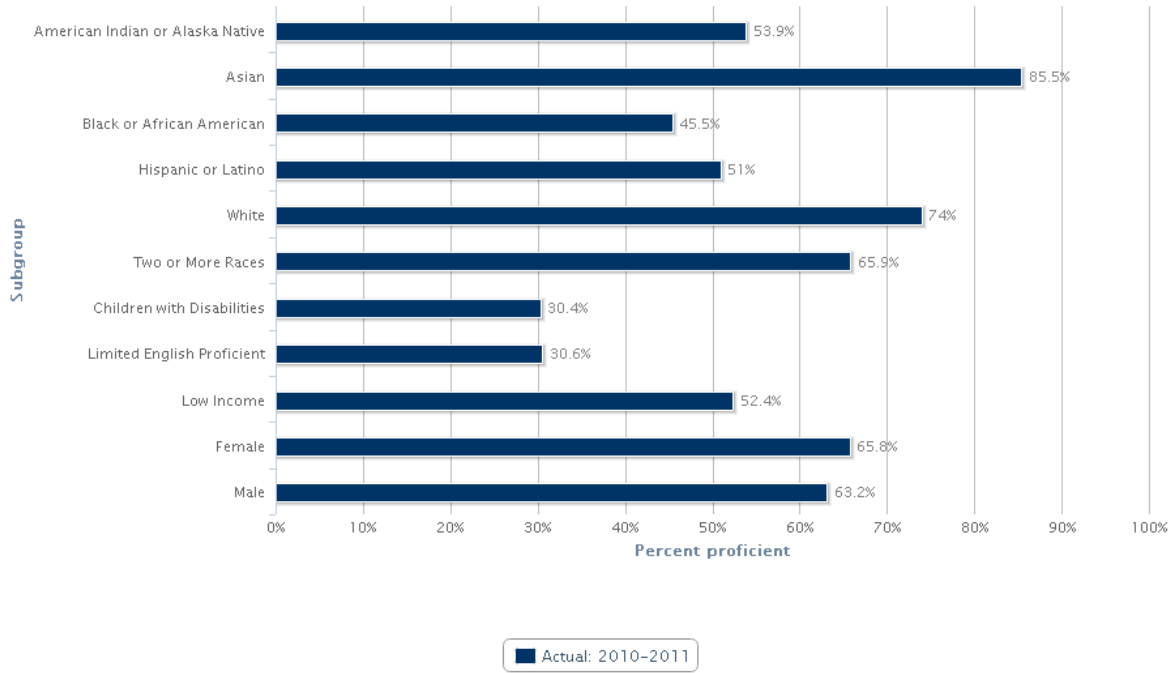
Grade 9

Grade 10

Grade 11

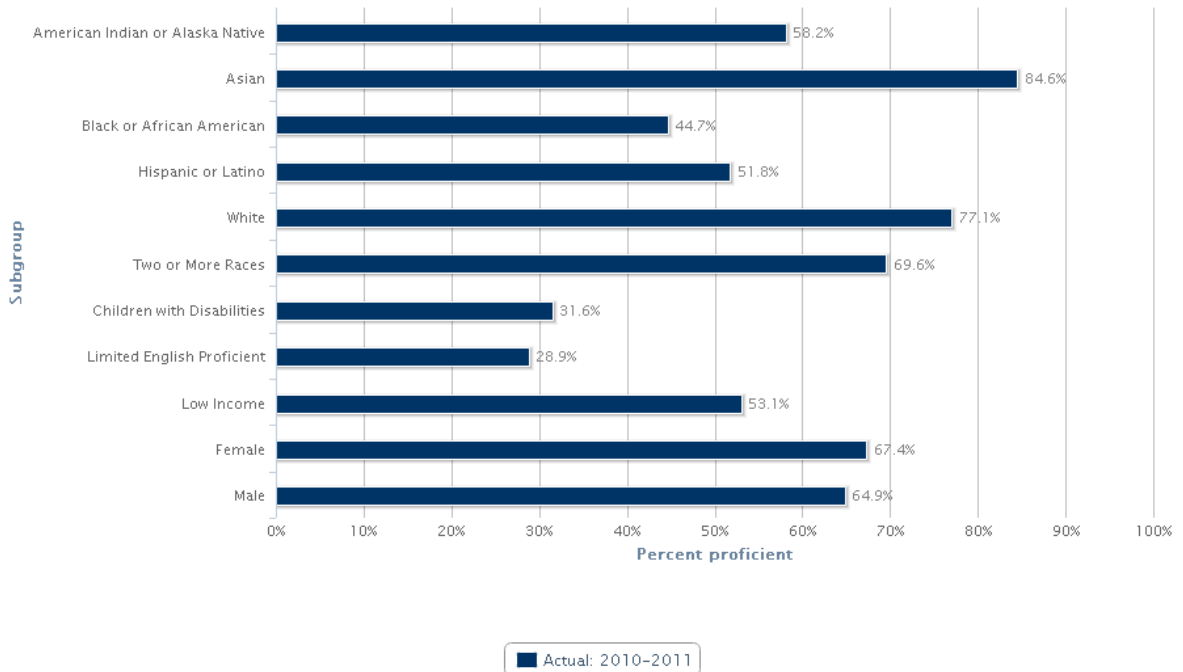
Grade 12

Grade 6 Proficiency on New York's Mathematics Assessment SY 2010-2011



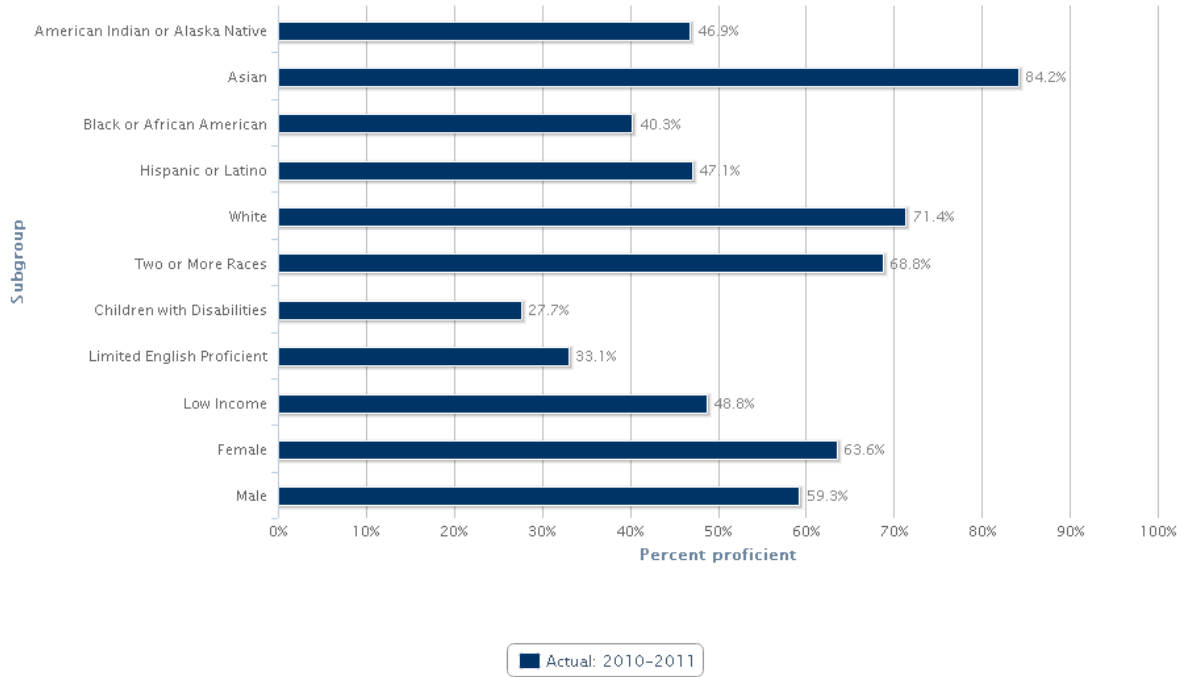
Grade 3 Grade 4 Grade 5 **Grade 6** Grade 7 Grade 8 Grade 9 Grade 10 Grade 11 Grade 12

Grade 7 Proficiency on New York's Mathematics Assessment SY 2010-2011



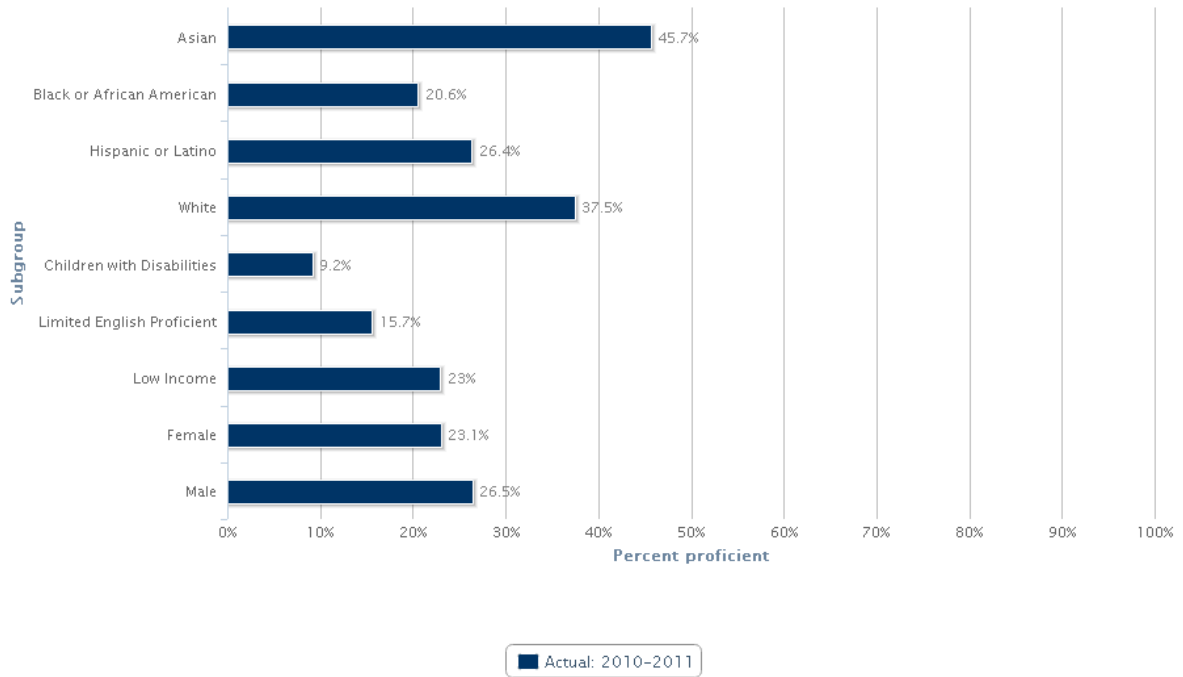
Grade 3 Grade 4 Grade 5 Grade 6 **Grade 7** Grade 8 Grade 9 Grade 10 Grade 11 Grade 12

Grade 8 Proficiency on New York's Mathematics Assessment SY 2010-2011



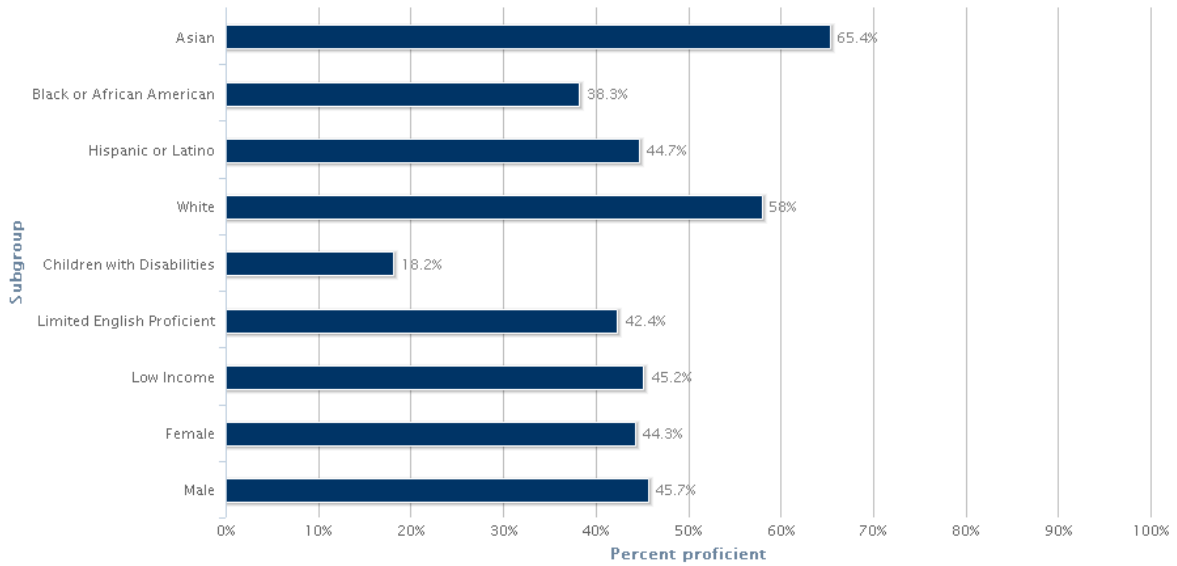
Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 **Grade 8** Grade 9 Grade 10 Grade 11 Grade 12

Grade 9 Proficiency on New York's Mathematics Assessment SY 2010-2011



Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 **Grade 9** Grade 10 Grade 11 Grade 12

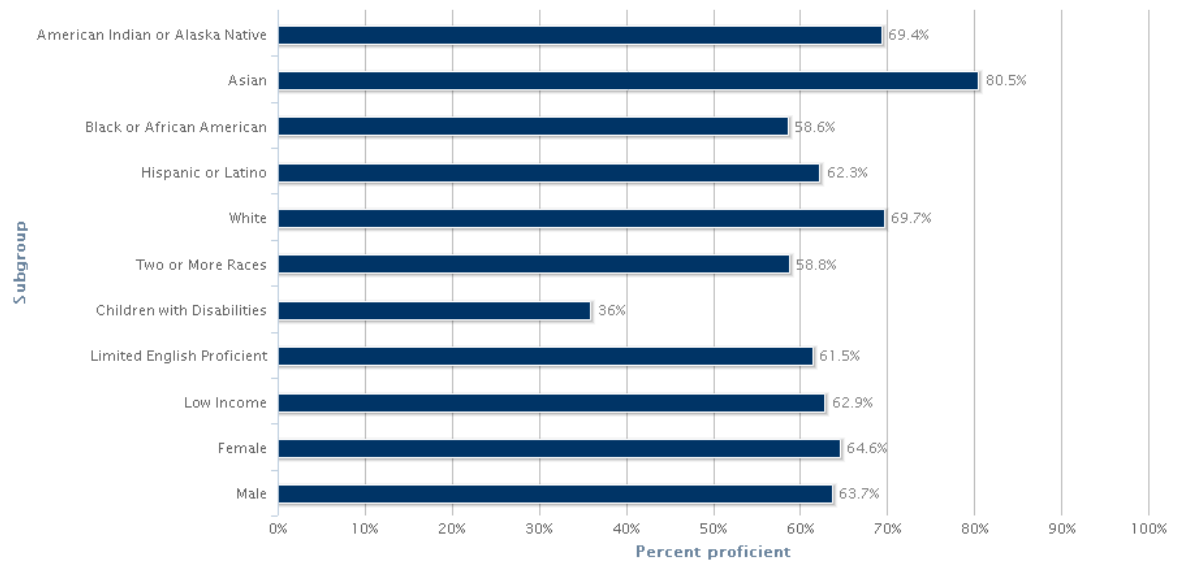
Grade 10 Proficiency on New York's Mathematics Assessment SY 2010–2011



Actual: 2010–2011

Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Grade 9 **Grade 10** Grade 11 Grade 12

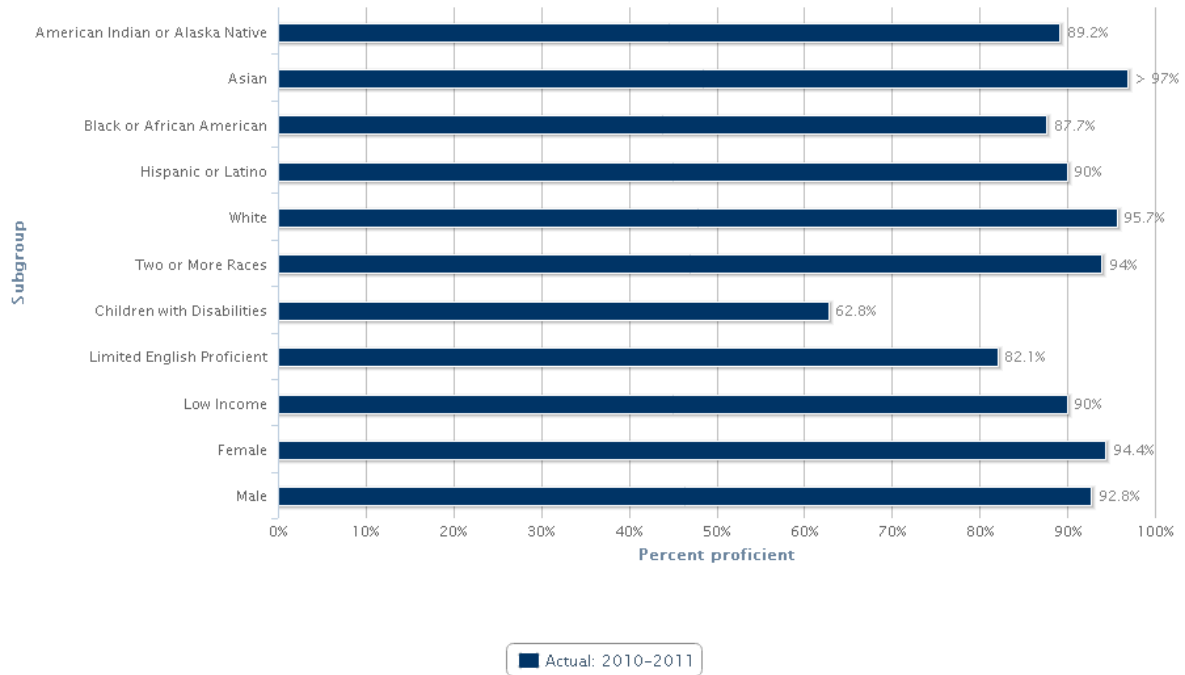
Grade 11 Proficiency on New York's Mathematics Assessment SY 2010–2011



Actual: 2010–2011

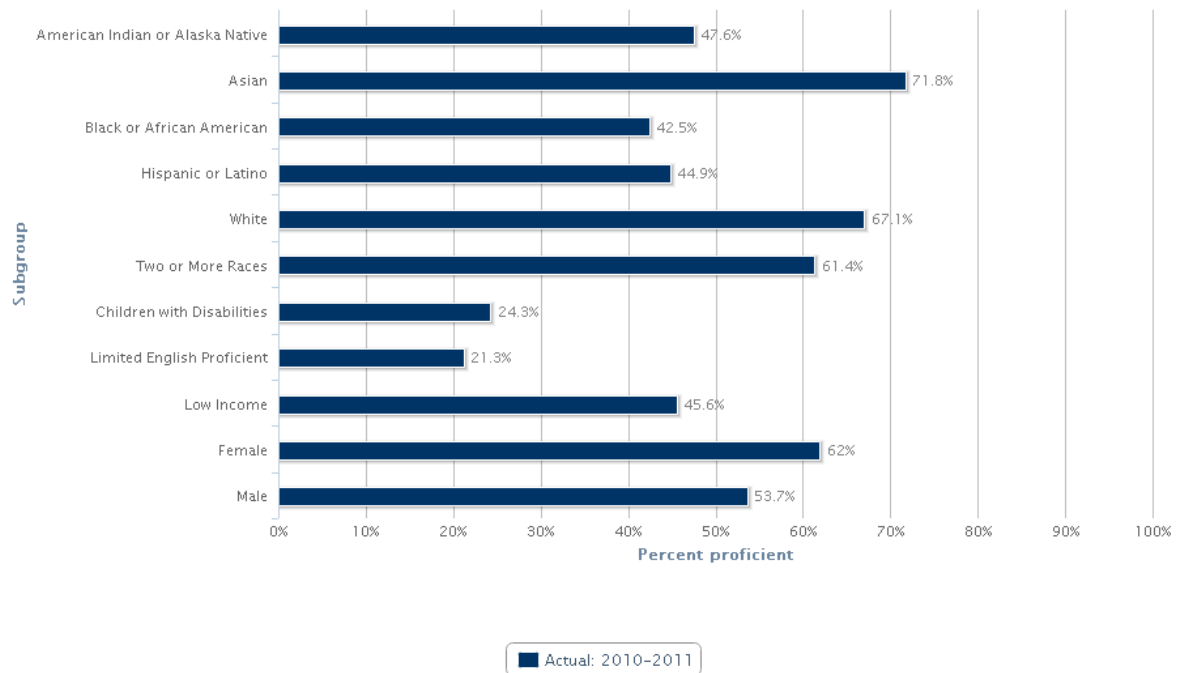
Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Grade 9 Grade 10 **Grade 11** Grade 12

Grade 12 Proficiency on New York's Mathematics Assessment SY 2010–2011



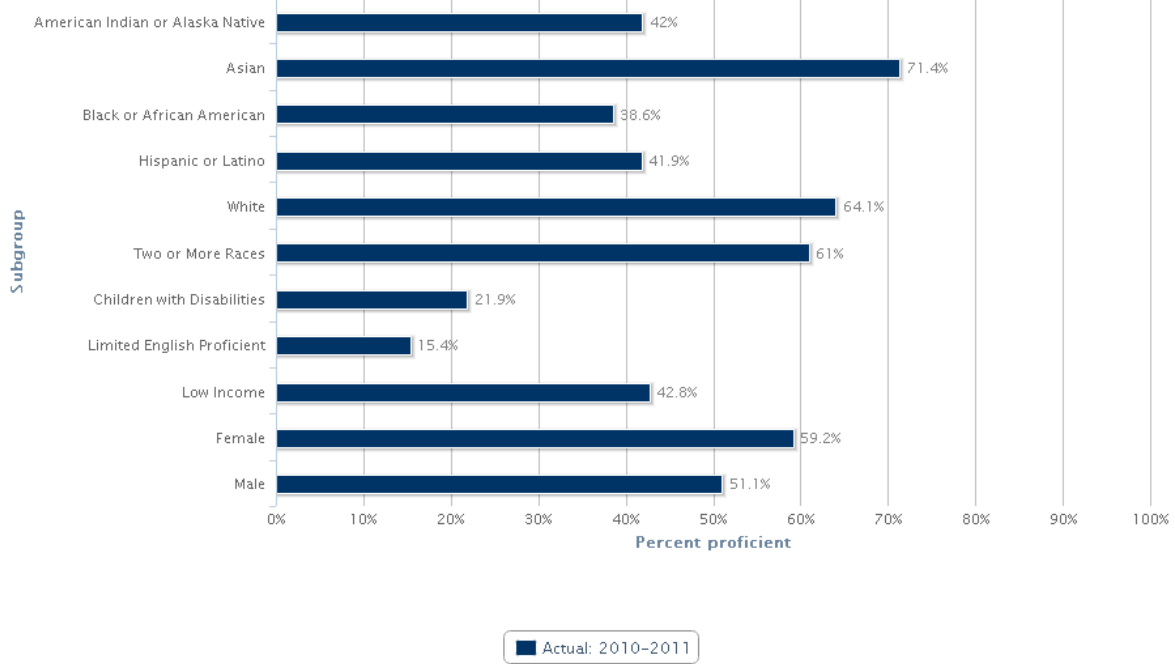
Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Grade 9 Grade 10 Grade 11 **Grade 12**

Grade 4 Proficiency on New York's ELA Assessment SY 2010–2011



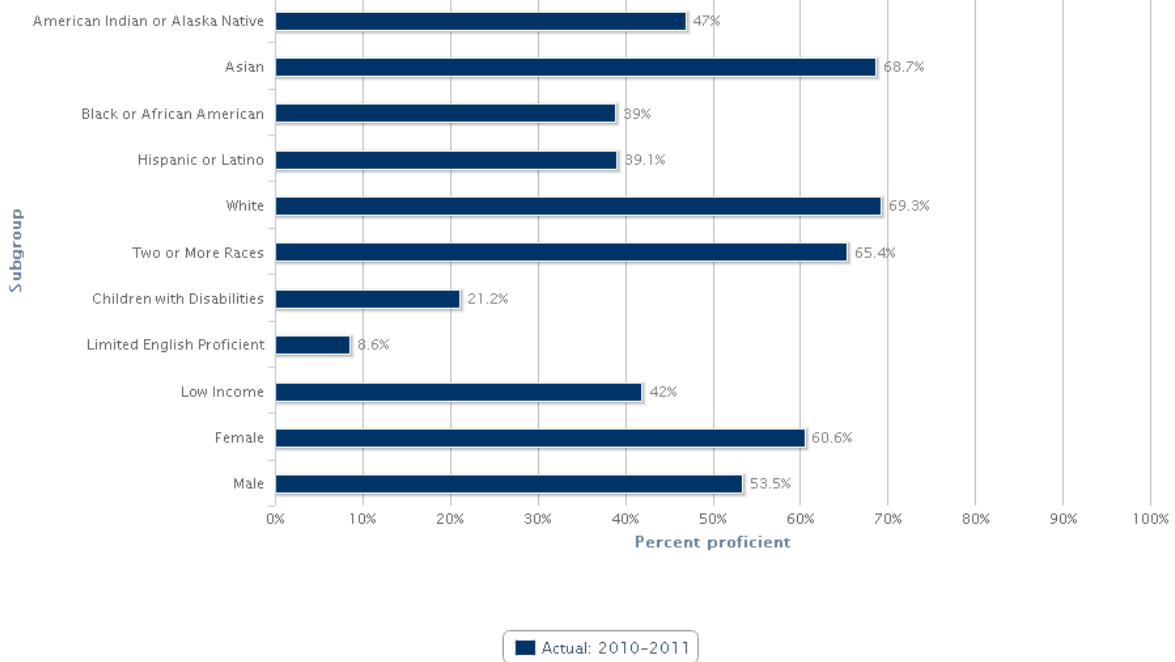
Grade 3 **Grade 4** Grade 5 Grade 6 Grade 7 Grade 8 Grade 9 Grade 10 Grade 11 Grade 12

Grade 5 Proficiency on New York's ELA Assessment SY 2010–2011



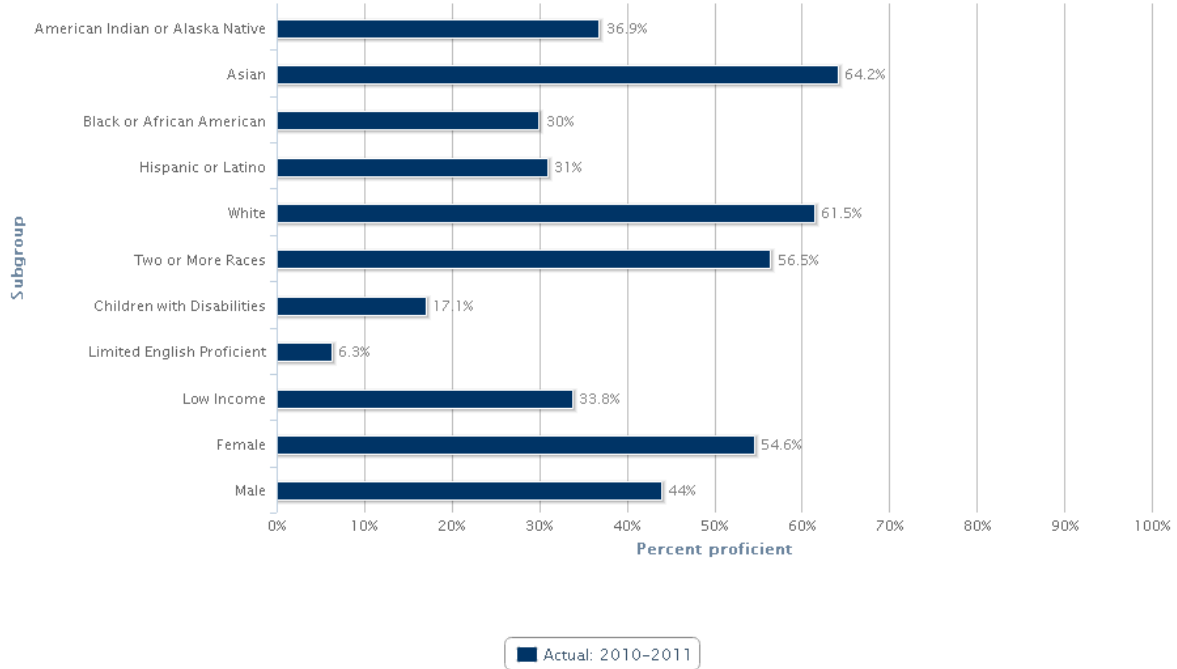
Grade 3 Grade 4 **Grade 5** Grade 6 Grade 7 Grade 8 Grade 9 Grade 10 Grade 11 Grade 12

Grade 6 Proficiency on New York's ELA Assessment SY 2010–2011



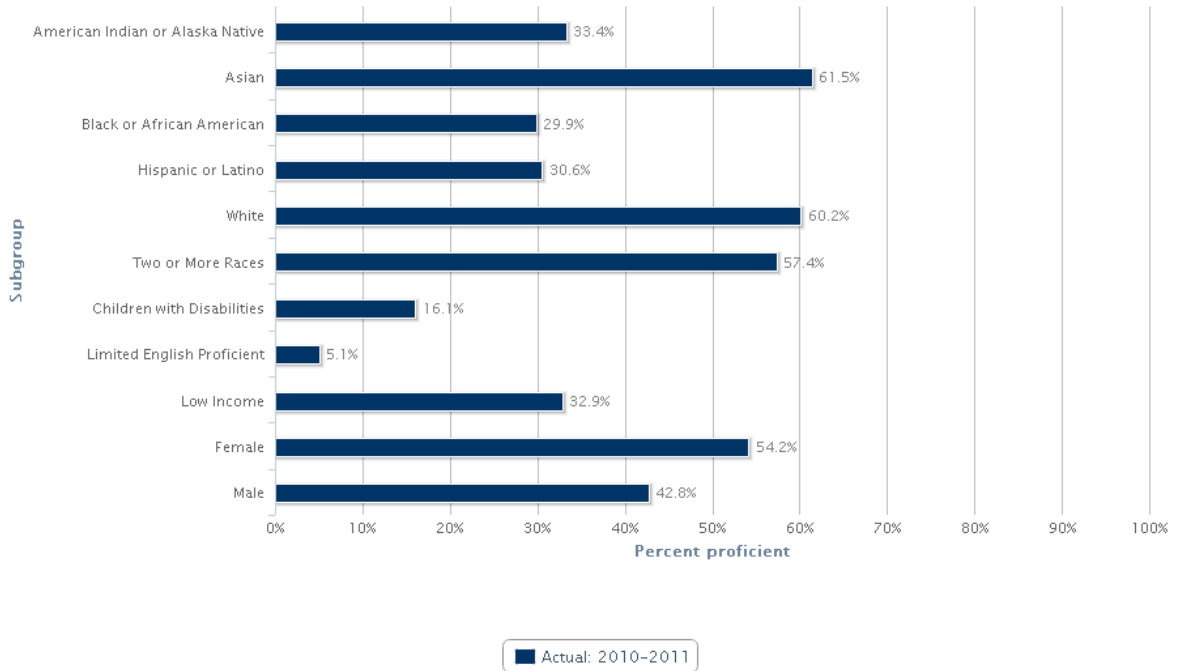
Grade 3 Grade 4 Grade 5 **Grade 6** Grade 7 Grade 8 Grade 9 Grade 10 Grade 11 Grade 12

Grade 7 Proficiency on New York's ELA Assessment SY 2010–2011



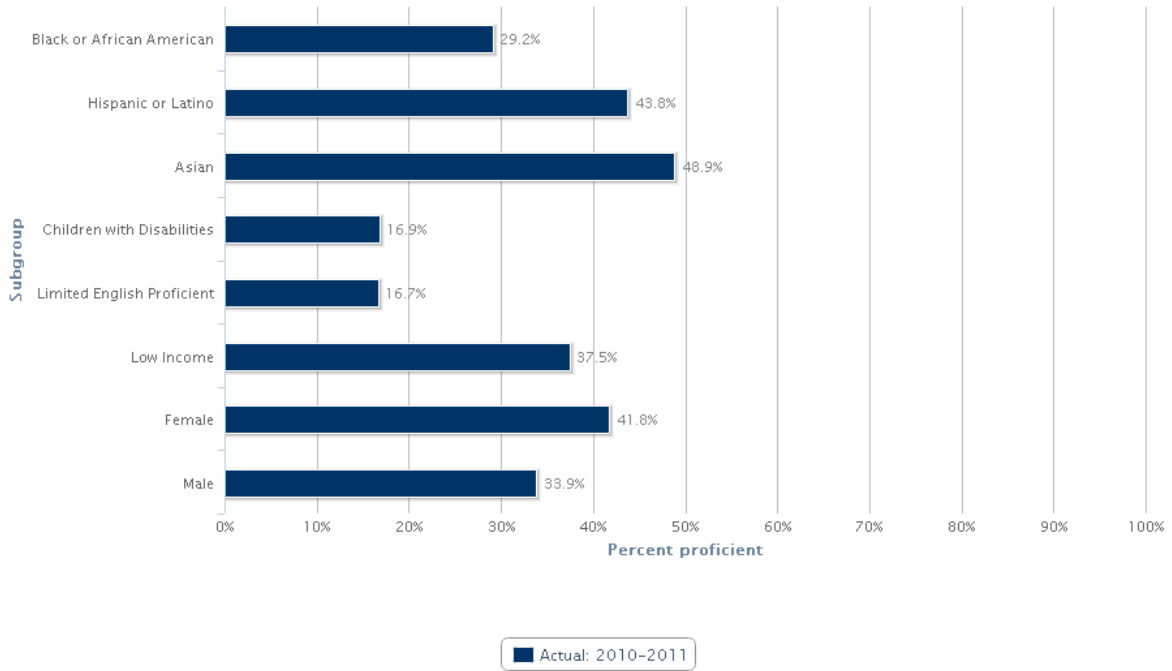
Grade 3 Grade 4 Grade 5 Grade 6 **Grade 7** Grade 8 Grade 9 Grade 10 Grade 11 Grade 12

Grade 8 Proficiency on New York's ELA Assessment SY 2010–2011



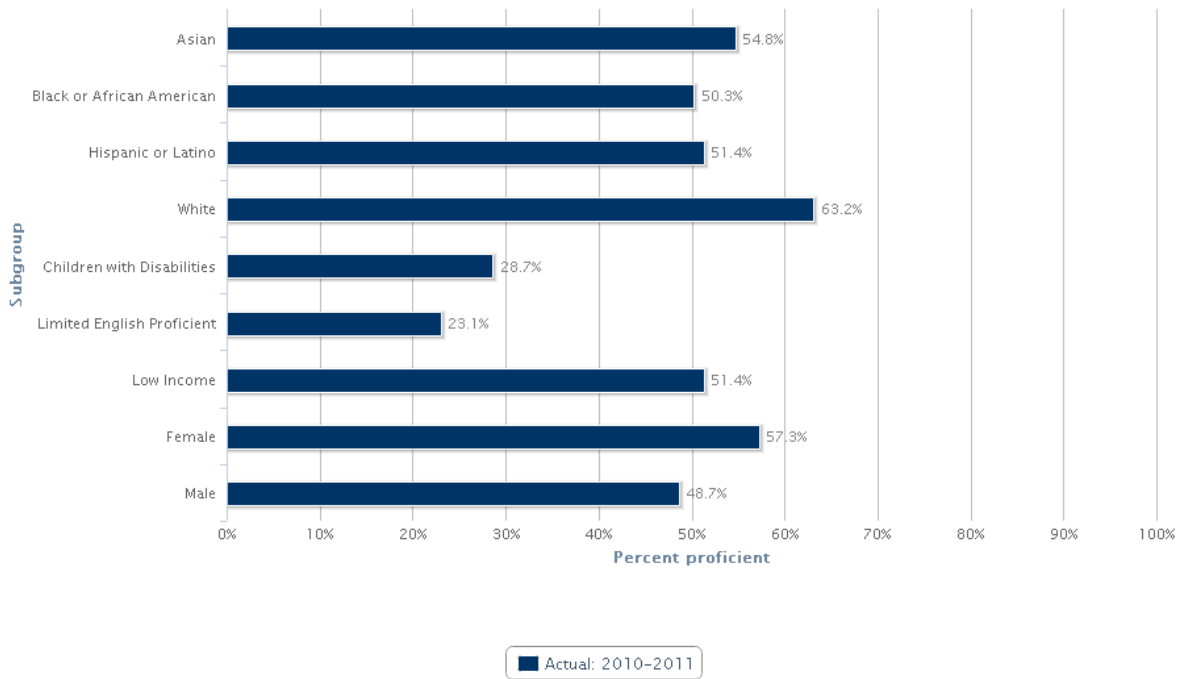
Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 **Grade 8** Grade 9 Grade 10 Grade 11 Grade 12

Grade 9 Proficiency on New York's ELA Assessment SY 2010-2011



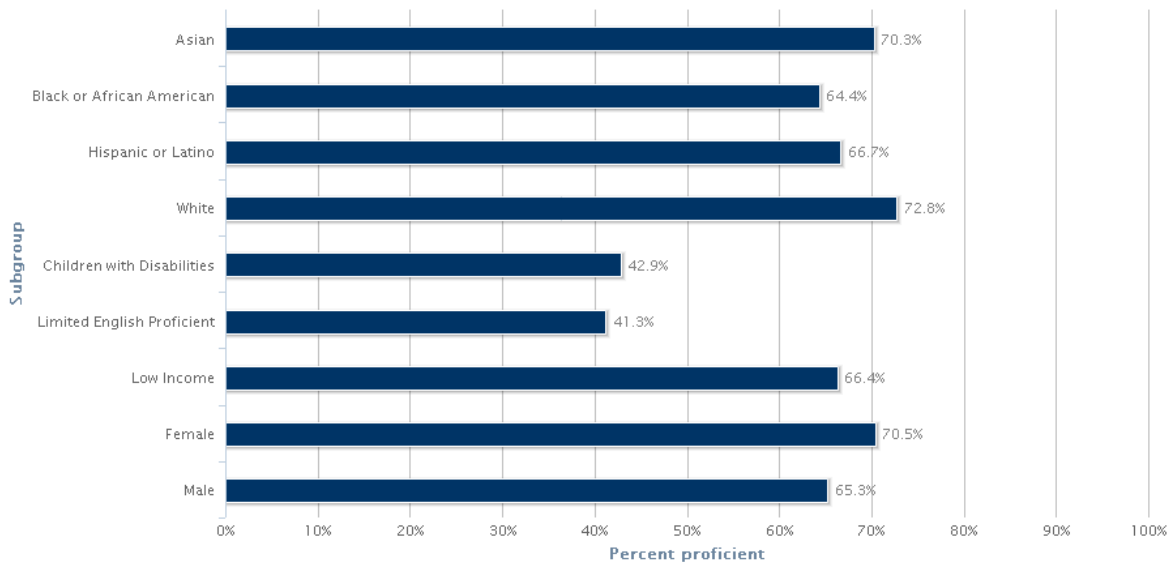
Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 **Grade 9** Grade 10 Grade 11 Grade 12

Grade 10 Proficiency on New York's ELA Assessment SY 2010-2011



Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Grade 9 **Grade 10** Grade 11 Grade 12

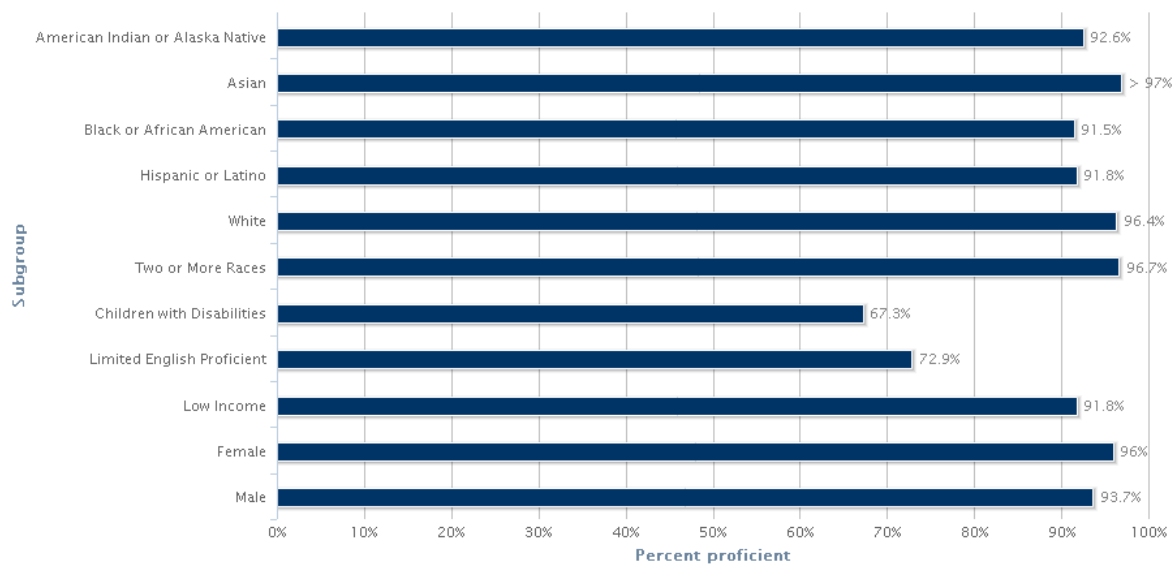
Grade 11 Proficiency on New York's ELA Assessment SY 2010-2011



Actual: 2010-2011

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
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Grade 12 Proficiency on New York's ELA Assessment SY 2010-2011



Actual: 2010-2011

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
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New York

Standard Version

Accessible Version

Student Outcomes Data: NAEP Results

NAEP reading results

NAEP mathematics results

Collapse All

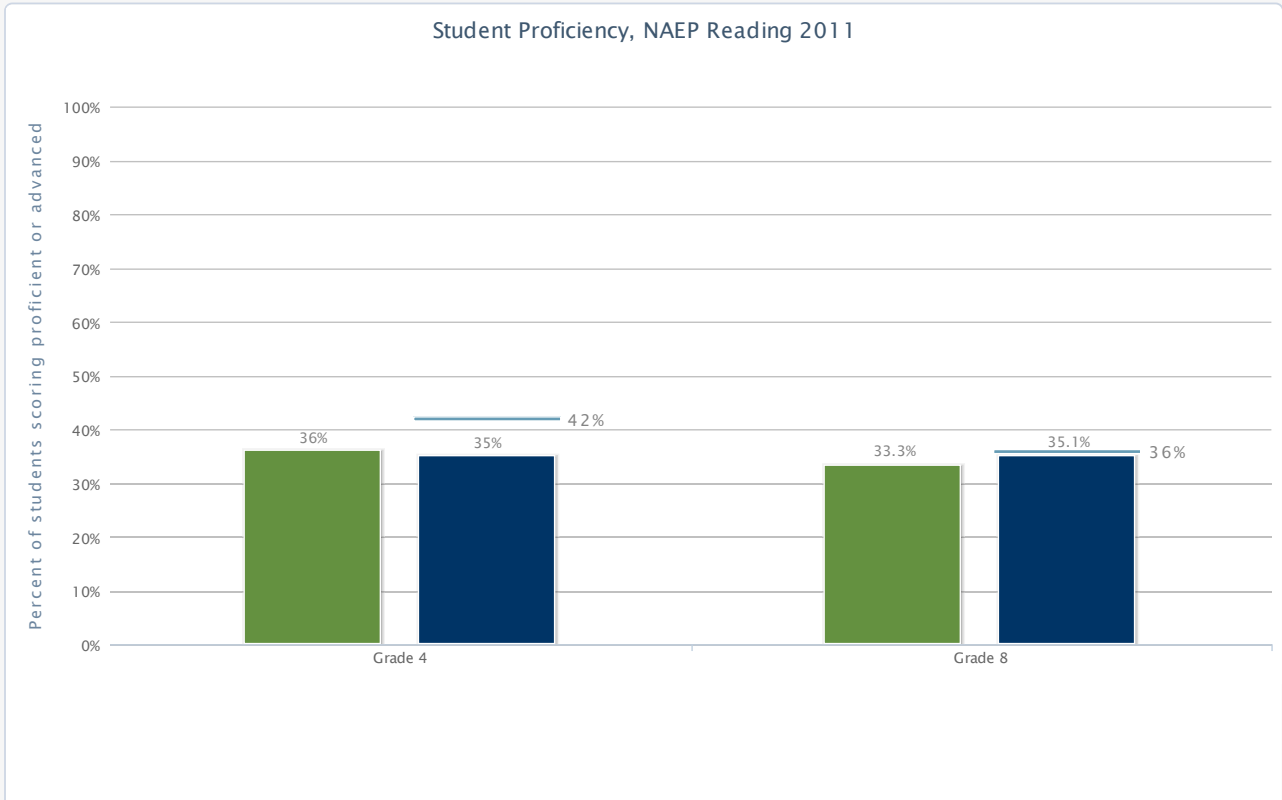
NAEP reading results

Department-reported information

NOTE: NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011. NAEP reading results are provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit <http://nces.ed.gov/nationsreportcard/>.

New York's NAEP reading results are provided by the Institute of Education Sciences.

New York's approved Race to the Top plan included targets for NAEP results based on percentages, not based on students' average scale scores.



Percentages

Scale Score

[View Table \(Accessible\)](#)

NOTE:

Percentages:

The percentage of New York's grade 4 students who were at or above Proficient in reading in 2011 was not significantly different than in 2009.

The percentage of New York's grade 8 students who were at or above Proficient in reading in 2011 was not significantly different than in 2009.

Scale Score:

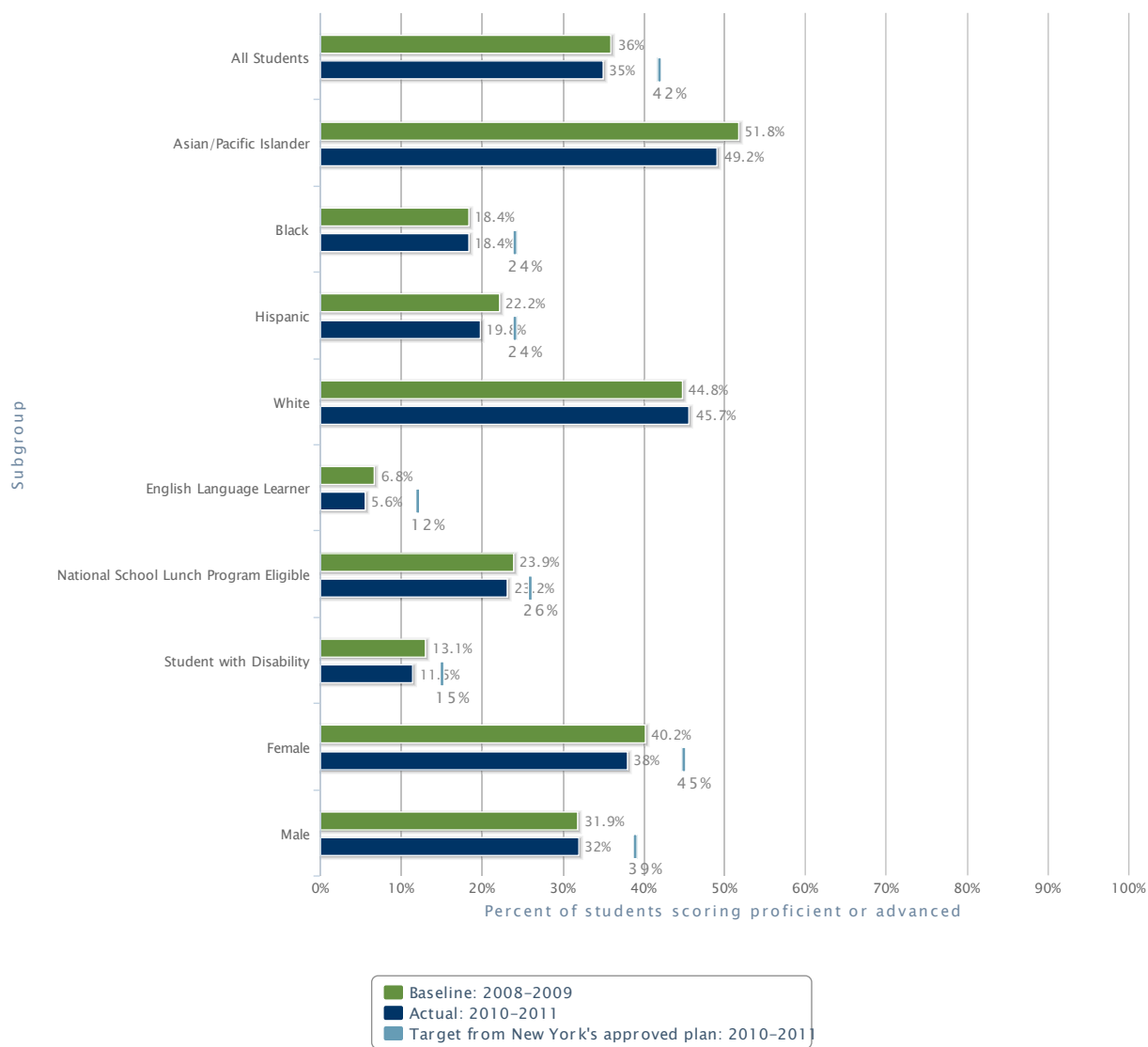
New York's grade 4 reading score was not significantly different in 2011 than in 2009.

New York's grade 8 reading score was not significantly different in 2011 than in 2009.

[Close](#)

Student proficiency on NAEP reading	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011	Target from New York's approved plan (percentage): SY 2010-2011	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011
Grade 4	36%	35%	42%	224.4	222.5
Grade 8	33.3%	35.1%	36%	264.3	265.7
View Table Key					

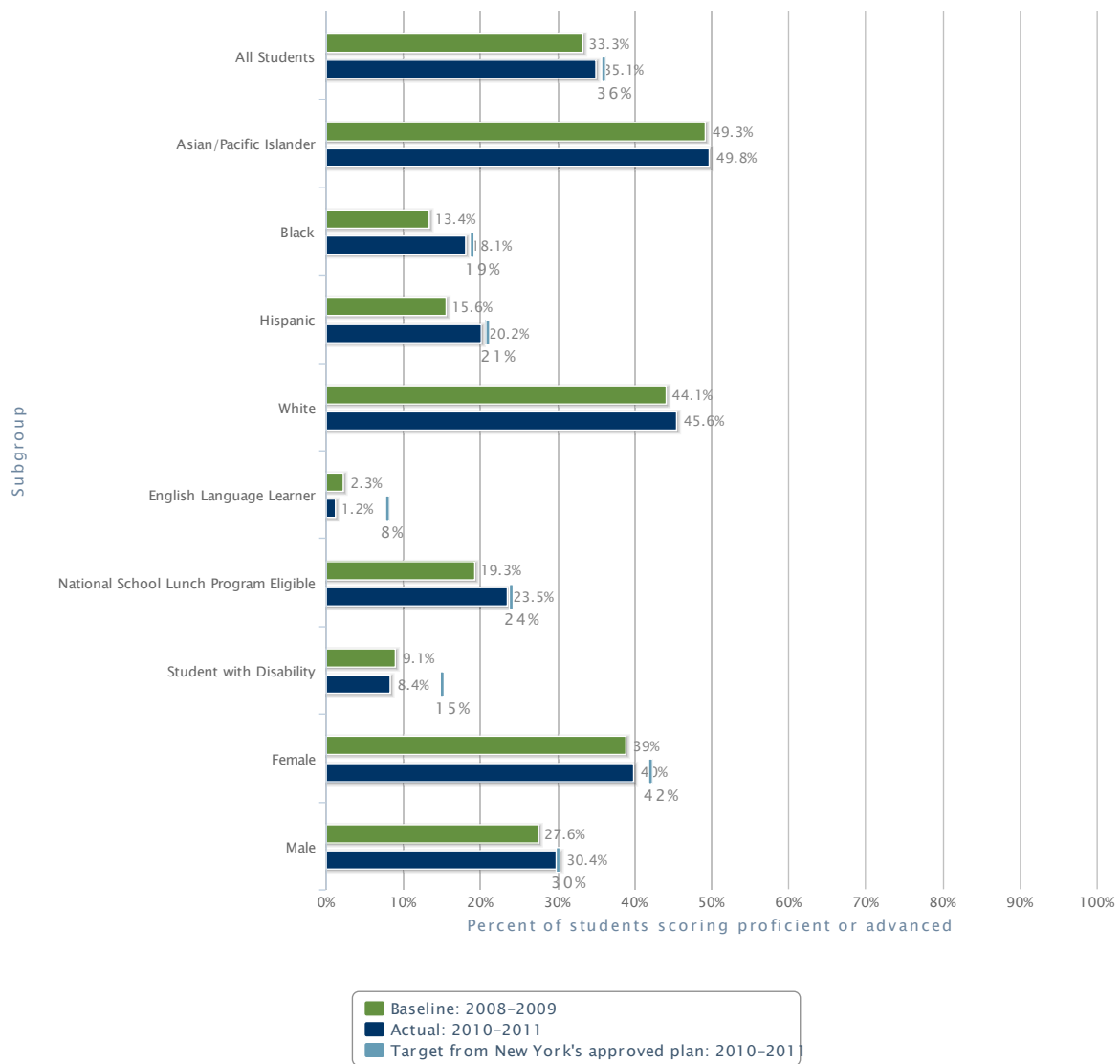
Grade 4 Proficiency, NAEP Reading 2011



Percentages	Scale Score
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[View Table \(Accessible\)](#)

Grade 8 Proficiency, NAEP Reading 2011



Percentages Scale Score

[View Table \(Accessible\)](#)

Grade 4 Proficiency					
Subgroup	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011	Target from New York's approved plan (percentage): SY 2010-2011	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011
American Indian/Alaska Native	<n	<n	N/A	<n	<n
Asian/Pacific Islander	51.8%	49.2%	N/A	237.5	234.6
Black	18.4%	18.4%	24%	209.4	208.1
Hispanic	22.2%	19.8%	24%	210.4	208.6
White	44.8%	45.7%	N/A	232.8	232.2
Two or More Races	<n	<n	N/A	<n	<n
English Language Learner	6.8%	5.6%	12%	193	192.3
National School Lunch Program Eligible	23.9%	23.2%	26%	213.7	211.7
Student with Disability	13.1%	11.5%	15%	198.7	191.9

Female	40.2%	38%	45%	228.1	225.6
Male	31.9%	32%	39%	220.8	219.4

View Table Key

Grade 8 Proficiency					
Subgroup	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011	Target from New York's approved plan (percentage): SY 2010-2011	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011
American Indian/Alaska Native	<n	<n	N/A	<n	<n
Asian/Pacific Islander	49.3%	49.8%	N/A	277.2	276.5
Black	13.4%	18.1%	19%	245.9	251.2
Hispanic	15.6%	20.2%	21%	247.4	250.6
White	44.1%	45.6%	N/A	274.6	275.8
Two or More Races	<n	<n	N/A	<n	<n
English Language Learner	2.3%	1.2%	8%	215.6	217.2
National School Lunch Program Eligible	19.3%	23.5%	24%	251.6	254.7
Student with Disability	9.1%	8.4%	15%	234.3	236.1
Female	39%	40%	42%	269.6	270.3
Male	27.6%	30.4%	30%	258.9	261.2

View Table Key

Close Subgroup Graph

Back to the Top

NAEP mathematics results

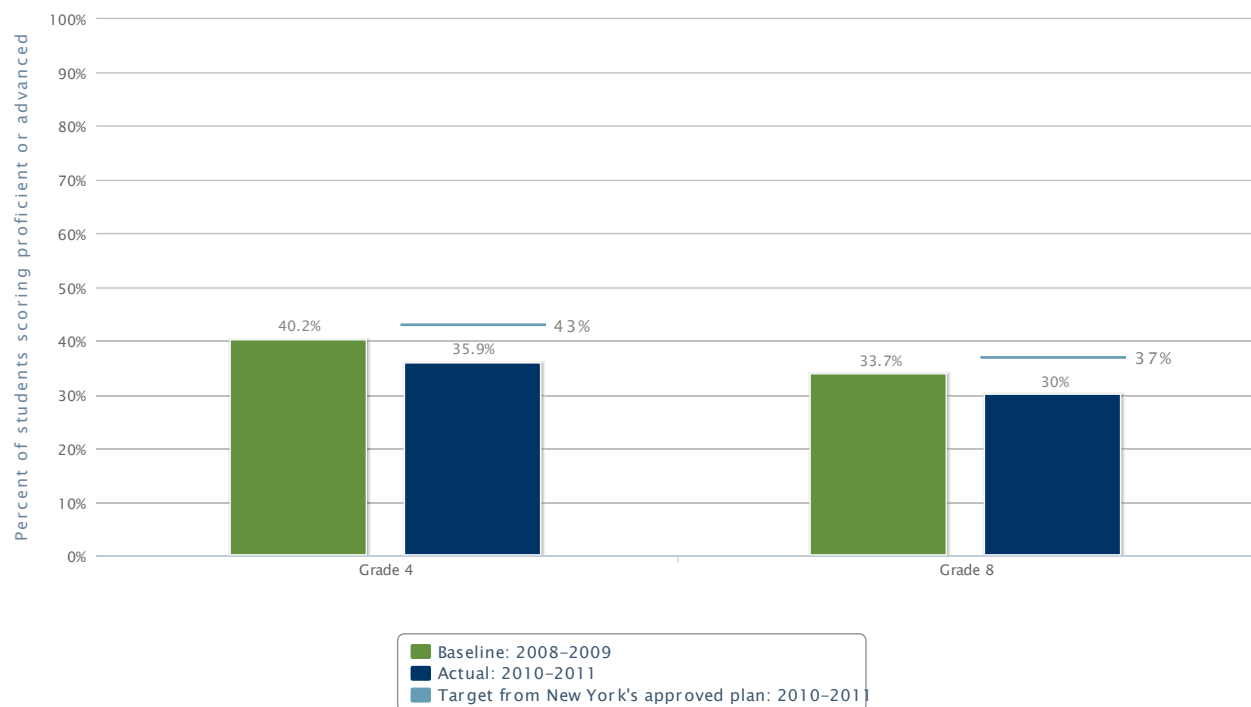
Department-reported information

NOTE: NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011. NAEP mathematics results are provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit <http://nces.ed.gov/nationsreportcard/>.

New York's NAEP mathematics results are provided by the Institute of Education Sciences.

New York's approved Race to the Top plan included targets for NAEP results based on percentages, not based on students' average scale scores.

Student Proficiency, NAEP Mathematics 2011



Percentages | Scale Score

[View Table \(Accessible\)](#)

NOTE:

Percentages:

The percentage of New York's grade 4 students who were at or above Proficient in mathematics in 2011 was significantly lower ($p < 0.5$) than in 2009.

The percentage of New York's grade 8 students who were at or above Proficient in mathematics in 2011 was significantly lower ($p < 0.5$) than in 2009.

Scale Score:

New York's grade 4 mathematics score was significantly lower ($p < .05$) in 2011 than in 2009.

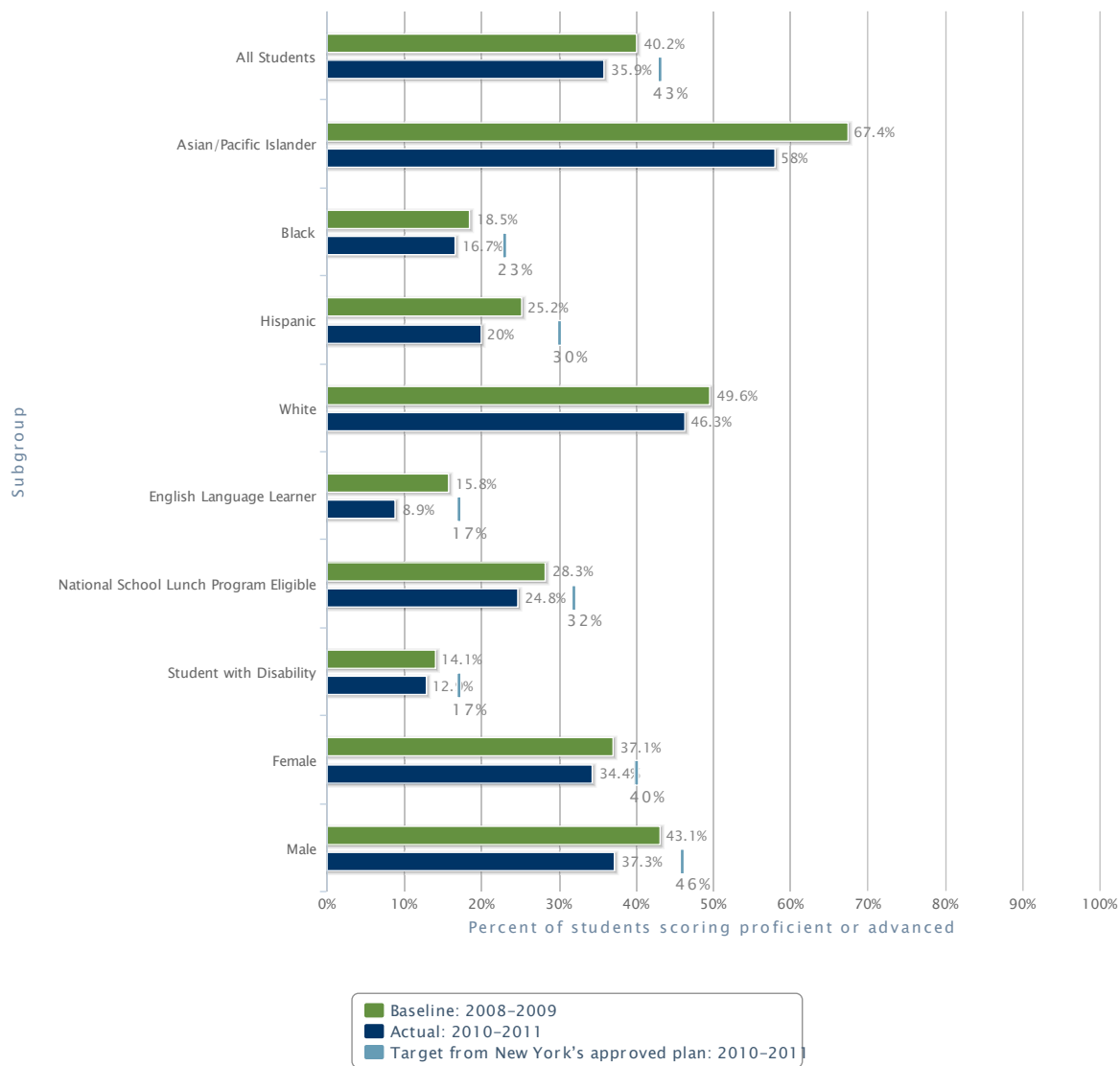
New York's grade 8 mathematics score was not significantly different in 2011 than in 2009.

Close

Student proficiency on NAEP reading	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011	Target from New York's approved plan (percentage): SY 2010-2011	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011
Grade 4	40.2%	35.9%	43%	240.6	237.5
Grade 8	33.7%	30%	37%	282.6	280.5

[View Table Key](#)

Grade 4 Proficiency, NAEP Mathematics 2011

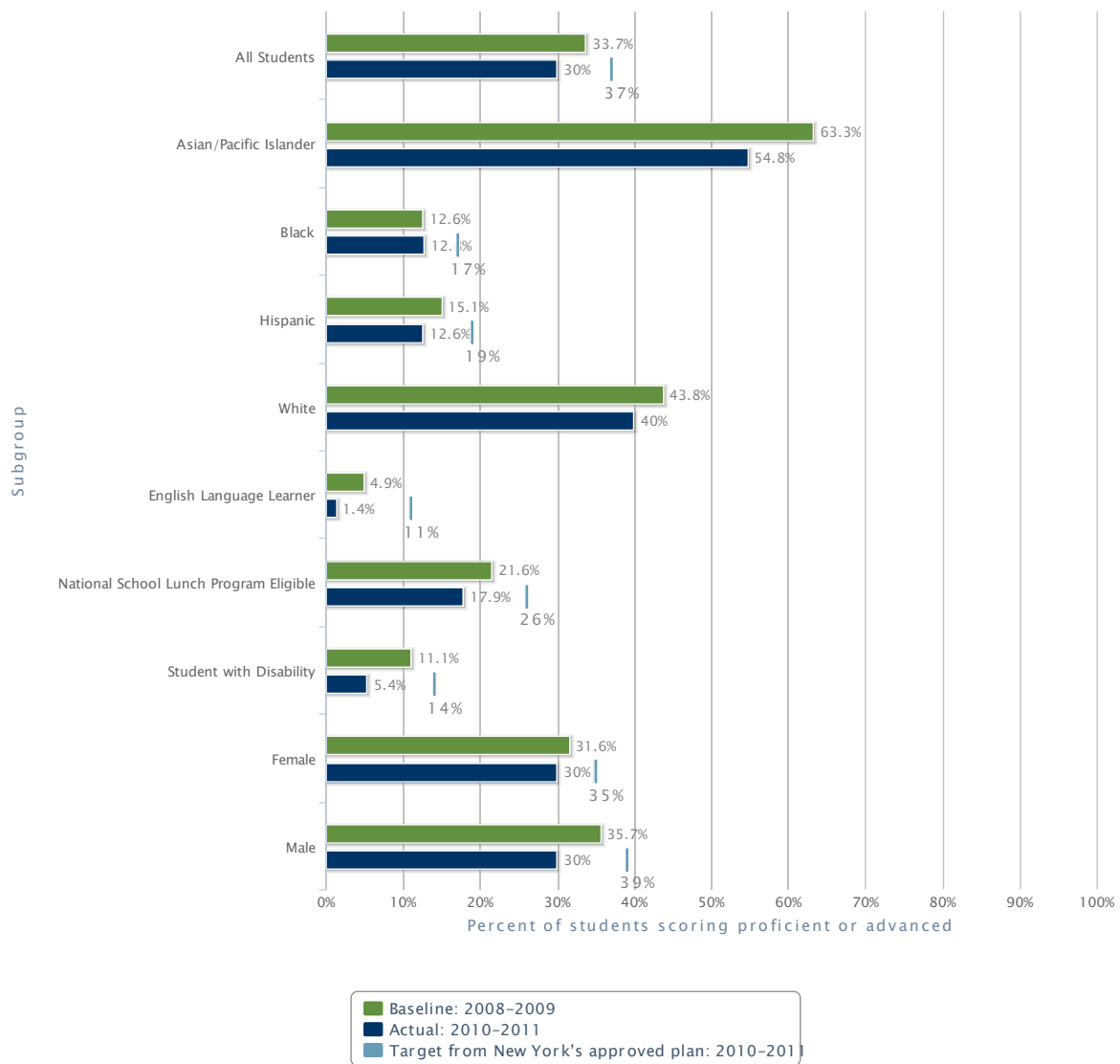


Percentages

Scale Score

[View Table \(Accessible\)](#)

Grade 8 Proficiency, NAEP Mathematics 2011



Percentages Scale Score

[View Table \(Accessible\)](#)

Grade 4 Proficiency					
Subgroup	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011	Target from New York's approved plan (percentage): SY 2010-2011	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011
American Indian/Alaska Native	<n	<n	N/A	<n	<n
Asian/Pacific Islander	67.4%	58%	N/A	256.9	252.5
Black	18.5%	16.7%	23%	225.2	223.6
Hispanic	25.2%	20%	30%	230.6	226
White	49.6%	46.3%	N/A	247.6	245.3
Two or More Races	<n	<n	N/A	<n	<n
English Language Learner	15.8%	8.9%	17%	221.8	213.2
National School Lunch Program Eligible	28.3%	24.8%	32%	232.6	229.2
Student with Disability	14.1%	12.9%	17%	221.5	216.5

Female	37.1%	34.4%	40%	239.3	236.9
Male	43.1%	37.3%	46%	241.9	238.1

[View Table Key](#)

Grade 8 Proficiency					
Subgroup	Baseline (percentage): SY 2008-2009	Actual (percentage): SY 2010-2011	Target from New York's approved plan (percentage): SY 2010-2011	Baseline (scale score): SY 2008-2009	Actual (scale score): SY 2010-2011
American Indian/Alaska Native	<n	<n	N/A	<n	<n
Asian/Pacific Islander	63.3%	54.8%	N/A	308.8	302.4
Black	12.6%	12.8%	17%	261.5	264.3
Hispanic	15.1%	12.6%	19%	262.2	262.8
White	43.8%	40%	N/A	293.8	290.6
Two or More Races	<n	<n	N/A	<n	<n
English Language Learner	4.9%	1.4%	11%	233.7	242.7
National School Lunch Program Eligible	21.6%	17.9%	26%	270	269
Student with Disability	11.1%	5.4%	14%	257.4	251.6
Female	31.6%	30%	35%	281.7	280.7
Male	35.7%	30%	39%	283.5	280.2

[View Table Key](#)

[Close Subgroup Graph](#)

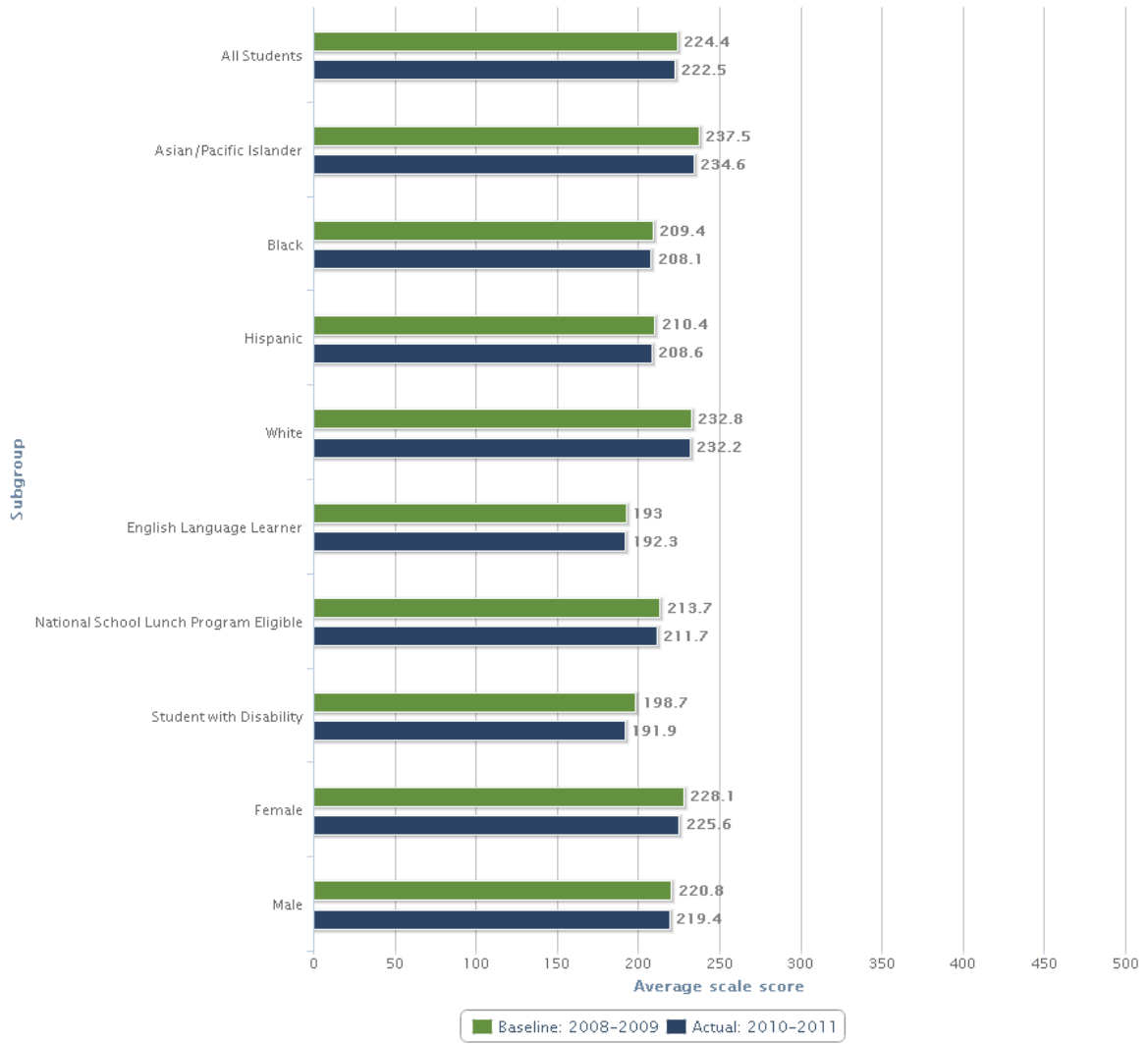
[Back to the Top](#)

Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

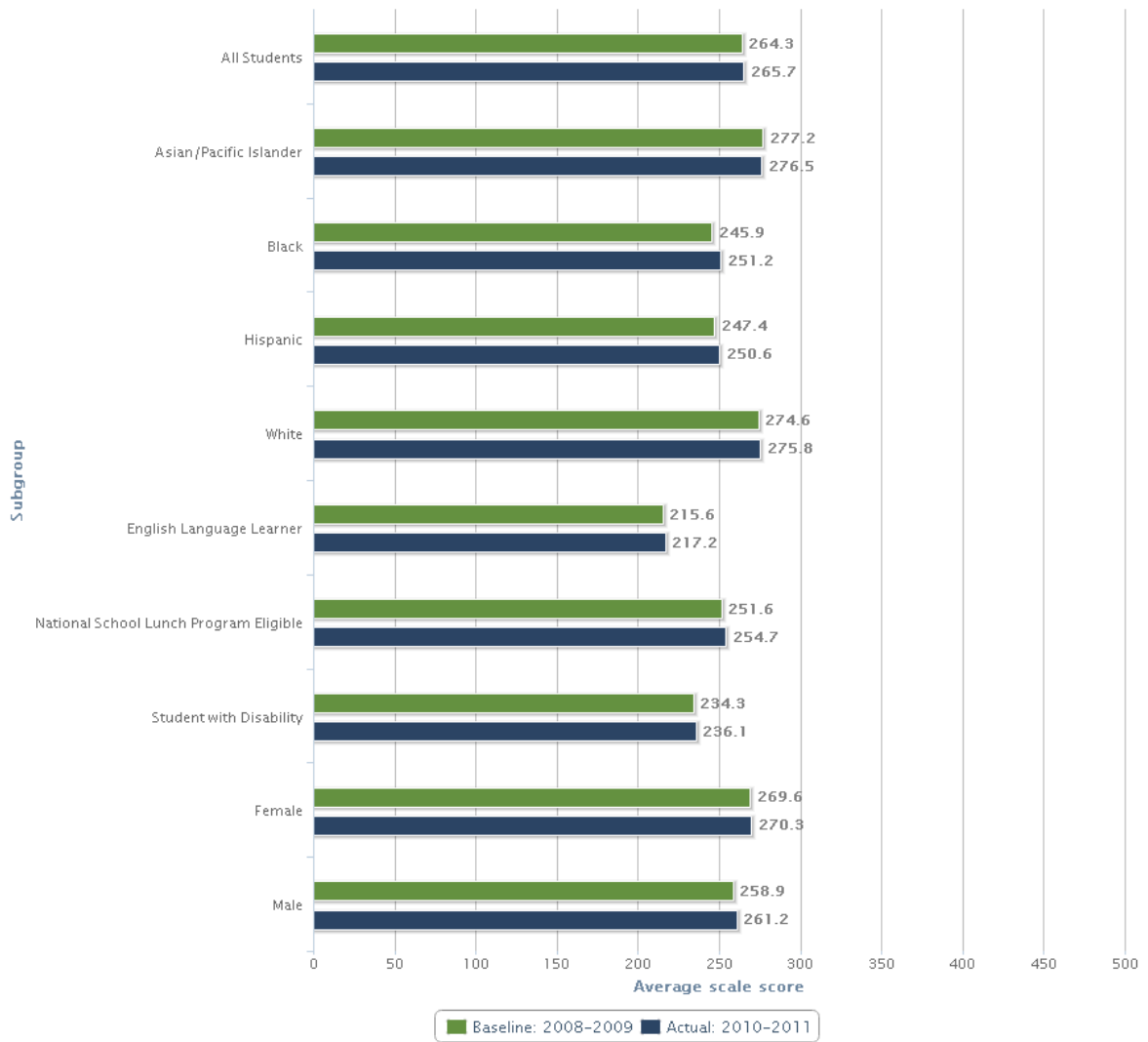
[Back to the Top](#)

Grade 4 Proficiency, NAEP Reading 2011



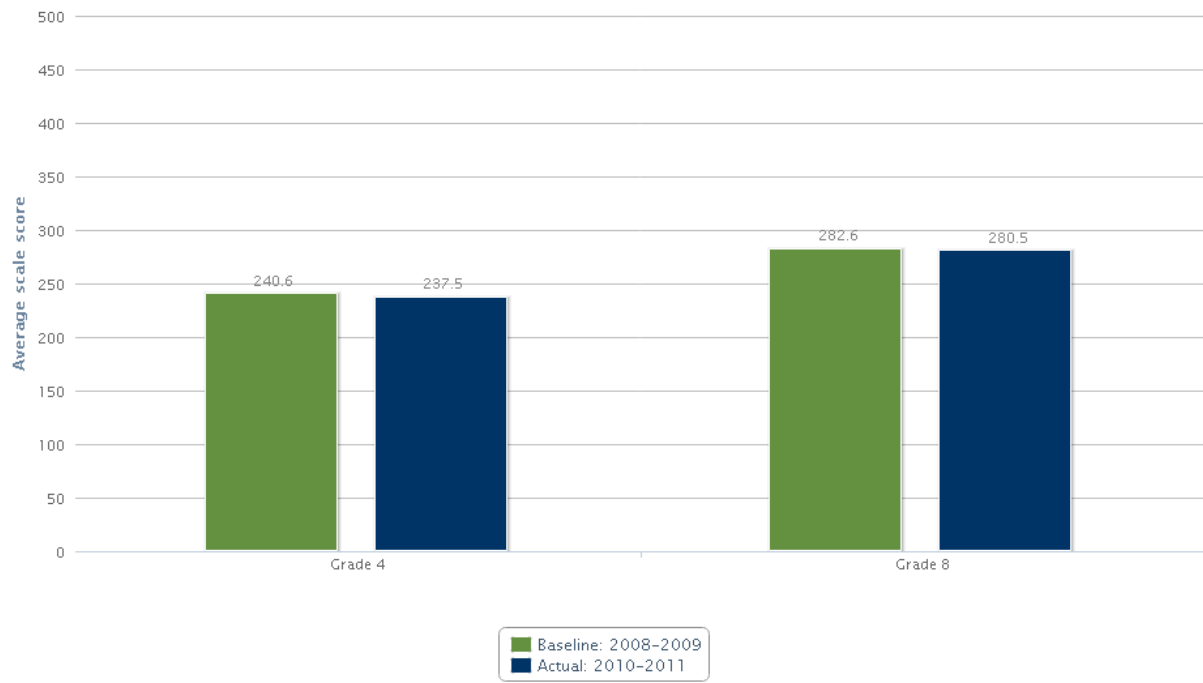
Percentages Scale Score

Grade 8 Proficiency, NAEP Reading 2011



Percentages | Scale Score

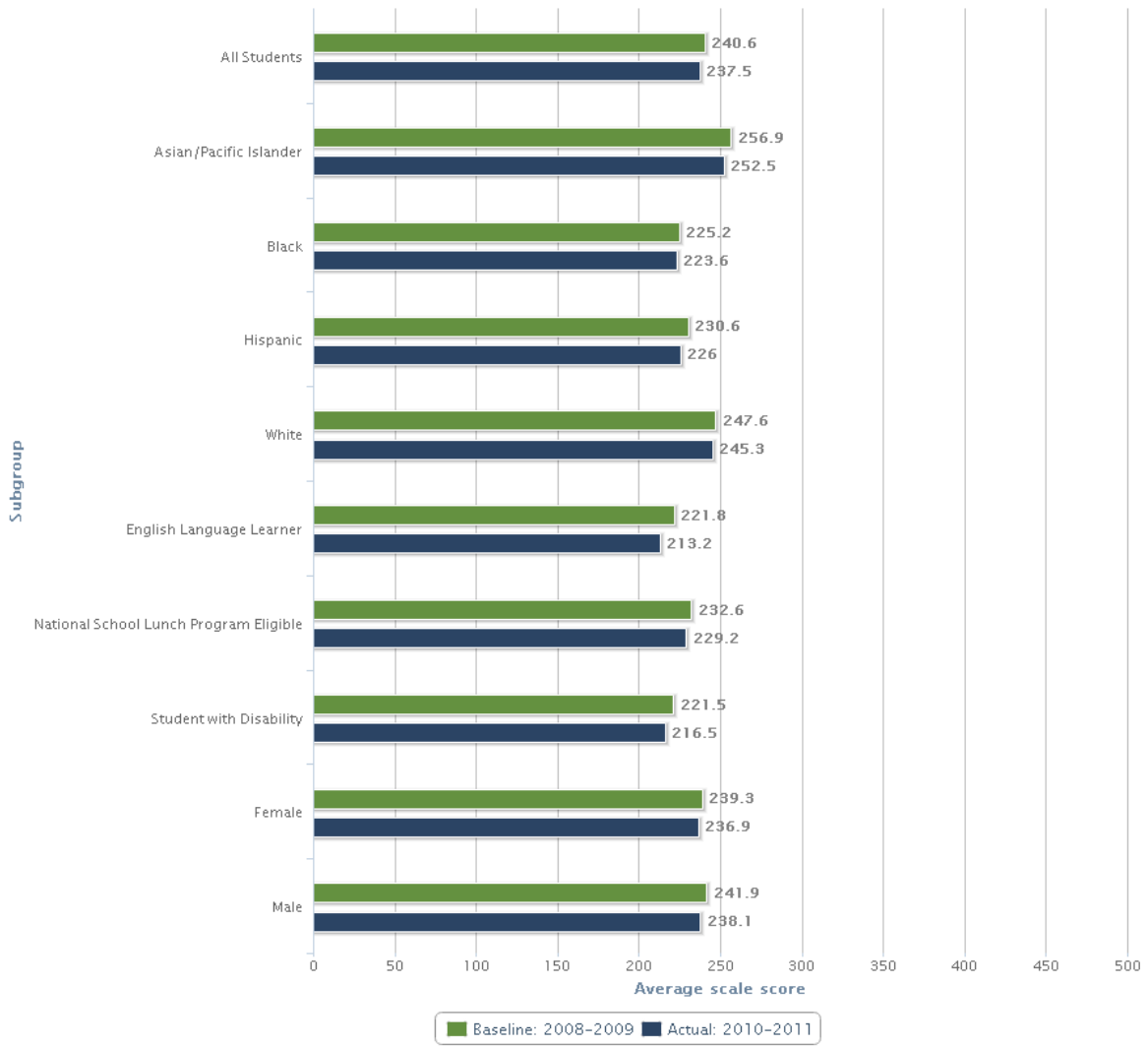
Student Proficiency, NAEP Mathematics 2011



Percentages

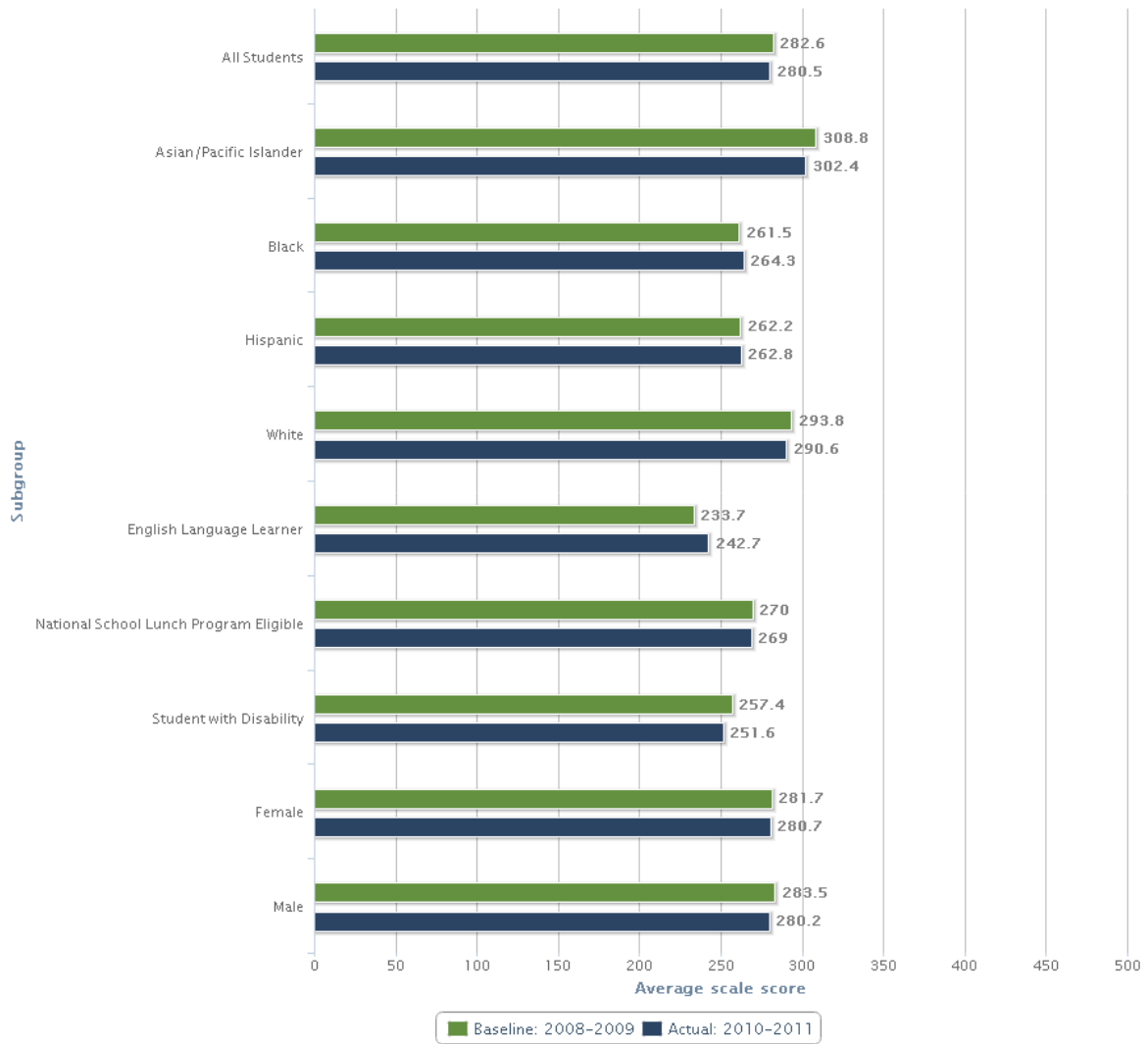
Scale Score

Grade 4 Proficiency, NAEP Mathematics 2011



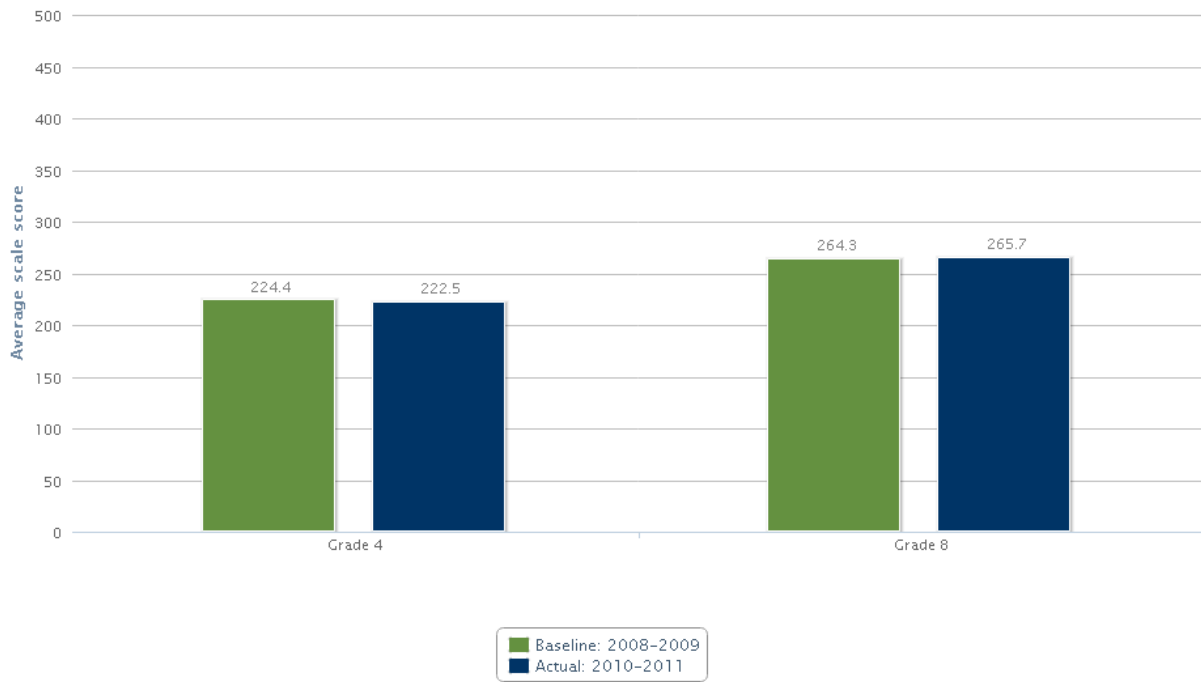
Percentages Scale Score

Grade 8 Proficiency, NAEP Mathematics 2011



Percentages Scale Score

Student Proficiency, NAEP Reading 2011



Percentages

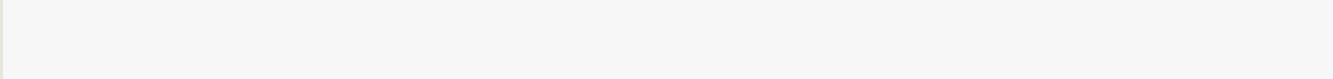
Scale Score



New York

Standard Version

Accessible Version



Student Outcomes Data: Closing Achievement Gaps

- Results in closing the achievement gap on New York's ELA assessment
- Results in closing the achievement gap on New York's mathematics assessment
- Results in closing the achievement gap on NAEP reading
- Results in closing the achievement gap on NAEP mathematics

Collapse All

Results in closing the achievement gap on New York's ELA assessment

State-reported information

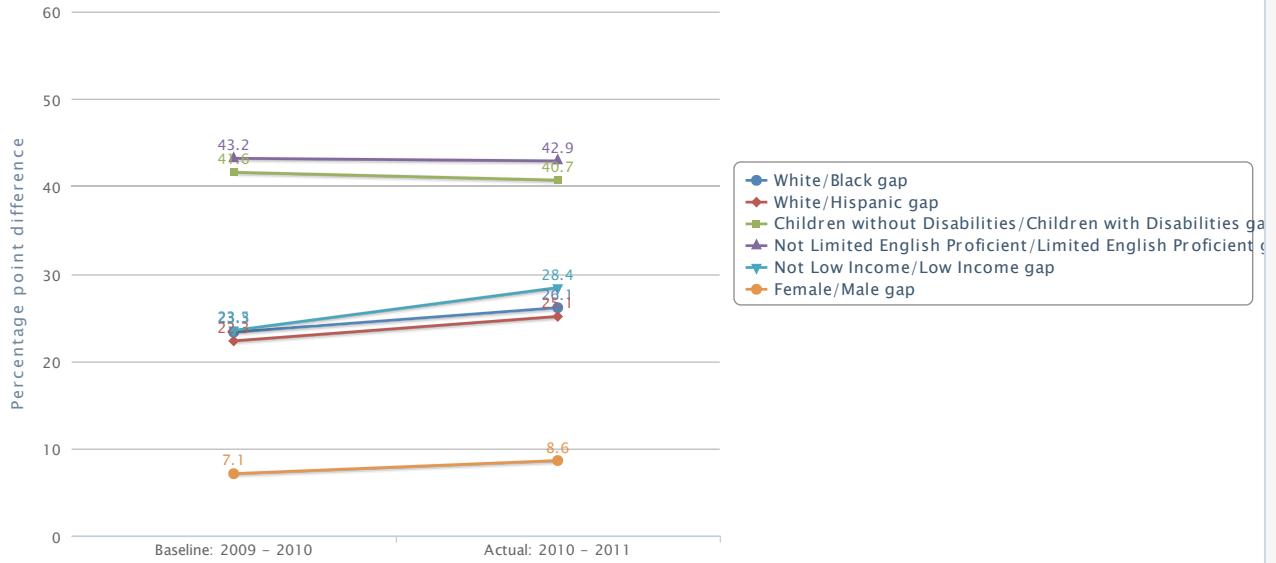
Preliminary SY 2010-2011 data reported as of: [October 14, 2011](#)

NOTE: Numbers in the graph represent the gap in a school year between two subgroups on the State's ELA assessment.

Achievement gaps were calculated by subtracting the percent of students scoring proficient in the lower-performing subgroup from the percent of students scoring proficient in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups.

If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.

Achievement Gap on New York's ELA Assessment SY 2010-2011



[View Table \(Accessible\)](#)

NOTE: To better view a specific achievement gap measure in the graph, click a name in the legend to hide that line. Click on the name in the legend again to have the line reappear in the graph.

Achievement gap as measured by percentage point difference on New York's ELA assessment SY 2010-2011. Preliminary data. Preliminary data reported as of October 14, 2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from New York's approved plan: SY 2010-2011
White/Black Gap	23.3	26.1	N/A
White/Hispanic Gap	22.3	25.1	N/A
Children without Disabilities/Children with Disabilities Gap	41.6	40.7	N/A
Not Limited English Proficient/Limited English Proficient Gap	43.2	42.9	N/A
Not Low Income/Low Income Gap	23.5	28.4	N/A
Female/Male Gap	7.1	8.6	N/A

[View Table Key](#)

Additional information provided by the State:

It is important to note that in July 2010, the State Board of Regents raised cut scores on grades 3-8 ELA and mathematics State assessments and redefined the "college-ready" scores on the ELA and mathematics examinations needed for high school graduation. This policy decision was made after the Board reviewed research showing that these assessments are strong leading indicators of whether a student will be able to succeed in college without remediation.

[Close](#)

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Results in closing the achievement gap on New York's mathematics assessment

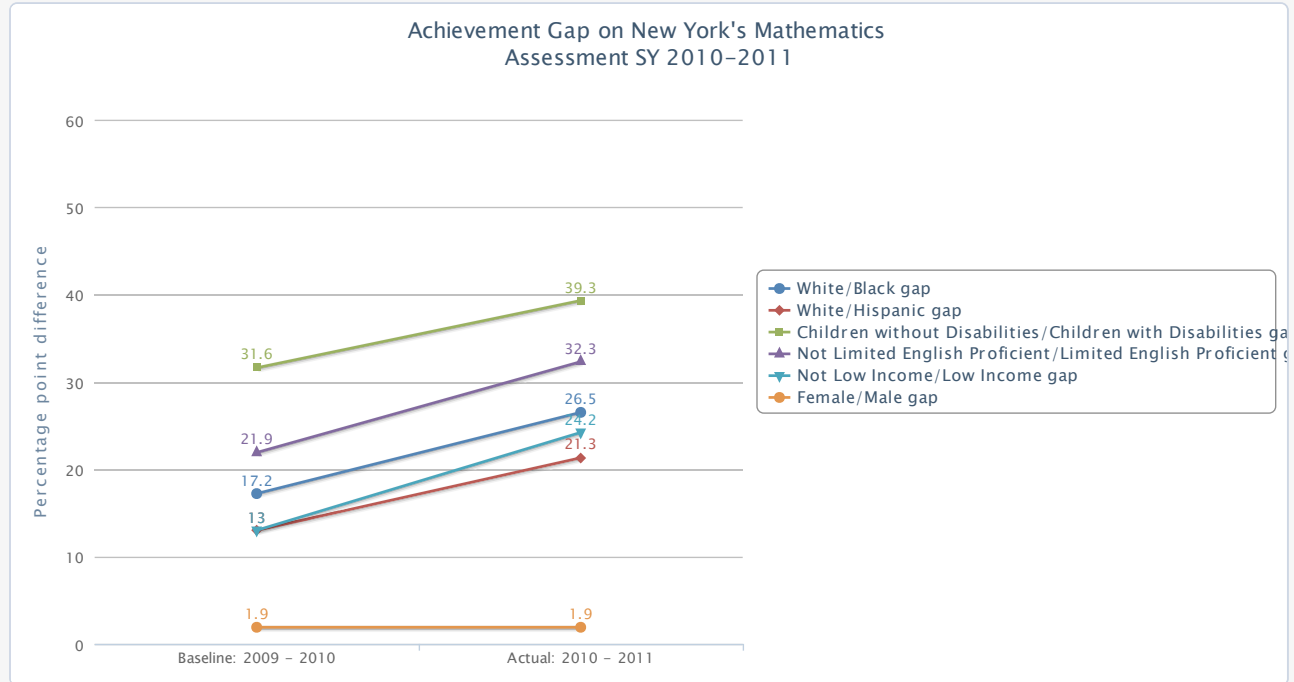
State-reported information

Preliminary SY 2010-2011 data reported as of: [October 14, 2011](#)

NOTE: Numbers in the graph represent the gap in a school year between two subgroups on the State's mathematics assessment.

Achievement gaps were calculated by subtracting the percent of students scoring proficient in the lower-performing subgroup from the percent of students scoring proficient in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups.

If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.



[View Table \(Accessible\)](#)

NOTE: To better view a specific achievement gap measure in the graph, click a name in the legend to hide that line. Click on the name in the legend again to have the line reappear in the graph.

Achievement gap as measured by percentage point difference on New York's mathematics assessment SY 2010-2011. Preliminary data. Preliminary data reported as of October 14, 2011	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from New York's approved plan: SY 2010-2011
White/Black Gap	17.2	26.5	N/A
White/Hispanic Gap	13	21.3	N/A
Children without Disabilities/Children with Disabilities Gap	31.6	39.3	N/A
Not Limited English Proficient/Limited English Proficient Gap	21.9	32.3	N/A
Not Low Income/Low Income Gap	13	24.2	N/A
Female/Male Gap	1.9	1.9	N/A

[View Table Key](#)

Additional information provided by the State:

It is important to note that in July 2010, the State Board of Regents raised cut scores on grades 3-8 ELA and mathematics State assessments and redefined the "college-ready" scores on the ELA and mathematics examinations needed for high school graduation. This policy decision was made after the Board reviewed research showing that these assessments are strong leading indicators of whether a student will be able to succeed in college without remediation.

[Close](#)

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Results in closing the achievement gap on NAEP reading

Department-reported information

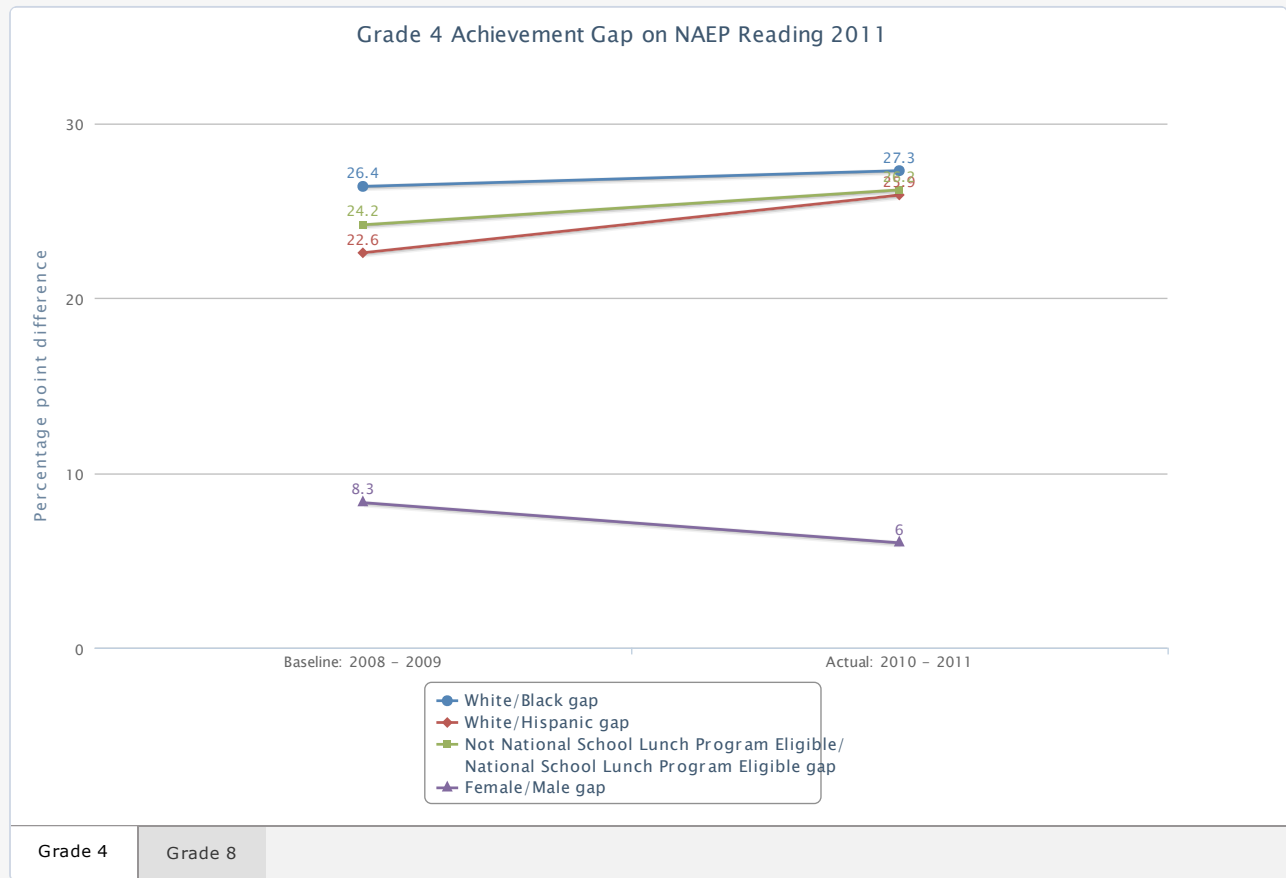
NOTE: NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011.

New York's NAEP reading results as provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit <http://nces.ed.gov/nationsreportcard/>.

Numbers in the graph represent the gap in a school year between two subgroups on NAEP reading.

Achievement gaps were calculated by subtracting the percent of students scoring proficient or advanced in the lower-performing subgroup from the percent of students scoring proficient or advanced in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups.

If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.



[View Table \(Accessible\)](#)

NOTE: To better view a specific achievement gap measure in the graph, click a name in the legend to hide that line. Click on the name in the legend again to have the line reappear in the graph.

Grade 4 Achievement Gap			
Achievement gap as measured by percentage point difference on New York's NAEP reading 2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from New York's approved plan: SY 2010-2011
White/Black Gap	26.4	27.3	N/A
White/Hispanic Gap	22.6	25.9	N/A
Not National School Lunch Program Eligible/National School Lunch Program Eligible Gap	24.2	26.2	N/A
Female/Male Gap	8.3	6	N/A

[View Table Key](#)

Grade 8 Achievement Gap			
Achievement gap as measured by percentage point difference on New York's NAEP reading 2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from New York's approved plan: SY 2010-2011
White/Black Gap	30.7	27.5	N/A
White/Hispanic Gap	28.5	25.4	N/A
Not National School Lunch Program Eligible/National School Lunch Program Eligible Gap	26.2	23.6	N/A
Female/Male Gap	11.4	9.6	N/A

View Table Key

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Results in closing the achievement gap on NAEP mathematics

Department-reported information

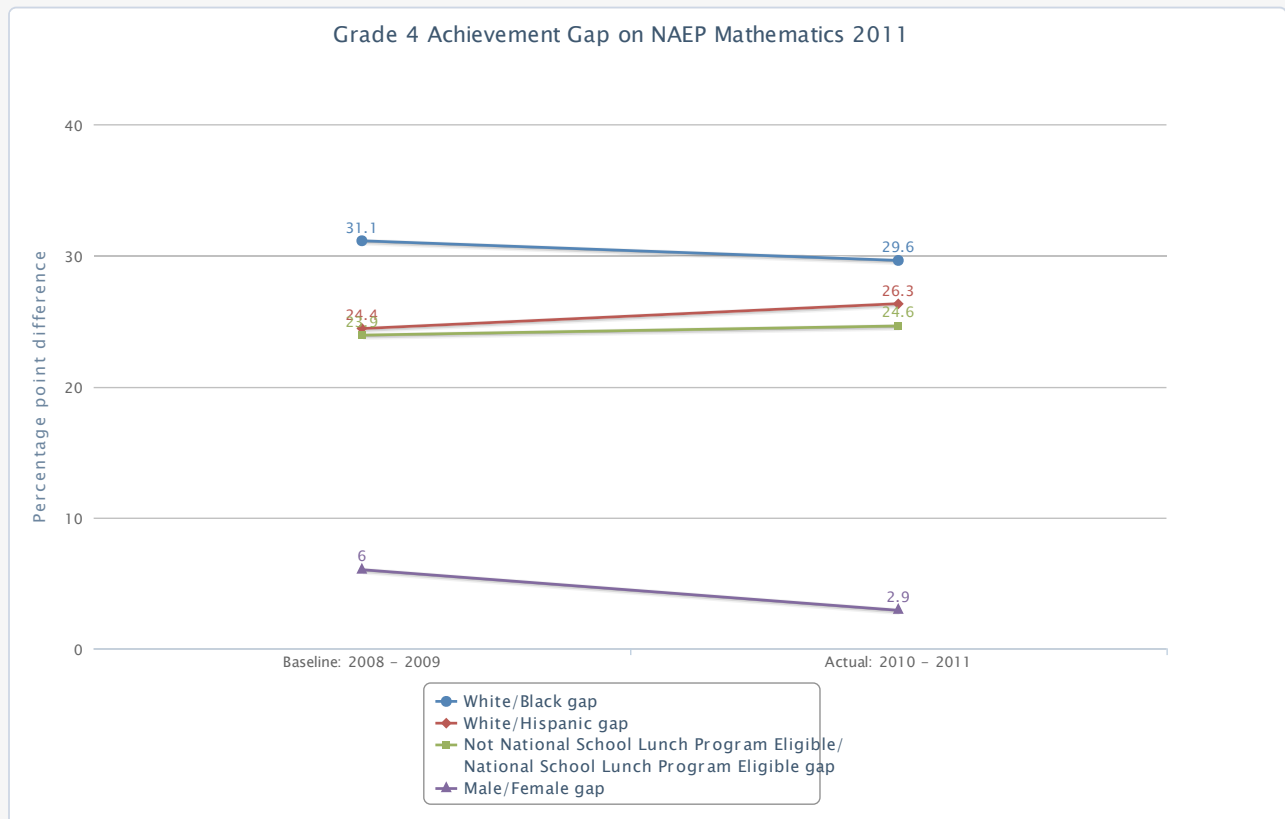
NOTE: NAEP is administered once every two years. The two most recent years are SY 2008-2009 and SY 2010-2011.

New York's NAEP mathematics results as provided by the Department of Education's Institute of Education Sciences. To learn more about the NAEP data, please visit <http://nces.ed.gov/nationsreportcard/>.

Numbers in the graph represent the gap in a school year between two subgroups on NAEP mathematics.

Achievement gaps were calculated by subtracting the percent of students scoring proficient or advanced in the lower-performing subgroup from the percent of students scoring proficient or advanced in the higher-performing subgroup to get the percentage point difference between the proficiency of the two subgroups.

If the achievement gap narrowed between two subgroups, the line will slope downward. If the achievement gap increased between two subgroups, the line will slope upward.



[View Table \(Accessible\)](#)

NOTE: To better view a specific achievement gap measure in the graph, click a name in the legend to hide that line. Click on the name in the legend again to have the line reappear in the graph.

Grade 4 Achievement Gap			
Achievement gap as measured by percentage point difference on New York's NAEP mathematics 2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from New York's approved plan: SY 2010-2011
White/Black Gap	31.1	29.6	N/A
White/Hispanic Gap	24.4	26.3	N/A
Not National School Lunch Program Eligible/National School Lunch Program Eligible Gap	23.9	24.6	N/A
Male/Female gap	6	2.9	N/A

[View Table Key](#)

Grade 8 Achievement Gap			
Achievement gap as measured by percentage point difference on New York's NAEP mathematics 2011	Baseline: SY 2008-2009	Actual: SY 2010-2011	Target from New York's approved plan: SY 2010-2011
White/Black Gap	31.2	27.2	N/A
White/Hispanic Gap	28.7	27.4	N/A
Not National School Lunch Program Eligible/National School Lunch Program Eligible Gap	21.8	24.8	N/A
Male/Female gap	4.1	0	N/A

[View Table Key](#)

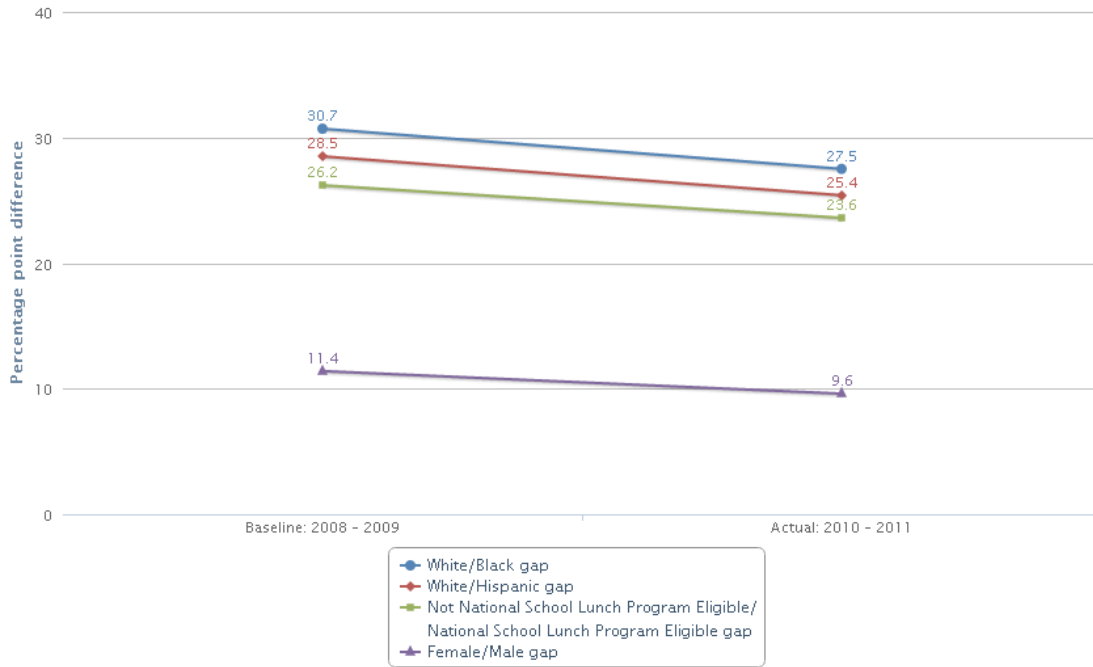
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Table Key

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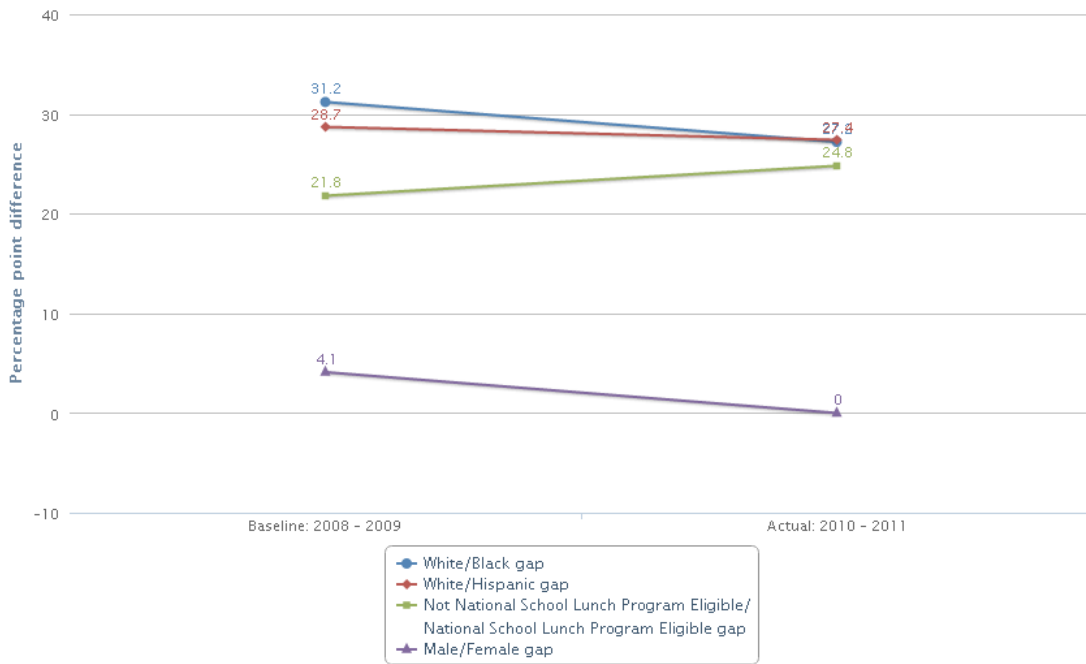
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Grade 8 Achievement Gap on NAEP Reading 2011



Grade 4 **Grade 8**

Grade 8 Achievement Gap on NAEP Mathematics 2011



Grade 4 **Grade 8**



State-reported APR: Year One

New York

Standard Version

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Student Outcomes Data: Graduation Rates and Postsecondary Data

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High school graduation rates

College enrollment rates

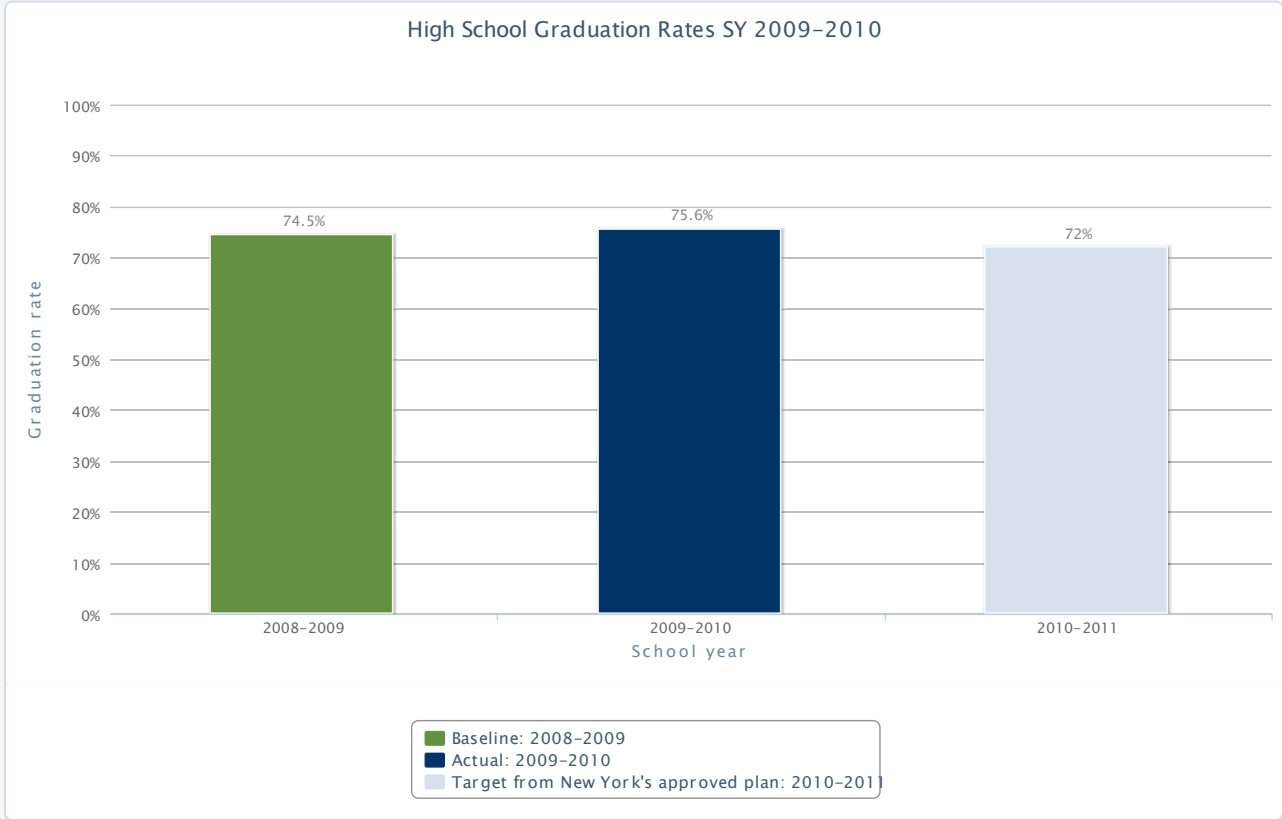
College course completion rates

Collapse All

High school graduation rates

State-reported information

Preliminary SY 2009-2010 data reported as of: October 14, 2011



[View Table \(Accessible\)](#)

Preliminary high school graduation rates reported as of October 14, 2011	Baseline: SY 2008-2009	Actual: SY 2009-2010	Target from New York's approved plan: SY 2010-2011
All Students	74.5%	75.6%	72%
View Table Key			

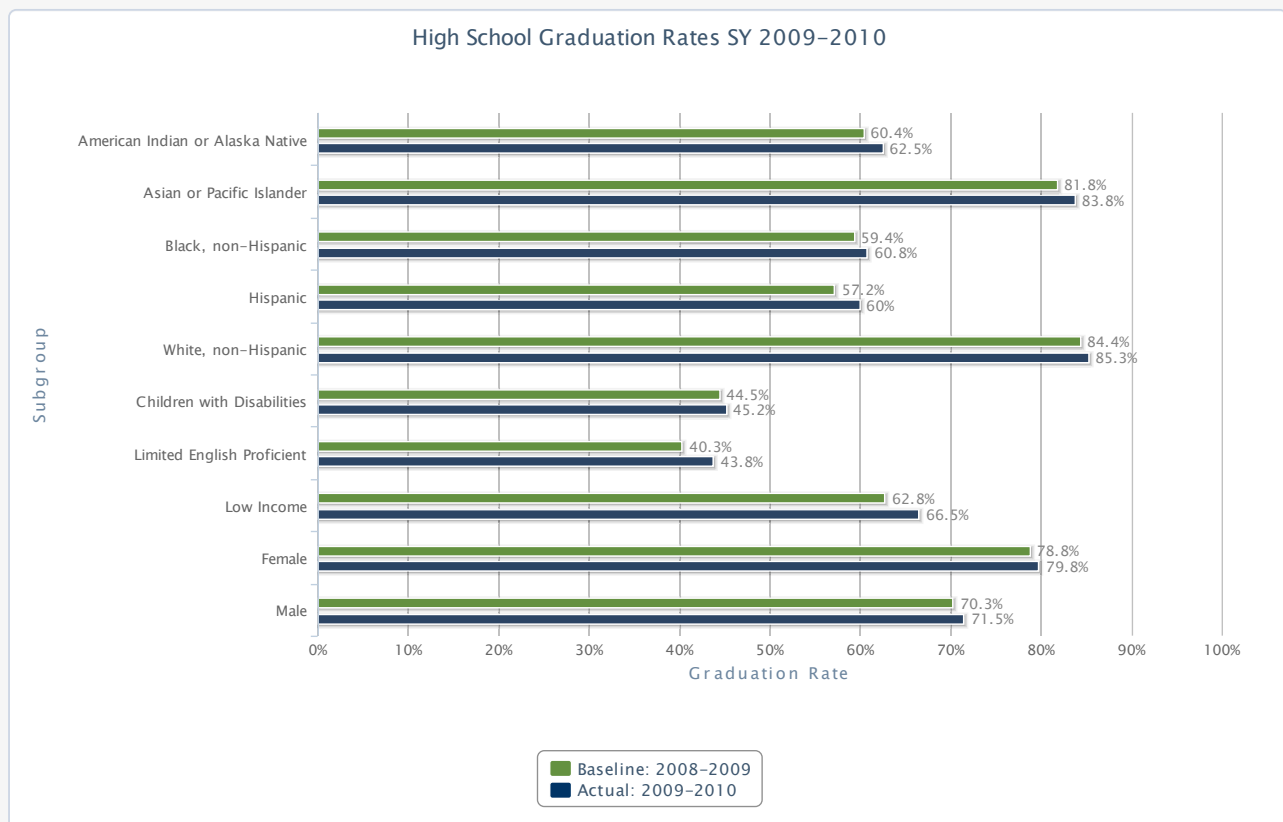
Additional information provided by the State:

An Excel spreadsheet containing the correct data has been uploaded.

The baseline graduation rate data provided in our RTTT SOW reflects our Total Cohort, which for 2009-10 (Yr 1), includes students who first entered grade 9 during the 2006-07 school year and received a diploma through June 2010.

The 2009-10 EDFacts graduation rate data that was uploaded contains our Accountability Cohort of students who first entered grade 9 during the 2005-06 school year and received a diploma as of August 2009.

[Close](#)



[View Table \(Accessible\)](#)

Preliminary High School Graduation Rates			
Subgroup	Baseline: SY 2008-2009	Actual: SY 2009-2010	Target from New York's approved plan: SY 2010-2011
American Indian or Alaska Native	60.4%	62.5%	N/A
Asian or Pacific Islander	81.8%	83.8%	N/A
Black, non-Hispanic	59.4%	60.8%	N/A
Hispanic	57.2%	60%	N/A
White, non-Hispanic	84.4%	85.3%	N/A

Children with Disabilities	44.5%	45.2%	N/A
Limited English Proficient	40.3%	43.8%	N/A
Low Income	62.8%	66.5%	N/A
Female	78.8%	79.8%	N/A
Male	70.3%	71.5%	N/A
View Table Key			

Close Subgroup Graph

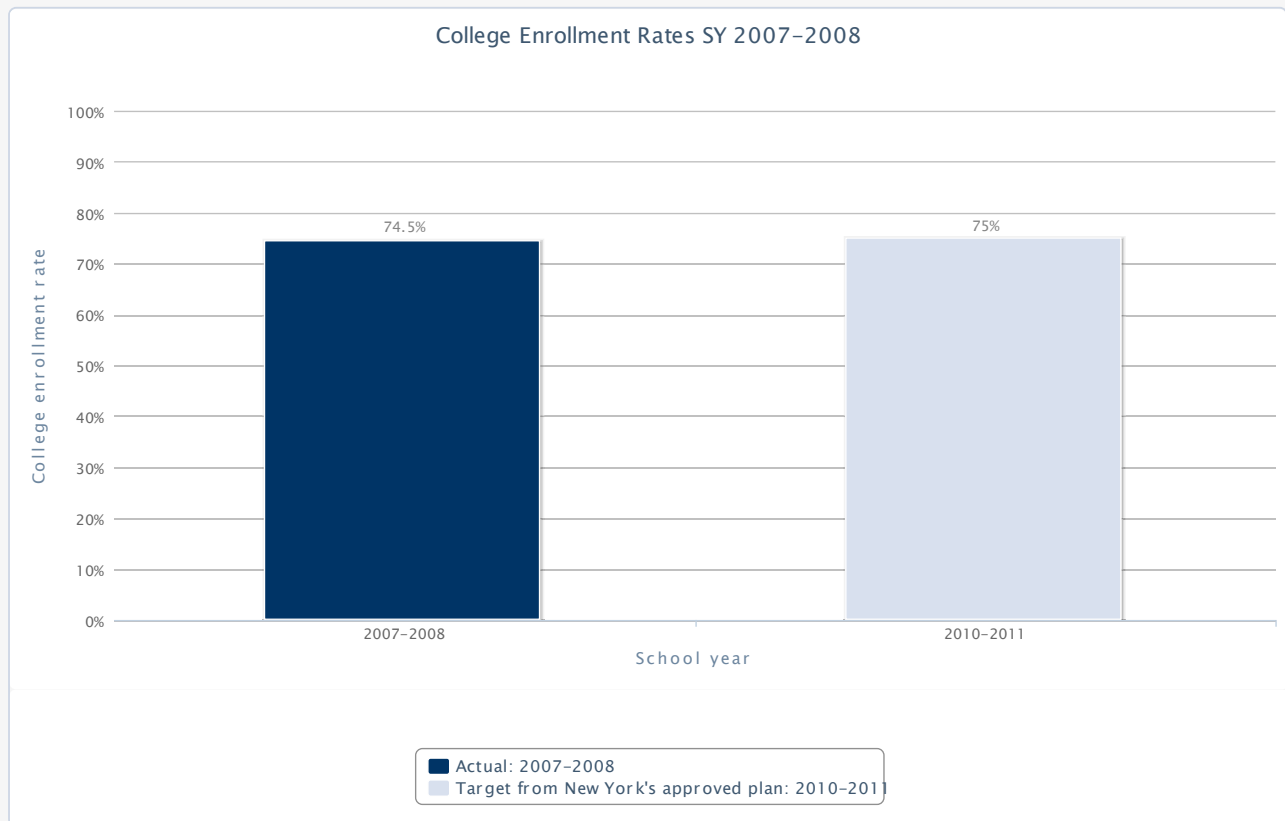
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College enrollment rates

State-reported information

Preliminary SY 2009-2010 data reported as of: [October 14, 2011](#)

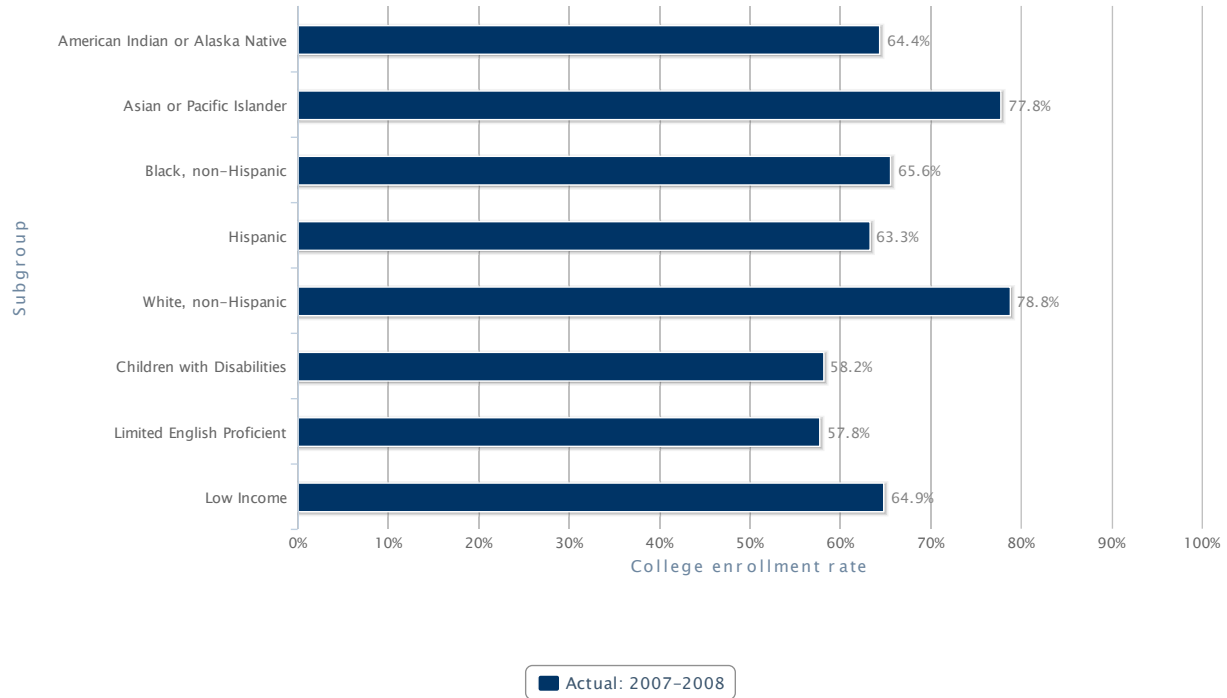
NOTE: The Department provided guidance to States regarding the reporting period for college enrollment. For example, for SY 2009-2010, a State would report on the students who graduated from high school in SY 2007-2008 and enrolled in an institution of higher education (IHE) within 16 months of graduation.



[View Table \(Accessible\)](#)

Preliminary college enrollment rates reported as of October 14, 2011	Baseline: SY 2006-2007	Actual: SY 2007-2008	Target from New York's approved plan: SY 2010-2011
All Students	- -	74.5%	75%
View Table Key			

College Enrollment Rate SY 2007–2008



[View Table \(Accessible\)](#)

Preliminary College Enrollment Rates			
Subgroup	Baseline: SY 2006-2007	Actual: SY 2007-2008	Target from New York's approved plan: SY 2010-2011
American Indian or Alaska Native	--	64.4%	N/A
Asian or Pacific Islander	--	77.8%	N/A
Black, non-Hispanic	--	65.6%	N/A
Hispanic	--	63.3%	N/A
White, non-Hispanic	--	78.8%	N/A
Children with Disabilities	--	58.2%	N/A
Limited English Proficient	--	57.8%	N/A
Low Income	--	64.9%	N/A
Female	--	--	N/A
Male	--	--	N/A

[View Table Key](#)

[Close Subgroup Graph](#)

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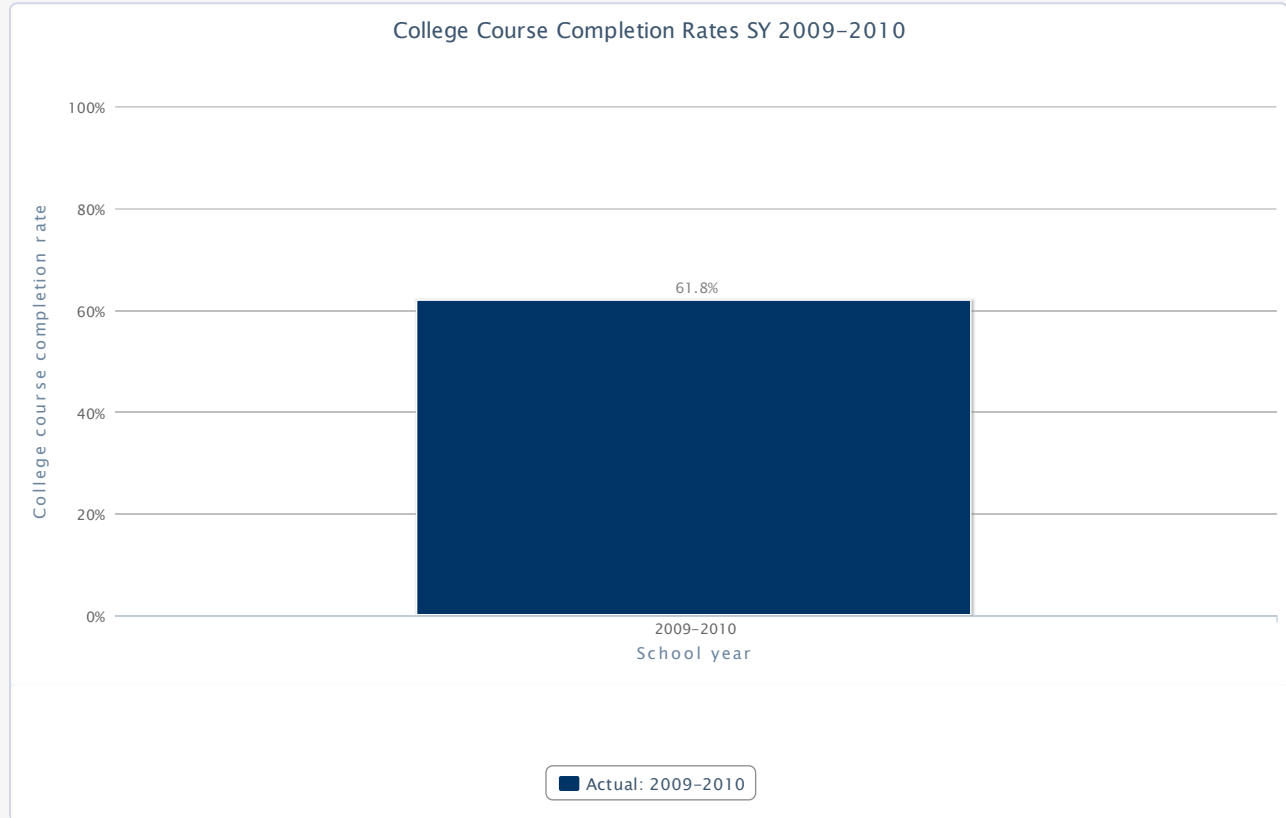
College course completion rates

State-reported information

Preliminary SY 2009-2010 data reported as of: [October 14, 2011](#)

NOTE: The Department provided guidance to States regarding the reporting period for college course completion. For

example, for SY 2009-2010, a State would report on the students who graduated from high school in SY 2005-2006, enroll in an institution of higher education (IHE) within 16 months of graduation, and complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.



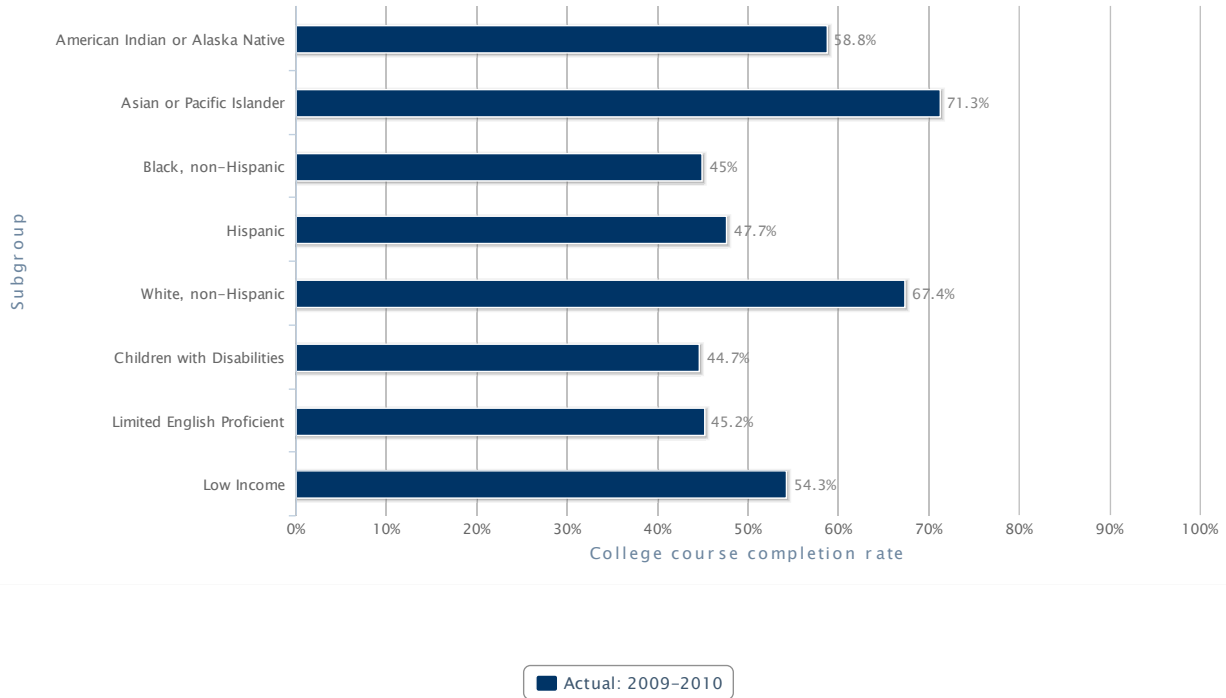
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Preliminary college course completion rates reported as of October 14, 2011	Baseline: SY 2008-2009	Actual: SY 2009-2010	Target from New York's approved plan: SY 2009-2010
All Students	- -	61.8%	N/A
View Table Key			

Additional information provided by the State:

New York's college course completion reflects 2005-06 high school graduates enrolling in in-state public institutions of higher education.

College Course Completion Rates SY 2009–2010



[View Table \(Accessible\)](#)

Preliminary College course completion rates reported as of October 14, 2011	Baseline: SY 2008-2009	Actual: SY 2009- 2010	Target from New York's approved plan: SY 2009- 2010
American Indian or Alaska Native	--	58.8%	N/A
Asian or Pacific Islander	--	71.3%	N/A
Black, non-Hispanic	--	45%	N/A
Hispanic	--	47.7%	N/A
White, non-Hispanic	--	67.4%	N/A
Children with Disabilities	--	44.7%	N/A
Limited English Proficient	--	45.2%	N/A
Low Income	--	54.3%	N/A
Female	--	--	N/A
Male	--	--	N/A

[View Table Key](#)

[Close Subgroup Graph](#)

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Table Key

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College and Career-Ready Standards and Assessments

Supporting the transition to college and career-ready standards and high-quality assessments

Standards and assessments: Optional measures

Collapse All

Supporting the transition to college and career-ready standards and high-quality assessments

State-reported information

NOTE: The Department does not expect States to begin implementing such assessments until school year 2014-2015.

Question: Has the State implemented any common, high-quality assessments aligned to college and career-ready standards in SY 2010-2011? If so, please indicate what assessment and for which grades.

State-reported response:

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Standards and assessments: Optional measures

State-reported information

Performance measure	Race to the Top plan subcriterion	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from New York's approved plan: SY 2010-2011
Students scoring at levels reflecting "on track" to be college- and career-ready: Physics	(B)(3)	82	N/A	N/A
Students scoring at levels reflecting "on track" to be college- and career-ready: Earth Science	(B)(3)	74	N/A	N/A
Students scoring at levels reflecting "on track" to be college- and career-ready: Living Environment/Biology	(B)(3)	78	N/A	N/A
Students scoring at levels considered proficient or advanced: 6th-8th Grade Science	(B)(3)	N/A	N/A	N/A
Students scoring at levels reflecting "on track" to be college- and career-ready: U.S. History and Government	(B)(3)	83	N/A	N/A
Students scoring at levels reflecting "on track" to be college- and career-ready: Chemistry	(B)(3)	73	N/A	N/A
Students scoring at levels reflecting "on track" to be college- and career-ready: Global History and Geography	(B)(3)	70	N/A	N/A
Students scoring at levels considered proficient or advanced: 6th-8th Grade Social Studies	(B)(3)	N/A	N/A	N/A

Additional information provided by the State:

N/A (rows 1 and 2): Reported actual is because these assessments are not yet developed; the Department expects to have them developed for administration during the RTTT four-year grant period.

N/A (rows 3-8): Reported baseline is the percent of students passing with scores of 65 or higher; the Department has not yet determined what score is necessary to be considered "college- and career-ready."

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Data Systems to Support Instruction

Fully implementing a statewide longitudinal data system

Data systems to support instruction: Optional measures

Collapse All

Fully implementing a statewide longitudinal data system

State-reported information

America COMPETES elements	State included this element as of June 30, 2011	Optional explanatory comment provided by the State
(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system	Yes	
(2) Student-level enrollment, demographic, and program participation information	Yes	
(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs	Yes	
(4) The capacity to communicate with higher education data systems	Yes	
(5) A State data audit system assessing data quality, validity, and reliability	Yes	
(6) Yearly test records of individual students with respect to assessments	Yes	
(7) Information on students not tested by grade and subject	Yes	
(8) A teacher identifier system with the ability to match teachers to students	Yes	
(9) Student-level transcript information, including information on courses completed and grades earned	Yes	
(10) Student-level college readiness test scores	Yes	
(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework	Yes	
(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education	Yes	
View Table Key		

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Data systems to support instruction: Optional measures

State-reported information

Performance measure	Race to the Top plan subcriterion	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from New York's approved plan: SY 2010-2011
P-20 data system will store/provide reports from other State agencies and databases	(C)(2)	N/A	N/A	N/A
Number of annual Education Data Portal users	(C)(2)	N/A	0	5,000
Percent of all teachers who click through to student achievement data with at least one page view of 20 second duration; measure of association between these frequencies and student achievement scores	(C)(3)	N/A	N/A	N/A
Percent of all principals who click through to student achievement data with at least one page view of 20 second duration; measure of association between these frequencies and student achievement scores	(C)(3)	N/A	N/A	N/A
Percentage of users reporting that Data Portal and IRIS helped drive policy decisions, supported improved instruction, and focused professional development activities	(C)(2)	N/A	N/A	N/A
Percentage of all LEAs using 2 data portal applications (Early Warning System, Electronic Student Records Exchange System)	(C)(3)	N/A	N/A	N/A
Number of other New York State agencies and/or non-educational data systems linked for reporting purposes	(C)(2)	N/A	N/A	N/A
Percentage of school districts statewide that will have joined Statewide Collaborative Inquiry Network	(C)(3)	N/A	91	100
Percentage of all LEAs using the student growth model to support performance management processes	(C)(3)	N/A	0	100
SUNY and CUNY will provide data to the statewide system	(C)(2)	N/A	Yes	Yes
Number of New York State independent colleges and universities providing data to statewide system	(C)(2)	N/A	N/A	N/A
Percentage of authorized users reporting that these 2 applications helped improve service delivery and student outcomes	(C)(2)	N/A	N/A	N/A
Number of educators and administrators statewide who will be receiving professional development in the use of data tools through Network Teams and school-based Inquiry Teams	(C)(3)	N/A	225,000	90,000
Updated statewide data governance structure established	(C)(2)	N/A	Yes	Yes
View Table Key				

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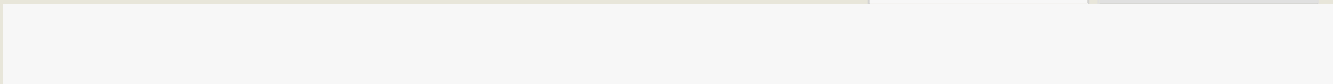
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New York

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Great Teachers and Leaders

- Providing high-quality pathways for aspiring teachers and principals
- Improving teacher and principal effectiveness based on performance
- Ensuring equitable distribution of effective teachers and principals
- Improving the effectiveness of teacher and principal preparation programs
- Great teachers and leaders: Optional measures

Collapse All

Providing high-quality pathways for aspiring teachers and principals

State-reported information

Question: In narrative form, describe any changes to legal, statutory, or regulatory provisions made since the submission of the Race to the Top application that allow alternative routes to certification for teachers and principals.

State-reported response: In February and April of 2011, the NYS Board of Regents discussed a proposal for a new alternate route to teacher certification, Transitional-G. This route creates an expedited pathway for individuals, with advanced degrees in STEM and related teaching experience at the postsecondary level, to become certified high school teachers in mathematics, one of the sciences, or a closely related academic subject area. This initiative continues to be in development, and we are expecting approval of this alternate certification pathway during SY '11-12.

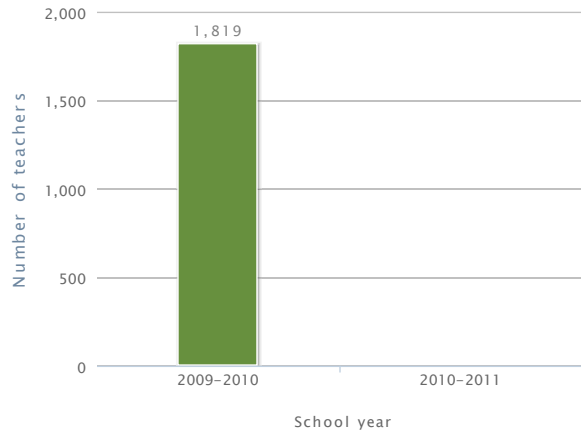
Close

Question: Report the number of programs that currently provide alternative routes to certification.

Category	Prior year: SY 2009-2010	Most recent year: SY 2010-2011
Number of alternative certification programs for teachers	412	364
Number of alternative certification programs for principals	0	0
View Table Key		

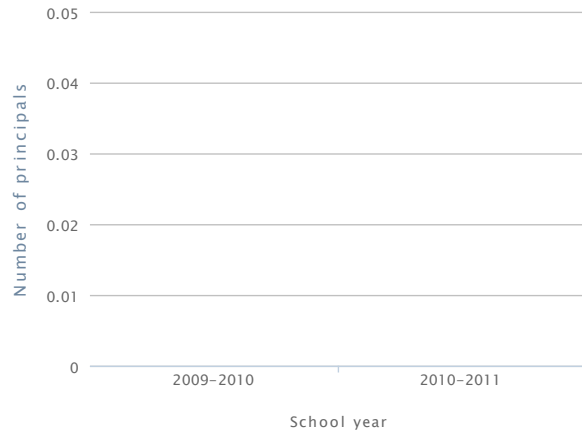
Question: Report the number of teachers and principals who completed an alternative routes to certification in the State.

Teachers Completing Alternative Certification



[View Table \(Accessible\)](#)

Principals Completing Alternative Certification



[View Table \(Accessible\)](#)

Category	Prior year: SY 2009-2010	Most recent year: SY 2010-2011
Number of teachers who have completed alternative certifications	1,819	N/A
Number of principals who have completed alternative certifications	N/A	N/A
View Table Key		

Additional information provided by the State:

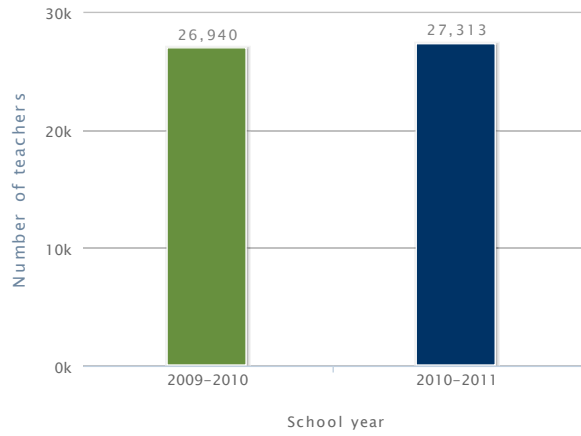
The NYSED is currently collecting information related to the number of teacher candidates statewide who successfully completed an alternative route to certification in SY '10-11. This program complete data is currently being collected through our Title II reporting, and we endeavor to provide that information to USDOE as soon as available. For the prior year, SY '09-10, there were 1,819 teachers who successfully completed an alternative route to certification in the State.

New York State does not currently maintain an alternative route to certification for principals. Therefore, the number of principals who successfully completed an alternative route to certification in NYS for SY '09-10 and '10-11 was identified as N/A.

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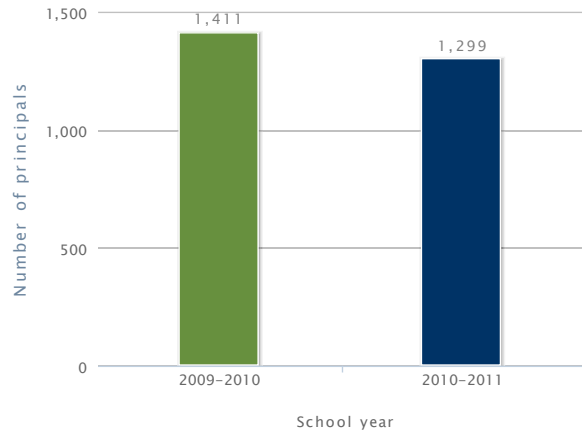
Question: Report on the number of teachers and principals who were newly certified statewide.

Teachers Newly Certified Statewide



[View Table \(Accessible\)](#)

Principals Newly Certified Statewide



[View Table \(Accessible\)](#)

Category	Prior year: SY 2009-2010	Most recent year: SY 2010-2011
Teachers	26,940	27,313
Principals	1,411	1,299
View Table Key		

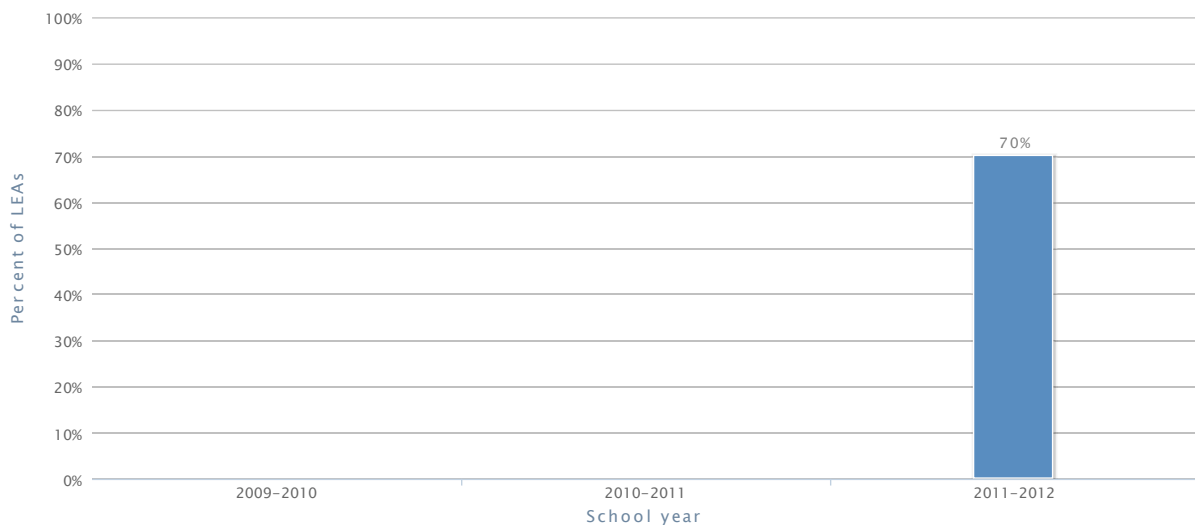
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Improving teacher and principal effectiveness based on performance

State-reported information

Question: Report on the number of participating LEAs that measure student growth.

Percentage of LEAs that Measure Student Growth



■	Baseline: 2009-2010
■	Actual: 2010-2011
■	Target from New York's approved plan: 2010-2011
■	Target from New York's approved plan: 2011-2012

[View Table \(Accessible\)](#)

NOTE: Based on State's approved Race to the Top plans, the Department does not expect that grantee States will implement qualifying evaluation systems prior to SY 2011-2012.

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from New York's approved plan: SY 2010-2011	Target from New York's approved plan: SY 2011-2012
Percentage of participating LEAs that measure student growth (as defined in the Race to the Top application)	0%	N/A	N/A	70%

[View Table Key](#)

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from New York's approved plan: SY 2010-2011
Percentage of participating LEAs with qualifying evaluation systems for teachers	0%	N/A	N/A
Percentage of participating LEAs with qualifying evaluation systems for principals	0%	N/A	N/A
Percentage of participating LEAs with qualifying evaluation systems that are used to inform:			
• Teacher and principal development	0%	N/A	N/A
• Teacher and principal compensation	0%	N/A	N/A
• Teacher and principal promotion	0%	N/A	N/A
• Retention of effective teachers and principals	0%	N/A	N/A
• Granting of tenure and/or full certification (where applicable) to teachers and principals	0%	N/A	N/A
• Removal of ineffective tenured and untenured teachers and principals	0%	N/A	N/A

[View Table Key](#)

Performance measure	Baseline: SY 2009-2010		Actual: SY 2010-2011		Target from New York's approved plan: SY 2010-2011	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A
Percentage of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year	N/A	N/A	N/A	N/A	N/A	N/A

[View Table Key](#)

Additional information provided by the State:

The New York State Education Department has indicated N/A, because our recently-adopted evaluation system is being

implemented in SY '11-12.

NYSED's adopted evaluation system was designed and developed with significant teacher and principal involvement. In SY '11-12, the Department's approved evaluation system will differentiate effectiveness using multiple rating categories that take into account data on student growth as a significant factor (i.e. 40%). Of this 40%, student growth will be determined using locally-selected assessments (20%) and student growth on state-approved assessments (20%, in SY '12-13 this state portion of student growth will increase to 25%, and locally selected measures will be used for 15%). The remaining 60% of a teacher and principals evaluation will be based on other measures of performance, including but not limited to classroom observation.

However, in SY '11-12, measures of student growth will only be applied to teachers in Grades 4-8, ELA & Math. The

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Ensuring equitable distribution of effective teachers and principals

State-reported information

NOTE: Based on States' approved Race to the Top plans, the Department does not expect the grantee States will implement qualifying evaluation systems prior to SY 2011-2012

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from New York's approved plan: SY 2010-2011
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in the application)	0%	N/A	N/A
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in the application) who are highly effective (as defined in the application)	N/A	N/A	N/A
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in the application) who are effective or better (as defined in the application)	N/A	N/A	N/A
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in the application) who are effective or better (as defined in the application)	0%	N/A	N/A
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in the application) who are ineffective	0%	N/A	N/A
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in the application) who are ineffective	0%	N/A	N/A
Percentage of principals in schools that are high-poverty, high-minority, or both (as defined in the application) who are highly effective (as defined in the application)	0%	N/A	N/A
Percentage of principals in schools that are low-poverty, low-minority or both (as defined in the application) who are highly effective (as defined in the application)	0%	N/A	N/A
Percentage of principals in schools that are high-poverty, high-minority, or both (as defined in the application) who are effective or better (as defined in the application)	N/A	N/A	N/A
Percentage of principals in schools that are low-poverty, low-minority, or both (as defined in the application) who are effective or better (as defined in the application)	N/A	N/A	N/A
Percentage of principals in schools that are high-poverty, high-minority, or both (as defined in the application) who are ineffective	0%	N/A	N/A
Percentage of principals in schools that are low-poverty, low-minority, or both (as defined in the application) who are ineffective	0%	N/A	N/A
Percentage of mathematics teachers who were evaluated as effective or better	0%	N/A	N/A
Percentage of science teachers who were evaluated as effective or better	0%	N/A	N/A
Percentage of special education teachers who were evaluated as effective or better	0%	N/A	N/A

Percentage of teachers in language instructional programs who were evaluated as effective or better	0%	N/A	N/A
View Table Key			

Term	State's Definition
Mathematics teachers	An instructor of any of the mathematics disciplines.
Science teachers	An instructor of any of the science disciplines.
Special education teachers	An instructor of students with disabilities.
Teachers in language instruction educational programs	An instructor of any languages other than English or of any of the English Language arts.
View Table Key	

Additional information provided by the State:

The New York State Education Department has indicated N/A because our recently-adopted evaluation system is being implemented this school year ('11-12).

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Improving the effectiveness of teacher and principal preparation programs

State-reported information

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from New York's approved plan: SY 2010-2011
Number of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in the Race to the Top application) of the graduates' students	N/A	N/A	N/A
Number of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in the Race to the Top application) of the graduates' students	N/A	N/A	N/A
Total number of teacher preparation programs in the State	4,897	4,947	N/A
Total number of principal preparation programs in the State	127	125	N/A
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in the Race to the Top application) of the graduates' students	0	N/A	0
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in the Race to the Top application) of the graduates' students	0	N/A	0
Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported	N/A	N/A	N/A
Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported	N/A	N/A	N/A
Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs	N/A	N/A	N/A
Number of principals in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs	N/A	N/A	N/A
View Table Key			

Additional information provided by the State:

The New York State Education Department has indicated N/A because our recently-adopted evaluation system is being implemented this school year ('11-12). The NYSED anticipates that information pertaining to the numbers of teachers/principals prepared by each credentialing program, and the number of teachers/principals for which data will be aggregated to produce publicly available reports about the credentialing programs (and their student's performance) will be available as early as July 2012.

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Great teachers and leaders: Optional measures

State-reported information

Performance measure	Race to the Top plan subcriterion	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from New York's approved plan: SY 2010-2011
Median student growth percentile of newly tenured and/or professionally certified teachers/principals	(D)(2)	N/A	N/A	N/A
Comparison of effectiveness rates in high-poverty/high-minority districts compared to low-poverty/low-minority districts	(D)(5)	N/A	N/A	N/A
Median student growth percentile of teachers/principals rated Effective and Highly Effective	(D)(2)	N/A	N/A	N/A
Percentage of teachers in high-need subjects (math, science, special education, ESL) rated as effective or better	(D)(3)	N/A	N/A	N/A
Percent of students in poverty who have a teacher and principal rated Effective or better each year	(D)(5)	N/A	N/A	N/A
Percentage of teachers/principals statewide rated as Highly Effective, Effective, Developing and Ineffective	(D)(5)	N/A	N/A	N/A

[View Table Key](#)

Additional information provided by the State:

New York State will be implementing our qualifying evaluation system in SY '11-'12. Therefore, the supplemental performance metrics for SY '10-11 identified above are currently reflected as N/A. We anticipate being in a position to provide this data (target & actual percentages) during of our next year-end reporting cycle.

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Table Key

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Turning Around the Lowest-Achieving Schools

Schools that initiated one of the four school intervention models in SY 2010-2011

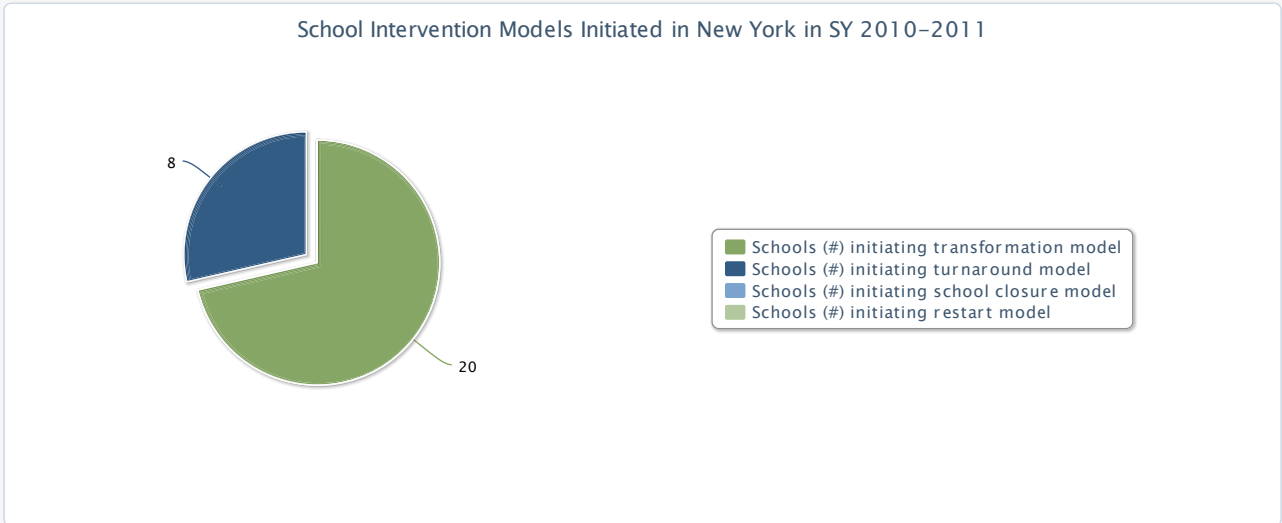
Changes to New York's legal, statutory, or regulatory authority to intervene in New York's persistently lowest-achieving schools and in LEAs that are in improvement or corrective action status

Turning around the lowest-achieving schools: Additional information

Collapse All

Schools that initiated one of the four school intervention models in SY 2010-2011

State-reported information



[View Table \(Accessible\)](#) | [School Intervention Models Definition](#)

[Click to see list of schools for which one of the four school intervention models was initiated in SY 2010-2011](#)

Performance measure	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from New York's approved plan: SY 2010-2011
The number of schools for which one of the four school intervention models will be initiated	0	28	28

[View Table Key](#)

Question: For each school for which one of the four [school intervention models](#) was initiated (that is, school(s) in the first year of implementation) in SY 2010-2011, list the school name and the respective school ID. For each of those schools,

indicate the LEA with which it is affiliated and that LEA's NCES ID number. Lastly, indicate which of the four school intervention models was initiated.

School name	School ID	LEA	NCES ID	School intervention model initiated in SY 2010-2011
Bennett High School	360585000296	Buffalo City School District	3605850	Transformation model
Dr. Martin Luther King Multicultural Institute, # 39	360585000305	Buffalo City School District	3605850	Transformation model
International School, # 45	360585000341	Buffalo City School District	3605850	Transformation model
South Park High School	360585000378	Buffalo City School District	3605850	Transformation model
Automotive High School	360011901913	NYC Geo. District # 14	3600119	Transformation model
Brooklyn School for Global Studies	360009201377	NYC Geo. District # 15	3600092	Transformation model
Cobble Hill School for Global Studies	360009203389	NYC Geo. District # 15	3600092	Transformation model
Unity Center for Urban Technologies	360007700595	NYC Geo. District # 2	3600077	Transformation model
Chelsea Career & Technical High School	360007701943	NYC Geo. District # 2	3600077	Transformation model
Franklin Delano Roosevelt High School	360015101947	NYC Geo. District # 20	3600151	Transformation model
William E. Grady Career & Technical High School	360015202888	NYC Geo. District # 21	3600152	Transformation model
Queens Vocational & Technical High School	360009802860	NYC Geo. District # 24	3600098	Transformation model
Flushing High School	360012201950	NYC Geo. District # 25	3600122	Transformation model
Long Island City High School	360010202022	NYC Geo. District # 30	3600102	Transformation model
Bread & Roses Integrated High School	360008102938	NYC Geo. District # 5	3600081	Transformation model
Skilled Trades at the Edison Campus	362475005608	Rochester City School District	3624750	Tumaround model
East High School	362475003363	Rochester City School District	3624750	Transformation model
Franklin BioScience and Health Careers High School	362475004362	Rochester City School District	3624750	Tumaround model
Franklin Global Media Arts High School	362475005585	Rochester City School District	3624750	Tumaround model
Franklin International Finance & Economic Development High School	362475005587	Rochester City School District	3624750	Tumaround model
School of Business, Finance, & Entrepreneurship at the Edison Campus	362475005606	Rochester City School District	3624750	Tumaround model
School of Engineering & Manufacturing at the Edison Campus	362475005607	Rochester City School District	3624750	Tumaround model
School of Imaging & Information Technology at the Edison Campus	362475005609	Rochester City School District	3624750	Tumaround model
Delaware Academy	362859003852	Syracuse City School District	3628590	Transformation model
George Fowler High School	362859003861	Syracuse City School District	3628590	Transformation model
Hughes Elementary	362859003872	Syracuse City School District	3628590	Transformation model
Emerson Middle School	363192004249	Yonkers City School District	3631920	Tumaround model
Roosevelt High School	363192004250	Yonkers City School District	3631920	Transformation model

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Changes to New York's legal, statutory, or regulatory authority to intervene in New York's persistently lowest-achieving schools and in LEAs that are in improvement or corrective action status

State-reported information

Question: Report any changes, from the time of application through June 30, 2011, in the State's legal, statutory, or

regulatory authority to intervene in the State's [persistently lowest-achieving schools](#) and in LEAs that are in improvement or corrective action status.

State-reported response: From the time of application through June 30, 2011, there have been three changes to New York State's legal and regulatory authority to intervene in the State's persistently lowest achieving schools and in LEAs that are in improvement or corrective action status.

Education Law 211-e: Educational Partner Organizations

In May 2010, the state legislature passed Education Law 211-e, which removed the barrier to implementing the Restart model, and outlined the terms by which districts could contract with non-profit Educational Partnership Organizations (EPO) to take over persistently lowest achieving schools. Under Education Law 211-e(1), "The board of education of a school district, and the chancellor of the city school district of the city of New York, subject to the approval of the commissioner, shall be authorized to contract, for a term of up to five years, with an educational partnership organization pursuant to this section to intervene in a school designated by the commissioner as persistently lowest achieving school, consistent with federal requirements, or a school under registration review." As required by the law, districts have to grant EPOs the authority of a Superintendent, including the ability to make recommendations to the board of education (or Chancellor in New York City) regarding the school's budget, staffing, student discipline decisions, curriculum, daily schedule and school calendar. Contracts also had to include appropriate performance targets and with defined sets of instructional and programmatic responsibilities.

Commissioner's Regulation 100.2(p): Merging of School Under Registration Review and Persistently Lowest Achieving Processes for Identification and Requirements In June 2010, the Board of Regents amended sections 100.2(p)(9), (10) and (11) of the Regulations of the Commissioner of Education to consolidate the process of identifying Schools Under Registration Review (SURR) with the USDE framework for identifying Persistently Lowest Achieving (PLA) schools in order for states to access State Fiscal Stabilization Funds (Phase II), School Improvement Grants and other federal funding opportunities. The regulations were also amended to require all newly identified SURR schools to implement intervention strategies based upon School Improvement Grant guidelines issued by USDE in a format and timeline approved by the Commissioner.

The amendment specifically:

- * Modifies the definition of a SURR school so that potential SURR schools will be those that are PLA rather than those that are farthest from State standards.
- * Conforms the SURR definition of PLA with the federal definition of the term.
- * States the academic indicators used to identify a school as PLA.
- * Considers Non-Title I elementary schools and Non-Title I eligible secondary schools that perform at levels that would make them PLA as potential SURR schools.
- * Provides new schools that are created as a result of implementation of the "new schools" Turnaround or Restart model with an accountability status of Good Standing and while also not identifying these as SURR at the time of registration.
- * Ensures that existing schools that implement a "redesign" Turnaround or Transformation model remain SURR until academic performance improves or the schools are closed and restarted or replaced.
- * Provides the Commissioner with flexibility to identify alternative high schools, special act schools, schools in Community School District 75, non-Title I schools.
- * Integrates support for SURR schools with support provided to schools that are PLA and to eliminate any duplication in planning requirements and technical assistance and monitoring.
- * Sets forth requirement for districts to implement an intervention, as set forth by the USDE, and subject to the approval of the Commissioner, including the following: turnaround model, restart model, school closure model, transformation model; and to develop a new restructuring plan or update an existing restructuring plan to describe the implementation of the intervention, in accordance with a timeline prescribed by the Commissioner.
- * Removes the requirement for a resource, planning and program audit of the district and the school; and, replaces it with the joint intervention team assisting a district in the selection of an intervention.
- * Provides a SURR with three rather than two academic years to show progress prior to the Commissioner recommending that its registration be revoked.
- * Bases removal decisions on the academic indicators used to identify a school as PLA.
- * Permits current SURR schools that do not meet the PLA definition to continue implementation of its existing restructuring plan; and, to require current SURR schools that meet the PLA definition to implement intervention requirements pursuant to revised regulations.

Commissioner's Regulation 100.17: Process for Identification and Use of Distinguished Educators

Finally, in March 2011 the Board of Regents adopted Section 100.17 of the Regulations of the Commissioner of Education establishing criteria regarding the selection, roles, responsibilities, protocols, procedures and expenses for distinguished educators, effective March 30, 2011. Section 100.17 of the Regulations enables the Commissioner to appoint distinguished educators to districts and schools that are experiencing extremely serious academic challenges and ensure the appointment of qualified individuals to assist low performing schools.

The Distinguished Educator Program was established in accordance with Education Law 211-b and 211-c to provide assistance to low performing districts and schools. The Regents adopted sections 100.16 and 100.17 of the Commissioner's regulations to implement these laws by establishing criteria regarding the selection process, roles, responsibilities, protocols, procedures and payment of expenses for Distinguished Educators (DE).

Low performing districts and schools that have failed to make Adequate Yearly Progress (AYP) for four or more years may need additional assistance from a Distinguished Educator to work with district administration and the board of education to raise the academic achievement of all student groups. The New York State Education Department (NYSED) anticipates that DEs will be appointed to a district or assigned to a school or schools within a district that the DE has been appointed to only in extraordinary circumstances where there are acute issues that have remained unresolved despite prior intervention efforts.

DEs are highly qualified individuals who are appointed/assigned by the Commissioner to assist low performing districts and schools that have failed to make AYP for four or more years. Building principals, superintendents of schools and teachers, including retirees and current employees of school districts, under whose leadership schools have demonstrated consistent growth in academic performance and other individuals who have demonstrated educational expertise, including superior performance in the classroom, are eligible for the DE program. Other individuals who have demonstrated educational expertise, include, but are not limited to, teachers or administrators in charter schools, BOCES or non-profit educational organizations or recently retired District Superintendents (DSs). However, individuals employed by for-profit entities are not eligible for the DE program. The qualifications for the DE program are contained in 8 NYCRR sect:100.17.

The New York State Education Department is implementing the Distinguished Educator Program to assist low performing districts and schools within such districts that failed to make adequate yearly progress (AYP) for four or more years.

Upon completion of the application process, successful candidates will be placed in a pool and may serve as Distinguished Educators. From this pool, the Commissioner will select and appoint Distinguished Educators to assist school districts in

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Turning around the lowest-achieving schools: Additional information

State-reported information

Additional information provided by the State:

N/A

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Turning Around the Lowest-Achieving Schools

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Education Funding and Charter Schools

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Making education funding a priority

Ensuring successful conditions for high-performing charter schools and other innovative schools

Collapse All

Making education funding a priority

State-reported information

Question: Describe in narrative form any changes from the time of application through June 30, 2011, to State policies that relate to equitable funding (a) between [high-need LEAs](#) and other LEAs, and (b) within LEAs, between [high-poverty schools](#) and other schools.

State-reported response: (a)The laws of 2011 enacted in as part of the state budget in April include changes that both place a cap on local revenues for education and limit future general State support to public schools. In contrast to past trends, school districts will be forced to operate within revenue constraints. These changes will heighten the need for the equitable distribution of any new funding provided to high-need LEAs and other LEAs.

A Tax Levy Cap Limits Local Revenue for Education. Beginning in 2012-13, districts' ability to increase property tax levies will be constrained. Specifically, districts may not increase their tax levy by more than the rate of inflation, as measured by the consumer price index (CPI), or 2 percent, whichever is less. For the 2012-13 school year, the State Financial Plan, supporting the enacted budget, estimates that annual change in the CPI will be 1.8 percent. With a total property tax levy of \$19.26 billion (not including the Big Five city districts) for 2011-12, that would mean an annual increase of roughly \$400 million per year, excluding any overrides and exclusions.

The new property tax cap law, enacted in Chapter 97 of the Laws of 2011, restricts tax levy increases for local governments, most school districts and other smaller independent entities, such as library, fire or water districts, to no more than 2 percent, or the rate of inflation, whichever is lower.

State law requires localities to calculate their tax levy limits and report their computation information to the Comptroller's office before they adopt annual budgets. All local governments (except New York City) and most school districts statewide must incorporate the tax cap for the local fiscal year or school year beginning in 2012.

Localities can override the cap with a 60 percent vote either by their local governing body or, in the case of a school district, by the voting public. The Comptroller is also responsible for establishing the requirements for a reserve for any taxes levied in error in excess of the cap and determining the impact on tax caps when local governments transfer functions, dissolve, or consolidate.

For school districts, Education Law 2023-a specifies a "cap" of the lesser of 2 percent or inflation, but not less than 1, (the tax levy limit) which serves as a threshold or trigger for determining what percentage of voters will be required to approve the proposed increase in the levy, with exemptions for certain expenses, and adjustments for changes in the tax base. For example, if the law had been in effect for 2011-12, the tax levy limit would have been 1.64 percent. If a district sought an

increase greater than the tax levy limit, approval by 60 percent of voters would have been required. If the district requested an increase at or under the limit, approval by a simple majority (50 percent plus one vote) would have sufficed. Districts would be permitted two chances to obtain voter approval. If voters did not approve an increase in the levy, districts would have been capped at 1.64 percent or, if they unsuccessfully tried to obtain voter approval to exceed the cap upon a budget revote, at the prior year levy.

Exemptions from the cap include some pension cost increases, certain large legal expenses (tort actions), and the local share of capital expenditures.

Cap on Future General Support for Public Schools. The tax levy cap is accompanied by a roughly parallel year-to-year growth in General Support to Public Schools (GSPS) determined by the rate of growth in personal income in New York State. For the 2012-13 school year, growth in GSPS will be limited to a 4.1 percent increase, or approximately \$805 million. Based on recent estimates of personal income growth for New York State, State Aid increases are expected to be limited to about \$940 million in 2013-14 and \$835 million in 2014-15.

For the 2012-13 school year and thereafter, year-to-year growth in General Support to Public Schools will be limited by the rate of growth in personal income in New York State. Growth will be limited to \$805 million for the 2012-13 school year.

Formula-driven aids for school construction, transportation and shared services continue to grow, and the consequent increases are funded within the overall cap. Based on current trends, those increases are expected to be on the order of \$385 million in 2012-13, \$415 million in 2013-14, and \$445 million in 2014-15. In addition, a portion of the increase is set aside for two new competitive grant programs. Funding for the two new programs totals \$500 million over several years.

In 2011-12, a Gap Elimination Adjustment was also made a permanent part of the State Aid allocations. If growth in formula-driven aids and the grant set aside exceed the allowable increase, the new law provides that the Gap Elimination Adjustment will be increased to contain overall growth within legislated limits.

If programmed increases are less than the allowable increase, the Legislature may enact provisions to allocate the remaining amount, with specific priorities given to continuation of the extended phase in of Foundation Aid and reduction or elimination of the Gap Elimination Adjustment. Unless the Legislature and Executive enact a provision, Foundation Aid

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Additional information provided by the State:

Additional information on the 2011-12 State Budget for Education may be found at: <http://publications.budget.ny.gov/budgetFP/schoolaidruns30mar2011.pdf>

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Ensuring successful conditions for high-performing charter schools and other innovative schools

State-reported information

Question: Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State has a charter school law that does not prohibit or effectively inhibit increasing the number of [high-performing charter schools](#) in the State, measured by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools.

State-reported response: There have been no changes to the New York State Charter Schools Act since the May 2010 amendments.

Question: Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor,

hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that [student achievement](#) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to [high-need students](#) and have closed or not renewed ineffective charter schools.

State-reported response: The New York State Education Department's (NYSED) Charter School Office (CSO), on behalf of the New York State Board of Regents, conducted a formal strategic planning process during the 2010-11 school year which resulted in a formal strategic plan outlining key changes in policy direction and emphasis and a new mission statement to guide the work of the office:

The mission of the New York State Education Department Charter School Office is to create and sustain excellent educational options for New York State families on behalf of the Board of Regents through high quality charter school authorizing, fair and transparent oversight of all charter schools, and the dissemination of innovative school designs and practices.

NYSED's CSO also worked over the 2010-11 school year to improve and update its oversight and monitoring protocols and policies to ensure high quality charter schools, including extensive updates to its new school application kit and review process, charter agreement, pre-opening procedures, site visit process, renewal application, and closing procedures. As an example of a increased commitment to quality oversight, the Regents voted in May 2011 to revoke the charter of an operating school for the first time due to fiscal mismanagement.

Representatives from both statewide authorizers, the Regents and the State University of New York (SUNY) Trustees, also began work on developing enrollment and retention targets for students with disabilities, English language learners, and students eligible for free and reduced priced lunch as required by the May 2010 amendments to the NYS Charter Schools Act. All 3 major authorizers in the state—the Regents, SUNY Trustees, and the NYC Department of Education Chancellor—also began collaboration on policies related to replicating the highest performing charter schools more efficiently while maintaining quality.

Please see the revised charter school application kits for NYSED: <http://www.p12.nysed.gov/psc/startcharter.html> and SUNY's application kit at <http://www.newyorkcharters.org/openAppKit.htm>

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Question: Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State's charter schools receive equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues.

State-reported response: There have been no changes in this area since the time of application.

Question: Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools.

State-reported response: There have been no changes in this area since the time of application.

Question: Describe in narrative form any changes, from the time of application through June 30, 2011, in the extent to which the State enables LEAs to operate [innovative, autonomous public schools](#) other than charter schools.

State-reported response: In late June 2011, NYSED launched a \$40M School Innovation Fund for new schools and school redesign partnerships. The purposes of the School Innovation Fund are to increase high school graduation, college persistence, and college graduation rates by increasing the availability of new high quality seats for students at most risk for dropout, disengagement, and poor academic performance. Through this Fund, NYSED seeks to identify Local Education Agencies (LEAs) and key partner organizations that are jointly committed to the rigorous work required to redesign and turnaround schools into high performing, high quality organizations. Eligible LEAs must partner with one Lead Partner or a Partner Consortium (partner organizations, hereafter) in a proposal to launch a whole new school or a total re-design of an existing school within any one of the following design frameworks:

- College Pathways School Design
- Full-Service (wrap-around services) Design
- Arts and/or Cultural Education School Design
- Industry Partnership Design
- Virtual/Blended/Online School Design
- Education Partnership Organization / Charter Management Organization (EPO/CMO) Design

Full details can be found at: <http://usny.nysed.gov/rttt/rfp/ta-05/>

In addition, as described in section E, Education Law 211-e: Educational Partner Organizations,

In May 2010, the state legislature passed Education Law 211-e, which removed the barrier to implementing the Restart model, and outlined the terms by which districts could contract with non-profit Educational Partnership Organizations (EPO) to take over persistently lowest achieving schools. Under Education Law 211-e(1), "The board of education of a school district, and the chancellor of the city school district of the city of New York, subject to the approval of the commissioner, shall be authorized to contract, for a term of up to five years, with an educational partnership organization pursuant to this section to intervene in a school designated by the commissioner as persistently lowest achieving school, consistent with federal requirements, or a school under registration review." As required by the law, districts have to grant EPOs the authority of a Superintendent, including the ability to make recommendations to the board of education (or Chancellor in New York City) regarding the school's budget, staffing, student discipline decisions, curriculum, daily schedule and school calendar. Contracts also had to include appropriate performance targets and with defined sets of instructional and programmatic responsibilities.

[http://public.leginfo.state.ny.us/LAWSSEAF.cgi?QUERYTYPE=LAWS+&QUERYDATA=\\$EDN211-E\\$\\$@TXEDN0211-](http://public.leginfo.state.ny.us/LAWSSEAF.cgi?QUERYTYPE=LAWS+&QUERYDATA=$EDN211-E$$@TXEDN0211-)

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Emphasis on Science, Technology, Engineering, and Mathematics (STEM) Page 10 of 12

STEM performance measures

STEM performance measures: Additional information

Progress in implementing a high-quality STEM plan (Optional)

Collapse All

STEM performance measures

State-reported information

Question: Provide at least two performance measures to report on the State's progress in STEM.

Performance measure	Baseline		End of the Year Target		
	SY 2009-2010	SY 2010-2011	SY 2011-2012	SY 2012-2013	SY 2013-2014
Number of CTE students (2006 cohort) who graduated with concentrations in STEM-related programs	3,932	N/A	TBD	TBD	TBD
Graduation rate for CTE concentrators	87.1	N/A	TBD	TBD	TBD

[View Table Key](#)

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STEM performance measures: Additional information

State-reported information

Additional information provided by the State:

TBD= Not yet established

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Progress in implementing a high-quality STEM plan (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: Describe the State's progress in implementing, consistent with its approved application, a high-quality plan to

address the need to (i) offer a rigorous course of study in mathematics, the sciences, technology, and engineering; (ii) cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and (iii) prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of science, technology, engineering, and mathematics.

State-reported response: No response provided.

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Progress Updates on Invitational Priorities

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Innovations for improving early learning outcomes (Optional)

Expansion and adaption of statewide longitudinal data systems (Optional)

P-20 coordination, vertical and horizontal alignment (Optional)

School-level conditions for reform, innovation, and learning (Optional)

Additional optional performance measures (Optional)

Collapse All

Innovations for improving early learning outcomes (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: Describe the State's progress in implementing, consistent with its approved application, practices, strategies, or programs to improve educational outcomes for high-need students who are young children (pre-kindergarten through third grade) by enhancing the quality of preschool programs. Describe the State's progress specifically in implementing practices that (i) improve school readiness (including social, emotional, and cognitive); and (ii) improve the transition between preschool and kindergarten.

State-reported response: NYSED is partnering with the Early Childhood Advisory Council (ECAC) to implement QualityStars, NYS's Quality Rating Improvement System (QRIS) in early childhood programs in neighborhoods served by the State's Persistently Low Achieving schools. This will build systems that will leverage community resources and align standards with professional development, and will assist participating early childhood programs in creating high quality learning environments, as well as support parents in selecting high quality programs.

The Pre-Kindergarten Standards have been adopted by the NYS Board of Regents in January 2011 and are being implemented along with the Common Core Learning Standards for PK in English Language Arts and Mathematics. In an effort to provide a clear, comprehensive, and consolidated resource for early childhood professionals, the New York State Prekindergarten Learning Standards have been revised to fully encompass the Common Core Learning Standards in English Language Arts and Mathematics at the prekindergarten level. In addition to editing some of the content of the Prekindergarten Learning Standards, the construct of the entire document has also been reformatted to more closely resemble the "fewer, higher, clearer" structure of the Common Core. The revision process has resulted in one draft document, the Prekindergarten Foundation for the Common Core.

Further promoting improvements in early learning outcomes for all of NYS's early learners are the additional reform initiatives specified in Invitational Priority 3. These additional items include:

- **Assessment Guidance**

Based on extensive research, the National Research Council's (NRC) guidelines, and feedback from around the state, the Office of Early Learning has produced the New York State Education Department (NYSED) Assessment Guidance for Early Learning (Prekindergarten through Grade 3). This document has been designed to provide guidelines for decision

making with regard to curriculum, instruction, and assessment to promote positive outcomes for all of New York State's youngest learners. Materials and guidance to assist school districts with fully assessing students at kindergarten entry and with transitions in the early grades are under development.

- Data

The development of the Educational Data Portal (EDP) and the potential implications the incorporation of early childhood data could have as a real-time resource for teachers continues to be monitored. Areas of collaboration and coordination with other state agencies are being defined to identify specific data elements currently collected, as well as to determine

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Expansion and adaption of statewide longitudinal data systems (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: Describe the State's progress expanding, consistent with its approved application, statewide longitudinal data systems to include or integrate data from special education programs, English language learner programs, early childhood programs, at-risk and dropout prevention programs, and school climate and culture programs, as well as information on student mobility, human resources (i.e., information on teachers, principals, and other staff), school finance, student health, postsecondary education, and other relevant areas, with the purpose of connecting and coordinating all parts of the system to allow important questions related to policy, practice, or overall effectiveness to be asked, answered, and incorporated into effective continuous improvement practices. In addition, describe the State's progress in working together with other States to adapt one State's statewide longitudinal data system so that it may be used, in whole or in part, by one or more other States, rather than having each State build or continue building such systems independently."

State-reported response: The vision of the New York State Education Department's P-20 Longitudinal Data System is to link data across 5 state agencies, with the goal of following students from early childhood through post-secondary education and employment. The data will be used in reports at both aggregate and disaggregated levels. State agencies will use linking techniques to organize data so that they can be easily and transparently accessed. The system will support various stakeholders with a data source that will develop and improve the New York State education system.

The state envisions a fully-developed P-20 (PreK – post secondary – workforce) longitudinal data system to be the key resource upon which all other educational reform proposals rely. This data system will provide information to educators and others that will allow them to make better instructional decisions—from teacher training to student-specific interventions—so that all students are able to reach their academic potential.

By working in collaboration with other state agencies, NYSED will be able to establish a P-20 data system without duplication of effort and cost. It will allow NYSED and other agencies to link data without the need for agencies to unnecessarily add new regulations or seek legal policies to collect data out of their purview. In the end it will provide a more robust state data system.

These enhancements, both completed and planned, include the following components:

- The ability to link teachers and other professionals to their students (now in effect). This link enables all of the following:
 - Analysis of the effectiveness of teacher preparation programs and teacher certification processes.
 - Creation of a principal and teacher evaluation system by linking teachers to their student's assessment results.
- Expansion of data on English Language Learners (ELLs) (planned). New York State continues to plan for the expansion of data elements collected on ELLs, including a full analysis of the phenomenon of the Students with Interrupted Formal Education.
- Inclusion of systematic survey results on the school environment (planned). New York continues to plan the implementation of surveys of school climate.
- Creation of a system to track student progress throughout P-20 with an accompanying "Early Warning System" (planned). This overall reporting system will identify patterns of performance and behavior that are predictive of failure

and the likelihood of a student becoming a dropout, not being prepared for college and career, or potential failure to complete post-secondary programs. We have received responses to a request for information in preparation of issuing a request for proposals to build this system.

- Creation of a full P-20 system (higher education links now in effect; links with State agencies planned). New York State has linked the NYSED data system to the comprehensive data systems for its two public university systems: the State University of New York (SUNY) and the City University of New York (CUNY). Data from public and private higher education institutions throughout the nation have been received through a data exchange agreement with the National Student Clearinghouse. In a parallel effort, NYSED is working with the New York State Education Department (NYSED), including its fiscal, teacher certification, and adult education components, the New York State Department of Labor (DOL), New York State Office of Children and Family Services (OCFS), New York State Department of Health (DOH), and the New York State Department of Taxation and Finance (Tax and Finance). Other Participating Agencies include the New York State Council on Children and Families (CCF), New York State Department of Motor Vehicles (DMV), and the New York State Office for Technology (OFT). The combined Chief Information Officers (CIOs) of these agencies shall decide how to link student information, first through matching and then through a common identification number that will follow individuals throughout their lives. Once this is completed, the State agencies will link these databases into a full P-20 data system.
- The expansion of a version of the P-20 longitudinal data system designed specifically to support research and policy analysis (planned). Data is already made widely available to researchers; these efforts will be expanded). This database will:

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P-20 coordination, vertical and horizontal alignment (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: Describe the State's progress addressing, consistent with the approved application, how early childhood programs, K-12 schools, postsecondary institutions, workforce development organizations, and other State agencies and community partners (e.g., child welfare, juvenile justice, and criminal justice agencies) will coordinate to improve all parts of the education system and create a more seamless preschool-through-graduate school (P-20) route for students. Vertical alignment across P-20 is particularly critical at each point where a transition occurs (e.g., between early childhood and K-12, or between K-12 and postsecondary/careers) to ensure that students exiting one level are prepared for success, without remediation, in the next. Horizontal alignment, that is, coordination of services across schools, State agencies, and community partners, is also important in ensuring that **high-need students** (as defined in the Race to the Top application) have access to the broad array of opportunities and services they need and that are beyond the capacity of a school itself to provide.

State-reported response: Coordinating systems:

- QualityStars partnership through RttT
- Common Core Standards connecting PreK with K-12 continuum
- Early Learning Assessment Guidance attempts to build some consistency in appropriate assessments and expectations in the early grades
- Data work is bringing systems and higher education together

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School-level conditions for reform, innovation, and learning (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: Describe progress consistent with the State's approved application, of participating LEAs creating the conditions for reform and innovation as well as the conditions for learning by providing schools with flexibility and autonomy in such areas as—

- (i) Selecting staff;
- (ii) Implementing new structures and formats for the school day or year that result in **increased learning time** (as defined in the Race to the Top application);
- (iii) Controlling the school's budget;
- (iv) Awarding credit to students based on student performance instead of instructional time;
- (v) Providing comprehensive services to **high-need students** (as defined in the Race to the Top application) (e.g., by mentors and other caring adults; through local partnerships with community-based organizations, nonprofit organizations, and other providers);
- (vi) Creating school climates and cultures that remove obstacles to, and actively support, student engagement and achievement; and
- (vii) Implementing strategies to effectively engage families and communities in supporting the academic success of their students.

State-reported response: iv. The Board of Regents approved an addition of Section 100.5(d)(10) of the Regulations of the Commissioner of Education relating to credit for online and blended coursework at their June 2011 meeting. The regulations took effect on July 15, 2011.

v and vi. From the time of application through June 30, 2011, New York State's legal and regulatory authority to intervene in the State's persistently lowest achieving schools and in LEAs that are in improvement or corrective action status; and to support linkages between LEAs and partner organizations to provide comprehensive services to high-need students includes the passage of Education Law 211-e: Educational Partner Organizations.

In May 2010, the state legislature passed Education Law 211-e, which removed the barrier to implementing the Restart model, and outlined the terms by which districts could contract with non-profit Educational Partnership Organizations (EPO) to take over persistently lowest achieving schools. Under Education Law 211-e(1), "The board of education of a school district, and the chancellor of the city school district of the city of New York, subject to the approval of the commissioner, shall be authorized to contract, for a term of up to five years, with an educational partnership organization pursuant to this section to intervene in a school designated by the commissioner as persistently lowest achieving school, consistent with federal requirements, or a school under registration review." As required by the law, districts have to grant EPOs the authority of a Superintendent, including the ability to make recommendations to the board of education (or Chancellor in New York City) regarding the school's budget, staffing, student discipline decisions, curriculum, daily schedule and school calendar. Contracts also had to include appropriate performance targets and with defined sets of instructional and programmatic responsibilities.

[http://public.leginfo.state.ny.us/LAWSEAF.cgi?QUERYTYPE=LAWS+&QUERYDATA=\\$\\$EDN211-E\\$\\$@TXEDN0211-E+&LIST=SEA2+&BROWSER=EXPLORER+&TOKEN=15733076+&TARGET=VIEW](http://public.leginfo.state.ny.us/LAWSEAF.cgi?QUERYTYPE=LAWS+&QUERYDATA=$$EDN211-E$$@TXEDN0211-E+&LIST=SEA2+&BROWSER=EXPLORER+&TOKEN=15733076+&TARGET=VIEW)

In addition, in late June 2011, NYSED launched a \$40M School Innovation Fund for new schools and school redesign partnerships. The purposes of the School Innovation Fund are to increase high school graduation, college persistence, and college graduation rates by increasing the availability of new high quality seats for students at most risk for dropout, disengagement, and poor academic performance. Through this Fund, NYSED seeks to identify Local Education Agencies (LEAs) and key partner organizations that are jointly committed to the rigorous work required to redesign and turnaround schools into high performing, high quality organizations. Eligible LEAs must partner with one Lead Partner or a Partner Consortium (partner organizations, hereafter) in a proposal to launch a whole new school or a total re-design of an existing school within any one of the following design frameworks:

- College Pathways School Design
- Full-Service (wrap-around services) Design
- Arts and/or Cultural Education School Design
- Industry Partnership Design
- Virtual/Blended/Online School Design

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Additional optional performance measures (Optional)

State-reported information

Performance measure	Race to the Top plan subcriterion	Baseline: SY 2009-2010	Actual: SY 2010-2011	Target from New York's approved plan: SY 2010-2011
Percentage of teachers/principals statewide rated as Effective	(D)(2)	N/A	N/A	N/A
Percentage of teachers/principals statewide rated as Highly Effective	(D)(2)	N/A	N/A	N/A
Number of schools removed from persistently low achieving list	(E)(1)	N/A	0	0
Percentage of teachers/principals statewide rated as Ineffective	(D)(2)	N/A	N/A	N/A
Percent of students returning in the fall who started a first-time, full-time program in New York State the year prior (baseline: 2007-08)	(A)(1)(iii)	72	File	73
Percent of students in poverty who have a teacher and principal rated Effective or better each year	(D)(3)	N/A	N/A	N/A
Annual retention rate of 9th grade students at each PLA school	(E)(2)	N/A	N/A	5
Number of charter schools open and operating statewide	(F)(2)	140	170	171
Number of schools identified as persistently low achieving	(E)(1)	N/A	96	88
Number of formerly PLA schools returned to "In Good Standing" status	(E)(1)	N/A	8	33
Percentage of 11th graders passing ELA Regents at each PLA school	(E)(2)	N/A	File	25
Student enrollment in charter schools	(F)(2)	50,000	54,903	79,000
Percentage of teachers/principals statewide rated as Developing	(D)(2)	N/A	N/A	N/A
Annual school performance on grades 3-8 State ELA/Math assessments (July) at each PLA school	(E)(2)	N/A	File	25
Number of low-performing charter schools closed	(F)(2)	N/A	2	N/A
Number of students enrolled in charter schools determined by NYSED to be in good standing	(F)(2)	N/A	54,160	N/A
Percentage of 10th graders passing Math Regents exam at each PLA school AND Percentage of 11th graders passing ELA Regents at each PLA school (passing is greater than or equal to 60% passing)	(E)(2)	N/A	File	25
Comparison of effectiveness rates in high-poverty/high-minority districts compared to low-poverty/low-minority districts.	(D)(3)	N/A	N/A	N/A

[View Table Key](#)

Additional information provided by the State:

File= Data provided in the attached Excel file, "PLA School Indicator Data". Data is preliminary OR Persistence rate for full-time, first-time students(2010)was 62.1% at the Associate degree level and 82.6% at the Baccalaureate degree level.

N/A= Not applicable or data on this indicator is still being collected.

The 2010-11 "targets" and "actuals" for the optional performance measures related to teacher and principal evaluations are indicated as "Not applicable" because the State's recently-adopted evaluation system is just now being implemented in

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Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

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State-reported APR: Year One

New York

Standard Version

Accessible Version



Year One Budget

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Summary expenditure table

Obligations (Optional)

Project-level expenditure tables

Collapse All

Summary expenditure table

State-reported information

Question: Report the actual expenditure totals for each of the categories listed in the summary budget table and project-level budget tables in the State's approved budget as of June 30, 2011

Expenditure Categories	Project Year 1
1. Personnel	1,138,215.27
2. Fringe Benefits	0.00
3. Travel	14,671.69
4. Equipment	0.00
5. Supplies	2,163.51
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	20,285.29
9. Total Direct Costs (lines 1-8)	1,175,335.76
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	1,175,335.76
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	242,352.00
15. Total Expenditure (lines 13-14)	1,417,687.76
View Table Key	

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Obligations (Optional)

State-reported information

NOTE: Reporting in this section is optional.

Question: To provide additional context for the spending activity on the Race to the Top grant, grantees may include additional budgetary information, such as figures for funds obligated in addition to funds expended or descriptive text.

State-reported response: Obligations as of 6/30/11 - none

Personal Services - The current fiscal conditions in New York and the State's Civil Service system create a number of controls around workforce selection that has taken the Education Department some time to work through. Most of our RTTT-funded staff were hired as of January 2011, the last six months of Year 1.

Fringe Benefits and Indirect Costs are not obligated within the State Comptroller's accounting system. The expenditure's do not appear until they are recorded creating a lag within the system. As of 6/30/11 the fringe benefits and indirect costs had not yet hit the system. The estimated costs for fringe benefits (44.09 rate) associated with the year one personnel costs is \$501,839.11. The estimated costs for indirect costs (27.7 rate) associated with the year one personnel costs is \$315,285.63.

Contractual - With the mid-year hiring of RTTT staff, the Department was only then able to begin substantive work on developing approximately 30 Request for Proposals. Executing procurement contracts and grant awards is a multi-agency process in New York State which must comply with applicable EDGAR regulations concerning competitive procurement bidding. Additionally, New York State Finance Law requires contracts to be obligated upon full execution of the contract, advance payments are not allowed and reimbursement is on an expenditure basis.

LEA spending - Year 1 was essentially a nine-month calendar (October 2010 - June 2011), given the timing of the federal grant award notification. For this reason, the State Education Department established a 15% spending cap for Year 1 and did not permit any expenditures for the State's new teacher and principal evaluation system (since the system did not go into effect until SY 2011-12). In practical terms, this first Year was very much a planning year, with participating LEAs gearing up for the launch of the regional Network Teams in August 2011.

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Project-level expenditure tables

State-reported information

Project Name	Associated With Criteria
Office of Curriculum, Instruction And Field Services/Network Teams (A2)	(A)
RTTT Performance Management Office (A1)	(A)
Development of Grade 6-8 Assessments (B3)	(B)
Improving Early Learning Outcomes (I1)	(B)
Evaluation of P-12 Curriculum Modules	(B)
Development of P-12 Curriculum Modules (B1)	(B)
Education Data Portal/Instructional Improvement System Construction And Rollout (C1)	(C)
P-20 Data System Expansion: Integration of Non-Education Systems (C3)	(C)
P-20 Data System Expansion: Integration Of Higher Education (Public and Independent) (C2)	(C)
Teacher/Principal Career Development Continuum (D2)	(D)(2)

Advanced Placement Professional Development for STEM Teachers (D1)	(D)(2)
Teacher and Principal Evaluation (D7)	(D)(2)
Innovative Supplemental Compensation Incentive Fund (D8)	(D)(3)
Teacher/Principal Transfer Fund (D9)	(D)(3)
Clinically Rich Teacher Preparation Programs (D3)	(D)(4)
Clinically Rich Principal Preparation Programs (D4)	(D)(4)
Model Teacher Induction Programs (D6)	(D)(5)
Leadership Academies for School Principals (D5)	(D)(5)
Differentiated Accountability (DA)/PLA Evaluation (E5)	(E), (F)
Virtual Schools: Technical Assistance Centers for Development of Virtual Learning Environments (E7)	(E), (F)
Virtual Schools/Digital Learning: Development of High Quality Digital Courses (E6)	(E), (F)
Continuum of Supports for PLA Schools (E2)	(E), (F)
Office of Innovative School Models/State School Turnaround Office (E3)	(E), (F)
School Innovation Fund (E4)	(E), (F)
View Table Key	

Question: Report the actual expenditure totals for each of the categories listed in the summary budget table and project-level budget tables in the State's approved budget as of June 30, 2011

Project Name: Office of Curriculum, Instruction And Field Services/Network Teams (A2) Associated With Criteria: (A)	
Expenditure Categories	Project Year 1
1. Personnel	295,848.67
2. Fringe Benefits	0.00
3. Travel	4,358.47
4. Equipment	0.00
5. Supplies	413.72
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	5,029.37
9. Total Direct Costs (lines 1-8)	305,650.23
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	305,650.23
View Table Key	

Project Name: RTTT Performance Management Office (A1) Associated With Criteria: (A)	
Expenditure Categories	Project Year 1
1. Personnel	215,090.48
2. Fringe Benefits	0.00
3. Travel	4,390.86
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	3,636.32
9. Total Direct Costs (lines 1-8)	223,117.66
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	223,117.66
View Table Key	

Project Name: Development of Grade 6-8 Assessments (B3) Associated With Criteria: (B)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00

Project Name: Improving Early Learning Outcomes (I1) Associated With Criteria: (B)	
Expenditure Categories	Project Year 1
1. Personnel	154,977.10
2. Fringe Benefits	0.00
3. Travel	755.95

4. Equipment	0.00
5. Supplies	576.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	576.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	576.00
View Table Key	

4. Equipment	0.00
5. Supplies	159.12
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	2,614.64
9. Total Direct Costs (lines 1-8)	158,506.81
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	158,506.81
View Table Key	

Project Name: Evaluation of P-12 Curriculum Modules Associated With Criteria: (B)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
View Table Key	

Project Name: Development of P-12 Curriculum Modules (B1) Associated With Criteria: (B)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	832.04
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	832.04
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	832.04
View Table Key	

Project Name: Education Data Portal/ Instructional Improvement System Construction And Rollout (C1) Associated With Criteria: (C)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00

Project Name: P-20 Data System Expansion: Integration of Non-Education Systems (C3) Associated With Criteria: (C)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00

13. Total Costs (lines 9-12)	0.00
View Table Key	

13. Total Costs (lines 9-12)	0.00
View Table Key	

Project Name: P-20 Data System Expansion: Integration Of Higher Education (Public and Independent) (C2) Associated With Criteria: (C)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
View Table Key	

Project Name: Teacher/Principal Career Development Continuum (D2) Associated With Criteria: (D)(2)	
Expenditure Categories	Project Year 1
1. Personnel	105,558.25
2. Fringe Benefits	0.00
3. Travel	283.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	2,637.84
9. Total Direct Costs (lines 1-8)	108,479.09
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	108,479.09
View Table Key	

Project Name: Advanced Placement Professional Development for STEM Teachers (D1) Associated With Criteria: (D)(2)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
View Table Key	

Project Name: Teacher and Principal Evaluation (D7) Associated With Criteria: (D)(2)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
View Table Key	

Additional information provided by the State for project: Teacher and Principal Evaluation (D7)

LEA spending - Year 1 was essentially a nine-month calendar (October 2010 - June 2011), given the timing of the federal grant award notification. For this reason, the State Education Department established a 15% spending cap for Year 1 and did not permit any expenditures for the State's new teacher and principal evaluation system (since the system did not go into effect until SY 2011-12). In practical terms, this first Year was very much a planning year, with participating LEAs gearing up for the launch of the regional Network Teams in August 2011.

Project Name: Innovative Supplemental Compensation Incentive Fund (D8)

Associated With Criteria: (D)(3)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
View Table Key	

Project Name: Teacher/Principal Transfer Fund (D9)

Associated With Criteria: (D)(3)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
View Table Key	

Project Name: Clinically Rich Teacher Preparation Programs (D3)

Associated With Criteria: (D)(4)

Expenditure Categories	Project Year 1
1. Personnel	86,818.53
2. Fringe Benefits	0.00
3. Travel	2,422.29
4. Equipment	0.00
5. Supplies	32.54
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	1,419.30
9. Total Direct Costs (lines 1-8)	90,692.66
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	90,692.66
View Table Key	

Project Name: Clinically Rich Principal Preparation Programs (D4)

Associated With Criteria: (D)(4)

Expenditure Categories	Project Year 1
1. Personnel	79,920.12
2. Fringe Benefits	0.00
3. Travel	110.14
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	1,627.53
9. Total Direct Costs (lines 1-8)	81,657.79
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	81,657.79
View Table Key	

Project Name: Model Teacher Induction Programs (D6)

Associated With Criteria: (D)(5)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00

Project Name: Leadership Academies for School Principals (D5)

Associated With Criteria: (D)(5)

Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00

4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
View Table Key	

4. Equipment	0.00
5. Supplies	635.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	635.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	635.00
View Table Key	

Project Name: Differentiated Accountability (DA)/PLA Evaluation (E5) Associated With Criteria: (E), (F)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
View Table Key	

Project Name: Virtual Schools: Technical Assistance Centers for Development of Virtual Learning Environments (E7) Associated With Criteria: (E), (F)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
View Table Key	

Project Name: Virtual Schools/Digital Learning: Development of High Quality Digital Courses (E6) Associated With Criteria: (E), (F)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00

Project Name: Continuum of Supports for PLA Schools (E2) Associated With Criteria: (E), (F)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	552.72
4. Equipment	0.00
5. Supplies	78.23
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	630.95
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00

13. Total Costs (lines 9-12)	0.00
View Table Key	

13. Total Costs (lines 9-12)	630.95
View Table Key	

Project Name: Office of Innovative School Models/State School Turnaround Office (E3) Associated With Criteria: (E), (F)	
Expenditure Categories	Project Year 1
1. Personnel	200,002.12
2. Fringe Benefits	0.00
3. Travel	966.22
4. Equipment	0.00
5. Supplies	268.90
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	3,320.29
9. Total Direct Costs (lines 1-8)	204,557.53
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	204,557.53
View Table Key	

Project Name: School Innovation Fund (E4) Associated With Criteria: (E), (F)	
Expenditure Categories	Project Year 1
1. Personnel	0.00
2. Fringe Benefits	0.00
3. Travel	0.00
4. Equipment	0.00
5. Supplies	0.00
6. Contractual	0.00
7. Training Stipends	0.00
8. Other	0.00
9. Total Direct Costs (lines 1-8)	0.00
10. Indirect Costs	0.00
11. Funding for Involved LEAs	0.00
12. Supplemental Funding for Participating LEAs	0.00
13. Total Costs (lines 9-12)	0.00
View Table Key	

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Table Key

< n	indicates data has been suppressed because of a small count or, for NAEP data, indicates reporting standards not met; sample size insufficient to permit a reliable estimate.
- -	indicates data are not provided.
N/A	indicates not applicable (e.g., the State did not specify a target in its approved plan, or the element is not applicable this year).

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New York APR Supporting Files Provided by the State

1. Education Funding and Charter Schools (page 9): “New York State Education Department Charter School Office 2011-2016 Strategic Plan”
2. Progress Updates on Invitational Priorities (page 11): “PLA School Indicator Data”



New York State Education Department

Charter School Office 2011-2016 Strategic Plan

July 2011

The Regents of The University of the State of New York
Office of School Innovation
89 Washington Avenue
Albany, New York 12234

<http://www.p12.nysed.gov/psc/>

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Introduction

In the fall of 2010, the New York State Education Department's Charter School Office (NYSED CSO) received a grant from the National Association of Charter School Authorizers (NACSA) to implement a strategic planning process for the Charter School Office. The outcome of the process, this strategic plan, will focus the work and resources of the Charter School Office to fulfill two primary responsibilities of the Board of Regents as they pertain to charter schools in New York State. The first is that of serving as a high quality authorizer of charter schools throughout New York State; the second is that of providing oversight for all charter schools in New York State (including those that may be authorized by other charter entities in New York State).

The Charter School Office contracted with SchoolWorks, LLC, an educational consulting company based in Massachusetts, to facilitate the strategic planning process and capture the resulting strategic plan. The mission of SchoolWorks is to advance all aspects of student learning by building the capacity of educators and educational institutions to assess, plan for, and achieve student success. SchoolWorks has national experience in school and district accountability, as well as high quality charter school authorizing and oversight.

Using the Strategic Plan Guidelines created by NACSA, representatives of NYSED and SchoolWorks formed a Strategic Planning Team and launched the strategic planning process in the fall of 2010. The process has been guided by the following principles:

Be strategic by intentionally responding to the current environment and build commitment by engaging key stakeholders.

One of the primary steps in the strategic planning process was to assess the current environment in which the Charter School Office operates by analyzing external and internal environmental factors that directly impact the work of the Charter School Office, as well as to build commitment by engaging key stakeholders in all phases of the work.

Essential to this effort was the collection of stakeholder perception data through focus groups, interviews, and a stakeholder survey. As such, between January and March of 2011 conference calls and focus groups were held with 21 stakeholders representing members of the Board of Regents, the New York City Charter School Center, the New York Charter Schools Association, the State University of New York Charter Schools Institute, and various charter school operators, among others. Additionally, an online survey was conducted to provide all stakeholders unable to participate in the focus groups with an opportunity to engage in the strategic planning process. Thirty-eight individuals responded to the survey.

The stakeholder perception data allowed the Strategic Planning Team to identify perceived areas of strength and areas for further attention. The Strategic Plan Team provided a full summary of the perception data to the Department; however, following are some of the key themes that emerged. Stakeholders expressed, in general, that the recent changes adopted by the Department have been positive. For example, stakeholders indicated that the new charter school application kit is a vast improvement over previous versions and that the process is

streamlined and far more efficient. They also noted, however, that past efforts of the Charter School Office were focused primarily on compliance with laws and regulations and not on academic performance and fiscal and organizational viability. Additionally, stakeholders expressed that clear and transparent policies and procedures regarding other aspects of charter school authorizing (pre-opening requirements, site visits, renewal, school closure, etc.) are desired and would greatly increase the Office's ability to attract high quality charter school applicants.

A second major component of the strategic planning process was the facilitation of a Charter School Office staff mini-retreat held in March. During the mini-retreat, staff members engaged in conversation regarding the roles and responsibilities of the Charter School Office as they pertain to Board of Regents authorized schools, as well as the roles and responsibilities of the Charter School Office in relation to all charter schools in New York State, regardless of charter authorizer. The mini-retreat laid the groundwork for the development of revised Charter School Office mission and vision statements. Additional staff meetings were also held to finalize the mission and vision statements.

In addition to involving stakeholders and Charter School Office employees, Department and Charter School Office leadership participated in a number strategic planning sessions as members of the Strategic Planning Team. The Strategic Planning Team met formally and informally throughout the strategic planning process to discuss progress and to align efforts with other initiatives of NYSED's Office of Innovative School Models (within which the Charter School Office is housed), including: the Board of Regents' Reform Agenda, mission and goals of the Office of Innovative School Models, and priorities outlined by the federal Charter Schools Program (CSP) grant.

Lastly, the Strategic Planning Team worked together to ensure that core charter school monitoring and oversight guidance documents and tools to be utilized by Charter School Office staff reflect the emerging mission, vision, and values of the Charter School Office, as outlined in this strategic plan. This work, funded with generous support from the Tiger Foundation and completed by consultants affiliated with NACSA and SchoolWorks, is an essential component to ensuring that the Charter School Office staff has the tools necessary to fulfill the mission, vision, and values articulated in this plan.

Be systematic and data-based by gathering new information to inform strategic decisions.

The Strategic Planning Team took a systematic, data-based approach to the strategic planning process. The Team used stakeholder perception data and information gleaned from focus groups, interviews, as well as the online survey to begin assessing the strength of Board of Regents' policies and Charter School Office practices through the lens of NACSA's *Principles & Standards for Quality Charter School Authorizing (Principles & Standards)*. The Strategic Planning Team then supplemented this information with a review of documented policies and practices of the Charter School Office, as well as an analysis of the extent to which existing policies and practices had been faithfully implemented in prior years. The end product was a summary document detailing areas of strength and areas for further attention among the

policies and practices of the Charter School Office. The summary document aided leadership in prioritizing goals and creating a clear direction for the Charter School Office.

Set priorities that finalize a clear direction and goals for the organization.

Once the Strategic Planning Team came to a thorough understanding of areas of strength and areas needing further attention, the Strategic Planning Team was able to identify a mission statement, vision, and goals. The priorities identified within the mission statement, vision, and goals focus the work of the Charter School Office on closing the gap between areas identified as needing further attention and exemplar practices of high quality charter school authorizers.

Guide resource acquisition and allocation.

Once clear goals and priorities were established, the Strategic Planning Team was able to discuss how the Charter School Office will organize itself and deploy resources in order to meet the identified goals and priorities. The Strategic Planning Team began by assessing current staffing in relation to stated goals. Through the strategic planning process, it became evident that the Charter School Office would need to align its current staff to its newly adopted mission and vision, as well as hire additional staff members to carry out the mission and vision of the Office. The Team began to identify additional staffing and professional development necessary to ensure that the Charter School Office has the capacity and infrastructure available to meet its mission. In addition, the Strategic Planning Team drafted a five-year budget that will assist leadership in ensuring that the Charter School Office has access to other resources that will be necessary in realizing its mission.

Outcome

This strategic planning document represents the culmination of these activities. The Strategic Planning Team is confident that with this revised focus and strategic plan, the Charter School Office will become a high-quality authorizer for Board of Regents authorized schools, an effective oversight agent for all charter schools within the State of New York, and a leader in sharing innovative schools designs and practices to all New York State public schools.

Through the strategic plan, it is our hope and expectation that the Board of Regents will become the authorizer of choice for charter school operators within New York State.

Core Elements

An essential element of the strategic planning process was the creation of new mission and vision statements to guide the work of the Charter School Office. The following mission and vision statements are the result of input from stakeholders, staff members, and leadership. Additionally, the mission and vision incorporate the three core principles of charter authorizing developed and defined by NACSA.

Mission Statement

The mission of the New York State Education Department Charter School Office is to create and sustain excellent educational options for New York State families on behalf of the Board of Regents through high quality charter school authorizing, fair and transparent oversight of all charter schools, and the dissemination of innovative school designs and practices.

Vision Statement

As a high-quality charter school authorizer, the Charter School Office, on behalf of the Board of Regents, exemplifies the *Principles & Standards for Quality Charter School Authorizing* created by NACSA by focusing on three core values.

- *The Office maintains high standards for charter schools authorized by the Board of Regents.* This is accomplished by implementing a rigorous application and charter approval process, providing effective oversight, and recommending ineffective schools for closure.
- *The Office upholds charter school autonomy.* This is accomplished by honoring and preserving core autonomies crucial to school success, minimizing administrative and compliance burdens on schools, and holding schools accountable for outcomes instead of processes.
- *The Office protects student and public interests.* This is accomplished by prioritizing student well-being by ensuring access and fair treatment to all students, as well as sharing the academic value of effective charter schools with parents and families through the dissemination of innovative school designs and practices.

As a regulatory body, the Charter School Office creates a policy environment for oversight that safeguards the public trust.

- *The Office defends the legal and contractual autonomies of all charter schools in the state to operate with the maximum flexibility.* Collaborative partnerships with other authorizers in New York State enhance the Office's ability to accomplish this essential condition.
- *The Office ensures that all charter schools are compliant with federal and state laws and regulations.* Collaborative partnerships within the State Education Department leverage the Office's capacity to deliver on this promise.

As a partner in expanding excellent educational school options of all types in New York State, the Charter School Office serves as a resource for innovative school designs and educational practices to be shared with all public schools everywhere.

- *The Office proactively disseminates best practices developed by charter schools.* This occurs by leveraging the power of various media to reach an extensive audience.
- *The Office forms strategic alliances with partner organizations to ensure that the maximum number of families have access to excellent, innovative school options.* This occurs by dedicating staff and other resources to the cultivation of relationships with key stakeholders across the State and beyond.

Multi-year Goals with Measurable Outcomes¹

The mission and vision of the Charter School Office are categorized into three core areas: high quality charter school authorizing, fair and transparent oversight of all charter schools, and the dissemination of innovative school designs and practices. Accordingly, goals with measurable outcomes have been established for each of the three main areas. A final fourth goal was created to assess the Charter School Office's overall progress towards achieving the mission and vision.

Goal #1: High Quality Charter School Authorizing for Board of Regents Charter Schools

Increase the number of high-quality charter schools in New York State, especially those serving educationally disadvantaged students who are at greatest risk of not meeting State academic standards.

Measurable Outcomes:

1. Each year, 100% of the portfolio of existing charter schools that earn charter renewal from the Board of Regents will meet rigorous charter school performance standards set by the Department; those that do not will be closed.
2. Each year, at least 90% of post-charter planning and implementation sub-grant recipients will give an overall rating of "satisfied" or higher when asked to rate NYSED's administration of the CSP sub-grant program in the areas of clear communication, timely release of funds, and responsiveness.
3. By December 31, 2012, the Charter School Office will successfully complete the systematic revision and alignment of practices and policies pertaining to the charter application and approval process, oversight process, and charter renewal and revocation processes.
4. By December 31, 2015, the Board of Regents will issue 100 additional charters for new high-quality charter schools to open.
5. By December 31, 2015, of the 100 additional charters issued, the Board of Regents will

¹ Many of the goals and measures included within this document are aligned to the Charter School Program grant application submitted in March 2011 to the US Department of Education.

issue 20 charters for new high-quality charter schools to open that meet CSP grant priorities related to school turnaround.

Goal #2: Fair and Transparent Oversight of All New York State Charter Schools

Create a policy environment for oversight that safeguards the public trust by leveraging collaborative partnerships focused on strengthening the overall quality of the New York State charter-authorizing infrastructure.

Measureable Outcomes:

1. Each year, at least three representatives of New York State charter authorizing entities will be invited to present on best practices related to charter authorizing oversight at a national or regional conference.
2. Each year, at least 75% of NYSQCAP authorizing staff members will give an overall rating of “satisfied” or higher when asked to rate the quality of collaboration and professional development opportunities provided through NYSQCAP.
3. Each year, at least 75% of NYSQCAP authorizing staff members will give an overall rating of “satisfied” or higher when asked to rate the quality of collaboration with other NYSED departments pertaining to compliance with relevant federal and state laws and regulations.
4. By December 31, 2011, the Charter School Office will invest in improving communication with internal and external stakeholders by establishing a position dedicated to serving as a communications specialist.
5. By December 31, 2012, the Charter School Office will form a collaborative partnership between the Charter School Office, SUNY Charter Schools Institute, and the NYC DOE to support the creation of high quality public charter schools in New York (entitled the New York State Quality Charter Authorizing Partnership (NYSQCAP). Members will meet at least twice per year in formal professional development setting to enhance staff capacity.

Goal 3: Dissemination of Innovative School Designs and Practices

Promote the dissemination of New York State charter school best practices to other public schools.

Measureable Outcomes:

1. By June 30, 2012 NYSED will award at least seven CSP dissemination sub-grants that meet the rigorous sub-grant competition standard.
2. Beginning December 2012, there will be a ten percent (10%) annual increase in the number of educational personnel in traditional public school districts that are aware of resources related to charter school best practices.
3. Beginning December 2012, there will be a five percent (5%) annual increase in the number of educational personnel in traditional public school districts that indicate that they have adopted charter school best practices.
4. By December 31, 2015 seventy five percent (75%) of key stakeholders at each partner school will indicate that the dissemination partnership with a high-performing charter school has had an impact on the implementation of best practices at their school.

Goal 4: Overall Mission

Improve student achievement outcomes in New York State charter schools, particularly for students who are at greatest risk of not meeting State academic standards

Measureable Outcomes:

1. Each year the percentage of New York State charter school students in the following categories that achieves at or above the proficient level on State examinations, in the following subjects, will increase by 2% from the prior year (in accordance with the Government Performance and Results Act (GPRA)).
 - a. fourth grade, reading/language arts
 - b. fourth grade, mathematics
 - c. eighth grade, reading/language arts
 - d. eighth grade, mathematics
2. Each year, high school graduation rates for charter school students in New York State in the following categories will either meet the State standard of 80% or will reduce the gap between the state standard and the prior year's rate by at least 20%, as measured by either the four year graduation cohort rate or the five year extended cohort graduation rate.
 - a. all students
 - b. students with disabilities
 - c. English language learners
 - d. students that qualify for free-reduced lunch
 - e. students who reside in a rural LEA
3. By December 31, 2015 results from a rigorous outcomes research study will show that New York State charter schools will outperform, at a statistically significant level, comparable students in traditional New York State public schools in categories determined by the research design.

Defined and Aligned Personnel

In order to ensure that the Charter School Office’s personnel is aligned to the three main components of the mission and vision, the following table was created to indicate those individuals responsible for each core area. The table presents the current structure and the proposed structure of the Charter School Office at the end of the five-year strategic planning period.

Mission	Vision	Goals	Responsible Teams		
			Current Structure (2010-11)	Proposed Structure (2015-16)	
High-quality Charter School Authorizing for Board of Regents Charter Schools	<p>High standards for BOR Charter Schools through a rigorous application process, effective oversight, and closure of ineffective schools.</p> <p>Preserving autonomy, minimizing administrative burdens, and holding schools accountable for outcomes not processes.</p> <p>Protect student and public interests by ensuring fair treatment and sharing the value of effective charter schools to parents.</p>	<p>Goal 1: Increase the number of high-quality charter schools in New York State, especially those serving educationally disadvantaged students who are at greatest risk of not meeting State academic standards.</p>	<p>Goal 4: Improve student achievement outcomes in New York State charter schools, particularly for students who are at greatest risk of not meeting State academic standards.</p>	<ul style="list-style-type: none"> New School Development Performance Oversight: Accountability/Renewal Performance Oversight: Finance Consultant Support for Reviews and Site Visits <p>TOTAL FTE w/ Consultants: 7.3</p>	<ul style="list-style-type: none"> New School Development Performance Oversight: Accountability/Renewal Performance Oversight: Finance Consultant Support for Reviews and Site Visits <p>TOTAL FTE w/ Consultants: 13.8</p>
	<p>Fair & Transparent Oversight of All New York State Charter Schools</p> <p>Defend legal and contractual autonomies through partnerships with other NYS authorizers.</p> <p>Ensure compliance w/ federal and state laws and regulations through collaborative partnerships within NYSED.</p>	<p>Goal 2: Create a policy environment for oversight that safeguards the public trust by leveraging collaborative partnerships focused on strengthening the overall quality of the New York State charter-authorizing infrastructure.</p>		<ul style="list-style-type: none"> CSP Grant Statutory Administration/ Compliance Monitoring Data Management And Analysis Legal Counsel Consultants for Data Management <p>TOTAL FTE w/ Consultants: 3.0</p>	<ul style="list-style-type: none"> CSP Grant Statutory Administration/ Compliance Monitoring Data Management And Analysis Legal Counsel Consultants for Data Management <p>TOTAL FTE w/ Consultants: 7.0</p>
	<p>Dissemination of Innovative School Designs and Practices</p> <p>Disseminate best practices developed by charter schools.</p> <p>Form strategic alliances with partner organizations to ensure the maximum number of families have access to excellent, innovative school options.</p>	<p>Goal 3: Promote the dissemination of New York State charter school best practices to other public schools.</p>		<ul style="list-style-type: none"> Communications Specialist Dissemination Specialist Consultants: Researchers <p>Total FTE w/ Consultants: 0.5</p>	<ul style="list-style-type: none"> Communications Specialist Dissemination Specialist Consultants: Researchers <p>Total FTE w/ Consultants: 3.5</p>
<p>Oversight of Mission, Vision, and Goals and Administrative Support</p>				<ul style="list-style-type: none"> Director Support Staff <p>Total FTE: 1.5</p>	<ul style="list-style-type: none"> Director Support Staff <p>Total FTE: 3.0</p>

Agency Capacity

Organizational Structures:

Policies that define the role of the governing board and the external relationships must be outlined. This provides clear lines of authority to safeguard the authorizer from conflicts of interest and political influence.

In the State of New York, the Board of Regents is responsible for the general supervision of all educational activities within the State. In addition to its role in overseeing all educational activities within the State, the Charter Schools Act (Article 56 Section 2850, as amended) identifies the Board of Regents as both a charter entity, as well as the institution responsible for the oversight of all charter schools in New York State.

The Board of Regents comprises 17 members elected by the State Legislature for five-year terms: one from each of the State's 13 judicial districts and four members who serve at large. Prior to joining the Board, each Board member is required to take an oath of office and sign a conflict of interest form. These actions safeguard the authorizer from conflicts of interest and political influence.

Board of Regents' Policies and Decision-making Rights

In addition to the above, other measures are in place to ensure that the Board of Regents is insulated from conflicts of interest and political influence. Specifically, as part of the strategic planning process, a policy document has been drafted that describes clear and transparent policies and protocols related to the core charter school authorizing and oversight functions. The Office intends to continue the work of developing these policies and procedures over the 2012-13 school year. Once completed, the policies will further insulate the Board of Regents from conflicts of interest.

The table on the following page illustrates the lines of authority and decision-making rights of the Board of Regents, Department leadership, and Charter School Office staff when carrying out essential responsibilities and key policies related to the oversight of charter schools.

1. **Board of Regents:** It is the role and responsibility of the Board of Regents to set the mission, vision and goals of the Charter School Office, as well as to approve core charter authorizing policies. Decisions related to the granting of a charter, renewal, non-renewal, and revocation of a charter, as well as material changes to a charter are made by the Board of Regents on the recommendation and advice of the leadership of the Department.
2. **New York State Education Department Leadership:** It is the role and responsibility of the New York State Education Department leadership to create and implement a strategic plan that will accomplish the mission, vision, and goals outlined by the Board of Regents. These include determining the organizational structure and establishing the practices and protocols that will guide the Charter School Office staff to this end. It is the role of the Charter School Office staff to advise leadership throughout this process.

3. **Charter School Office Staff:** It is the role and responsibility of Charter School Office staff to lead the implementation of the policies, practices, and protocols adopted by the Board of Regents and New York State Education Department Leadership. New York State Education Department Leadership may provide further direction or consultation when required.

Responsible Party	Time and Attention	
Board of Regents <ul style="list-style-type: none"> • Mission, Vision, and Goals • Charter Authorizing Policies • Charter Granting, Renewal, Non-Renewal, and Revocation • Material Changes to a Charter 	Board of Regents Direction	NYSED Leadership Advice
New York State Education Department Leadership <ul style="list-style-type: none"> • Strategic Plan • Resource Allocation • Organizational Structure • Practices and Protocols • Charter Probation 	NYSED Leadership Direction	CSO Leadership Advice
Charter School Office Staff <ul style="list-style-type: none"> • CSP Grant • Performance Monitoring • Compliance Monitoring • Dissemination, Communications, and Research 	CSO Leadership Advice	CSO Staff Direction



External Influences on Decision-making

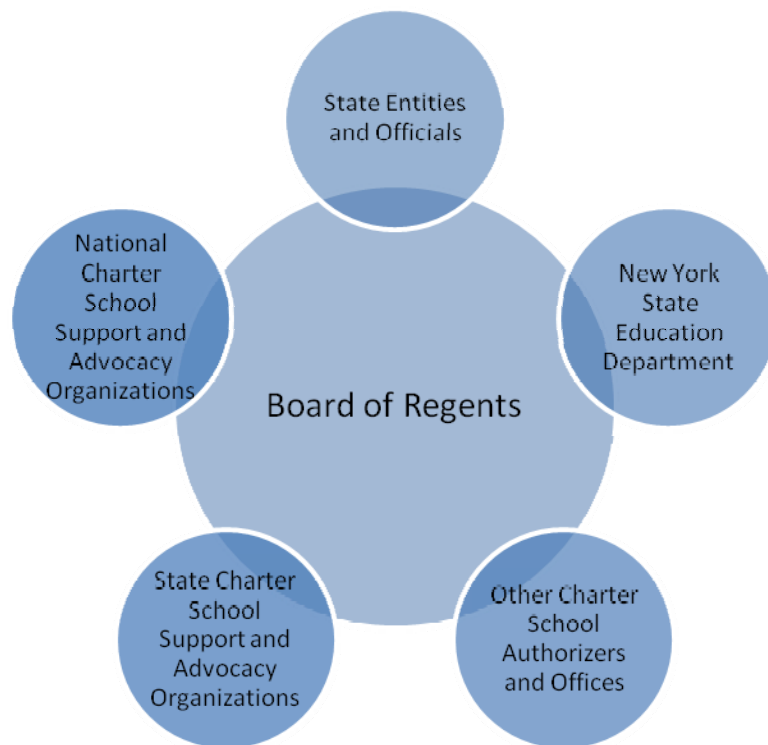
Within the State of New York, the Board of Regents is responsible for the general supervision of all educational activities within the State, including those activities related to charter school authorizing and oversight. The Board of Regents serves as one of two statewide charter entities (or authorizers) in New York State and oversees the compliance of all New York State charter school with federal and state laws and regulations. However, the Board of Regents, as a public entity, does not act in isolation. Instead, the Board of Regents, NYSED, and the Charter School Office participate in a public system of governance and oversight, as well as within the context of a larger charter school movement.

While the Board of Regents is insulated from conflicts of interest and political influence because of its membership requirements and, eventually, its clear and transparent policies and protocols, it is necessary to note that within the State of New York there are a number of external relationships that impact charter school authorizing in New York State. The following individuals and organizations, by nature of their function and duty, have both active and inactive influence in Board of Regents' decision-making:

1. **State Entities and Officials.** **The New York State Legislature** elects the members of the Board Regents. **The State University of New York's Board of Trustees (SUNY Trustees)** also serve as a statewide authorizer in New York State. The Trustees appoint the staff of the SUNY Charter Schools Institute, who conduct day-to-day authorizing and oversight activities on behalf of the SUNY Trustees. **The Governor of New York State** appoints members of the other statewide authorizer, the SUNY Trustees. In addition, the SUNY Trustees and the Civil Service Office (among others) are impacted by budgetary and other decisions of the Governor. **The Civil Service Office** makes rules and other regulations that govern the appointment, dismissal, and other rules pertaining to public employees, such as staff of the Charter School Office.
2. **New York State Education Department:** **The New York State Education Department Leadership** guides the overarching work and goals of the **Charter School Office**. The staff of the Charter School Office and Department Leadership inform the actions of the Board of Regents. Beyond the role of some **School Districts** to authorize conversion charter schools (such as Buffalo), other school districts influence the work of the Board of Regents and the Charter School Office. The extent of their influence is typically based on the degree to which the presence of charter schools within their districts impacts the academic and organizational viability of their programs.
3. **Other Charter School Authorizers and Offices:** Other charter authorizers, and their staffs, create options for charter school operators who wish to start and run a charter school or convert an existing public school to a charter school. The SUNY Trustees and the **SUNY Charter Schools Institute** is able to grant charters to new school operators. The New York City Schools Chancellor and the **New York City Department of Education** oversee existing charter schools authorized in New York City prior to May 2010, when the **NYS Charter Schools Act was amended, but are unable to grant new charters under the amended law.** All local boards of education and the New York City Schools Chancellor are able to grant

charters to those wishing to convert an existing public school into a charter school. Accordingly, these authorizers establish a competitive marketplace and influence the Board of Regents through the policies for authorizing and oversight of their charter schools, as well as their decisions/actions regarding the granting of new charters, renewal, non-renewal, and revocation.

4. **State Charter School Support and Advocacy Organizations:** The **New York Charter Schools Association** (NYCSA) and the **New York City Charter School Center** (Center) advocate on behalf of their members and stakeholders to members of the New York State Legislature, the Governor, and other charter authorizers. In addition, these organizations provide technical assistance and consulting services to charter schools statewide and within New York City, respectively.
5. **National Charter School Advocacy and Support Organizations:** In addition to New York State support and advocacy organizations, there are a number of national organizations that advocate on behalf of charter school authorizers and operators. The **National Association of Charter School Authorizers** (NACSA) and the **National Alliance for Public Charter Schools** (the Alliance) seek to impact national policy regarding charter school authorizing and oversight. In addition, they partner with authorizers across the nation and work to improve authorizing and oversight policies and practices. The **United States Department of Education’s Office of Charter Schools Program** serves as a resource for states and charter authorizers. Further, the Charter Schools Program provides funds to create new high-quality public charter schools.



Human Resources:

Strong authorizing agencies have competent and talented leadership. The strategic plan addresses the recruitment and development of such talent.

Leadership

In May 2011, the Board of Regents appointed a new Commissioner of Education, **John B. King, Jr.** to lead NYSED. Dr. King co-founded Roxbury Preparatory Charter School and the Uncommon Schools network in New York, a highly regarded not-for-profit that starts and manages high performing public charter schools. Dr. King has deep experience in and knowledge of the public charter school sector and brings that orientation to his leadership role in the Department.

In March 2010, **Sally Bachofer** was hired as NYSED Assistant Commissioner to lead the newly-created Office of Innovative School Models. Prior to joining the Department, Ms. Bachofer served as NACSA's Director of Knowledge, responsible for creating model policies and resources for NACSA members, staff, and consultants; and she previously worked as Coordinator of Accountability for the Massachusetts Charter School Office. Ms. Bachofer reports directly to the NYSED Senior Deputy and the Commissioner and provides the Charter School Office with a direct link to the NYSED senior leadership.

The Charter School Office is aligned organizationally within the Office of Innovative School Models and is directly managed by **Cliff Chuang**. Mr. Chuang previously served as CSP Project Director for Massachusetts for five years and has also managed Massachusetts' nationally recognized Expanded Learning Time grant and federal School Improvement Grant. He formerly helped to launch the high school at the Academy of the Pacific Rim Charter Public School as the mathematics department chair.

Given that competent and talented leadership is already in place, the strategic planning process regarding human resources focused on identifying needed positions to fulfill the mission and vision of the Charter School Office and developing the expertise of current staff members through professional development activities.

Staffing Structure

Through the strategic planning process, the following resource investments into both staff and/or consultant support were identified to be essential to the realization of the mission, vision, and goals set out in this strategic plan. It is important to note, however, that while the Strategic Planning Team identified the need for the following resources, the Team recognizes the realities of working within a state governmental agency and the confines of civil service rules. Further, given budget cuts, the Team understands that while there is a need for additional employees, resources from the State Education Department's general education fund may not be available.

The staffing structure detailed below is the desired staffing structure for the Office through 2015-16. The staffing was based on the projected growth of charter schools within the State of New York, as well as those specifically authorized by the State Education Department. **As the**

Office begins to authorize more charters and provide oversight a greater numbers of schools, the need for additional resources and employees will be required to oversee them effectively.

Additionally, there are three other key operational factors related to staffing and resource deployment that are not explicitly broken out and detailed within the descriptions and chart below. As the plan is implemented, the Office will take these factors, outlined below, into consideration.

First, due to the expected significant increase of new charter schools authorized by the Board of Regents to operate in New York City, assignment and supervision of staff to NYSED's Brooklyn Office (currently 2.0 FTE) will need to be prioritized and considered carefully.

Second, a subset of professional staff members in the office will serve as liaisons to assigned Regents-authorized charter schools and as a general point of contact for all charter schools and districts in a geographic region of the state, in addition to specializing in a functional area. Each liaison will be responsible for reviewing pertinent documents and charter revisions, as well as participating in various monitoring activities for those schools with which s/he works. Liaisons will also participate in review of new applications and pre-opening site visits for new schools in addition to other duties. The distribution of time for these staff members between liaison and functional work will vary depending on caseload and the specific skills and talents of each individual.

Finally, given the high-growth and cyclical nature of this work, as well as the need for external, independent feedback, the flexible use of consultants for reviews, site visits, and report-writing will be necessary to ensure high quality authorizing and oversight.

Goal 1: Increase the number of high-quality charter schools in New York State, especially those serving educationally disadvantaged students who are at greatest risk of not meeting State academic standards.

- **New School Development.** Those staff members assigned to New School Development are responsible for implementing the new charter application process. Utilizing the newly developed practices related to the new charter application cycle, New School Development will thoroughly evaluate charter school applications and make recommendations to Department Leadership as appropriate.
- **Performance Oversight: Accountability and Renewal.** Staff members assigned to Performance Oversight: Accountability and Renewal are responsible for oversight over academic programming and student outcomes of Board of Regents authorized charter schools. The team will grow incrementally as the Board of Regents authorizes more charter schools over time. Performance Oversight: Accountability and Renewal will enable the Office to collect and analyze data and other performance information pertaining to the academic performance of charter school authorized by the Board of Regents. This information will be essential to informing charter renewal decision-making.
- **Performance Oversight: Finance.** Performance Oversight: Finance staff are responsible for oversight over the financial management functions of Board of Regents authorized charter schools.

The staffing structure for this goal area was created primarily using NACSA's *The State of Charter School Authorizing*. According to NACSA, the average number of schools per authorizing FTE for large authorizers is 1 FTE to 8.0 schools. Recognizing that the Office is in a time of transition, the Office utilized a 6:1 ratio for years 0 and 1. This will allow the Office to build capacity while effectively authorizing and overseeing Board of Regents schools. For years 2 and 3, the Office projected an 8:1 ratio in accordance with the numbers presented in NACSA's report. For years 4 and 5, the Office utilized a 10:1 ratio. As the Office staff increases their knowledge and capacity, and as more policies and procedures are implemented and systematized (resulting in greater operational efficiencies), the number of schools per FTE will slightly increase over time.

The Strategic Planning Team notes, however, that the staffing plans are projections and may change over the coming years, particularly given the financial climate in uncertain budget times.

Goal 2: Create a policy environment for oversight that safeguards the public trust by leveraging collaborative partnerships focused on strengthening the overall quality of the New York State charter-authorizing infrastructure.

- **CSP Grant.** CSP grant will consist of a dedicated full-time CSP Project Director who will be charged with ensuring proper stewardship of CSP funds and compliance with all State and federal laws and regulations. S/he will work closely with the current CSP grants manager, new schools development staff, and other professional staff charged with monitoring and compliance, including a CSP Grants Manager, to ensure seamless coordination of the integrated charter authorization and grant review process, timely processing and payment of all sub-grant awards, and appropriate oversight and monitoring. S/he will coordinate with the other active authorizers in the State to ensure that their processes adhere to CSP grant requirements.
- **Statutory Administration/Compliance Monitoring.** This area is responsible for monitoring the compliance of all New York State charter schools with law and regulations. The Statutory Administration/Compliance Monitoring employees will fulfill due diligence responsibilities pertaining to all New York State charter schools and outlined in the Charter Schools Act.
- **Data Management and Analysis.** This position is responsible for collecting and analyzing statewide data that is required to ensure compliance with annual reporting requirements to the Governor on status of New York State charter schools, as well as to collect and analyze data aimed at measuring the Office's progress toward meeting Strategic Plan goals and measures.
- **Legal Counsel.** Legal Counsel reports directly to the Assistant Commissioner and will be responsible for informing the Office of laws and regulations relating to charter school oversight and authorization. Legal Counsel will draft and review all charter contracts and management agreements for those schools approved by the Board of Regents.

The staffing structure for this goal area was created primarily using data from other state agencies in regards to the number of staff per school. Given the pre-existing staffing structure, as well as the information from other state agencies, the strategic planning team created a ratio of 50 schools per 1 FTE.

Goal 3: Promote the dissemination of New York State charter school best practices to other public schools.

- **Dissemination Specialist.** This position will be charged with promoting dissemination of charter school best practices to public schools throughout the State, and will administer the dissemination grant competition. This individual will serve as a resource to other staff outside of the Charter School Office, and partners outside the agency, who support the State's school turnaround efforts. S/he will also work alongside Charter School Office new school development staff to inform teachers, parents, and communities about charter schools.
- **Communications Specialist.** This position will be charged with ensuring that internal and external stakeholders receive essential and important information and messages in a timely and appropriate manner.

Goal 4: Improve student achievement outcomes in New York State charter schools, particularly for students who are at greatest risk of not meeting State academic standards.

- **Director.** The position is responsible for overseeing the work of the Charter School Office and ensuring that the Office operates as a high-quality charter school authorizer and oversight agent for the Board of Regents. In addition to this, the Director will guide the Office's work toward fulfilling the mission, vision, and goals identified within this plan, among many other duties.
- **Support Staff.** Support staff will enhance the work of the Charter School Office by providing administrative support to the Director, as well as other staff members as necessary.

In addition to the teams and staff positions outlined above, the Charter School Office recognizes that from time to time it will rely upon the expertise of contracted consultants to assist in fulfilling its core oversight responsibilities. These additional supports are accounted for within the Five Year Projected Staffing Plan outlined on the following page.

Recruitment

The Charter School Office is currently in the process of determining viable recruitment strategies to fill the open positions described above. The recruitment strategies will be determined while bearing in mind the civil service restrictions. The Office will explore reaching out across the country to recruit high-quality applicants. Additionally, the Office will seek to hire individuals with relevant experience that would increase the skills and capacity of the Charter School Office.

Five Year Projected Staffing Plan						
	Actual 2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
# of Board of Regents Authorized Schools	36	53	78	98	118	136
# of Non-BOR Schools	160	177	202	222	242	260
# of All Charter Schools	196	230	280	320	360	396
Strategic Plan Goal #1: Increase the number of high-quality charter schools in New York State, especially those serving educationally disadvantaged students who are at greatest risk of not meeting State academic standards.						
New School Development	4.0	3.0	3.0	3.0	3.0	3.0
Performance Oversight: Accountability/Renewal	2.0	3.0	3.0	3.5	4.0	5.0
Performance Oversight: Finance	1.0	1.0	1.5	2.0	2.5	3.0
Consultant Support for Reviews and Site Visits	0.3	1.1	1.4	2.0	2.4	2.8
BoR Charter Authorization FTE Total w/ Consultants	7.3	8.1	8.9	10.5	11.9	13.8
Strategic Plan Goal #2: Create a policy environment for oversight that safeguards the public trust by leveraging collaborative partnerships focused on strengthening the overall quality of the New York State charter-authorizing infrastructure.						
CSP Grant	1.0	2.0	2.0	2.0	2.0	2.0
Statutory Administration/ Compliance Monitoring	0.5	1.0	1.5	2.0	2.5	3.0
Data Management and Analysis	1.0	1.0	1.0	1.0	1.0	1.0
Legal Counsel	0.5	0.5	1.0	1.0	1.0	1.0
Consultant Support for Data Management	0.0	0.6	0.6	0.0	0.0	0.0
All Charter Schools FTE Total w/ Consultants	3.0	5.1	6.1	6.0	6.5	7.0
Strategic Plan Goal #3: Promote the dissemination of New York State charter school best practices to other public schools.						
Dissemination Specialist	0.0	1.0	1.0	1.0	1.0	1.0
Communication Specialist	0.5	1.0	1.0	1.0	1.0	1.0
Consultants: Researchers	0.0	1.5	1.5	1.5	1.5	1.5
Dissemination/Communications FTE Total w/ Consultants	0.5	3.5	3.5	3.5	3.5	3.5
Strategic Plan Goal #4: Improve student achievement outcomes in New York State charter schools, particularly for students who are at greatest risk of not meeting State academic standards.						
Director	1.0	1.0	1.0	1.0	1.0	1.0
Support Staff	0.5	0.5	1.0	1.5	2.0	2.0
Total FTE w/ Consultants	12.3	18.2	20.5	22.4	24.9	27.3

Professional Development

In order to develop the expertise of current staff members, the Office plans to invest resources in the training of its employees. Specifically, a collaborative partnership between NYSED, SUNY, and the NYC DOE was recently created to support the creation of high quality public charter schools in New York (entitled the New York State Quality Charter Authorizing Partnership (NYSQCAP)). An essential component of this partnership will be identifying common areas of professional development for charter authorizing staff members through a needs assessment that will be conducted during the summer of 2011. Once needs are identified, the Charter School Office will work collaboratively with its partners to determine mutually agreeable forums for training and assistance. These training forums may include statewide authorizer forums for aligning best practices, as well as specifically tailored trainings delivered by charter authorizing experts (including in-house experts at SUNY Charter Schools Institute, the Charter School Office and NYC DOE).

Furthermore, the Charter School Office intends to invest resources in sending staff to national conferences or workshops conducted by higher education institutions. Attending national conferences, however, is only effective in that staff members share their newly acquired knowledge with colleagues. As such, prior to the conferences, staff members will participate in pre-conference preparation meetings, providing staff members with an opportunity to discuss specific conference goals and identify areas for exploration. After the conference, staff members will participate in post-conference trainings where they will share their knowledge and discuss how this knowledge could and should impact the work of the Charter School Office.

These aforementioned professional development forums will be supported by the funds designated in the CSP grant.

In addition to the above described professional development opportunities, the Strategic Planning Team created the following professional development plan to be implemented over the following year. These professional development opportunities will be delivered during regularly scheduled staff meetings. Also, staff members will meet with leadership on a bi-weekly basis, providing additional opportunities to develop expertise. Additionally, the Office staff identified a number of internal state resources that could be utilized to deliver professional development, such as the Governor's Office of Employee Relations and Lifeworks. Department Leadership will explore these options over the next few years.

Overall Focus	Projected Dates of PD	Proposed PD Goals
Agency Commitment and Capacity	Ongoing	<ul style="list-style-type: none"> Ensure that all staff prioritize a commitment to excellence in authorizing practices
Application Process and Decision-making	Fall 2011	<ul style="list-style-type: none"> Develop expertise in requirements and criteria for applicants proposing to operate a virtual or online charter school
Performance Contracting	Fall 2011	<ul style="list-style-type: none"> Develop expertise in understanding the terms of charter contract Analyze, assess, and amend current charter contract (if necessary)
Ongoing Oversight and Evaluation	Winter 2011	<ul style="list-style-type: none"> Ensure that oversight policies and practices prioritize student outcomes and are aligned with standards for renewal
Renewal	Winter 2011	<ul style="list-style-type: none"> Thoroughly evaluate a charter school renewal application Understand the process for renewal site visits and the role the visits plays in renewal decision-making
School Closure	Spring 2012	<ul style="list-style-type: none"> Develop expertise in staff to effectively oversee the closure of a charter school utilizing the newly created school closure guidelines

Financial Resources:

The strategic plan not only determines the financial needs of the organization but also identifies how the organization will raise, access, and deploy them.

Funding to support the work of the Charter School Office has historically come directly from the same general education fund that also supports the work of the New York State Education Department, along with administrative set-aside funds from the federal Charter Schools Program grant. A specific line-item prospective long-term budget that identifies resource needs and allocations based on the key anticipated work of the Charter School Office has never been created by Department staff. The Strategic Planning Team drafted a working five-year line item budget that aligns with the resource needs of the Charter School Office to implement its mission, vision, and goals contained.

This staffing plan presented in this plan assumes an ideal resource scenario based on best-practice charter-authorizing industry standards and good faith estimates based on historical workload and expense estimates. However, the Strategic Planning Team recognizes the realities of the fiscal state of the government and realizes that while funds may be requested, all funds

may not be received. The Charter School Office, in collaboration with SUNY Charter Schools Institute and the NYC DOE, recently submitted a federal Charter Schools Program grant for the years 2011-2016. Four new positions and substantial consultant support were included within the grant budget request to advance the work of the Charter School Office in alignment with the mission, vision, and goals into 2012-13 as set forth in this strategic plan. To support the further high quality expansion envisioned by the New York State Charter Schools Act, the Department will need to strongly consider re-allocating current resources and seeking additional revenue. The Charter School Office will also continue to consider operational efficiencies (such as a fully electronic document submission and application review system) and differentiating oversight practices (e.g., less on-site attention to high-performing schools with track records of success) to minimize the need for additional staff resources. However, if budget constraints prevent the proportional expansion of staff and/or consultant support, the number of new charters authorized by the Board of Regents may need to be limited to ensure that the quality of authorizing practice is not compromised.

Quality Authorizing Practices

In order to be a high-quality authorizer, clear policies regarding charter school authorizing and oversight must be established and followed. As part of the strategic planning process, a draft policy document was created that addresses the core oversight functions of charter authorizing. This document is under development. The Office anticipates that the work will continue over the next year. Upon its conclusion, the document will include policies for a comprehensive, rigorous application process, performance contracting, ongoing oversight and evaluation, renewal decision making, among others.

Conclusion

The strategic planning process enabled the Office to establish new mission and vision statements that will guide the future work of the Charter School Office. In addition to establishing new mission and vision statements, the Office created goals with measurable objectives to assess the Office's overall progress towards achieving the mission and vision.

The strategic planning process also enabled the Office to articulate the lines of authority and decision-making rights of the Board of Regents, Department leadership, and the Charter School Office, as well as determine those organizations and entities within the State of New York and throughout the country that have both active and inactive influence on the Board of Regents' decision-making.

Further, through the strategic planning process, the Strategic Plan Team was able to assess the Office's current ability to meet the goals as outlined in this plan. The Team found that a realignment of staff members, as well as the hiring of additional employees is needed to carry out the mission and vision of the Office. The plan, therefore, includes a proposed five-year projected staffing plan (ending 2015-16).

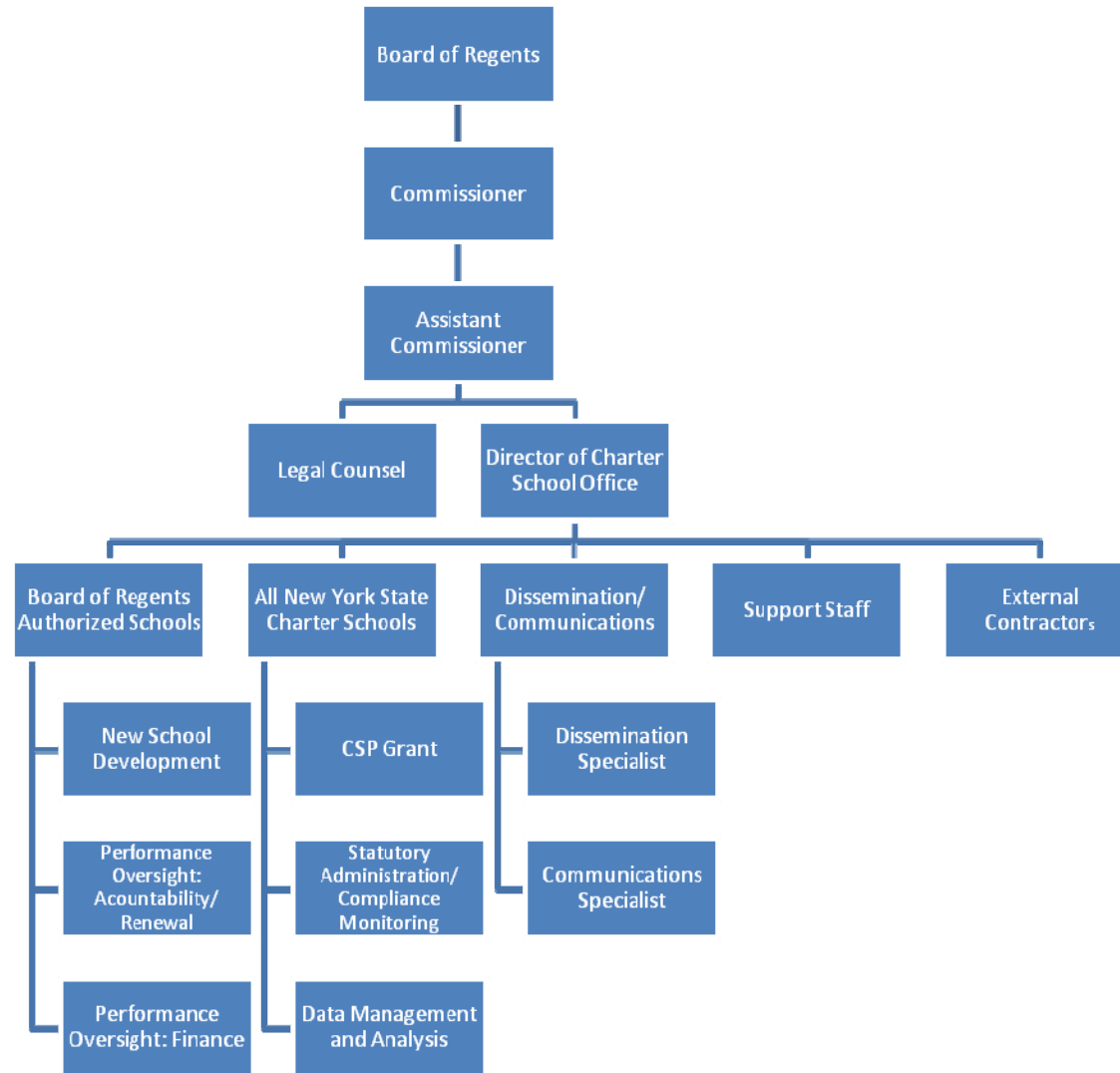
Given the revised staffing structures and potential addition of new employees, the Strategic Planning Team determined the professional development needed to ensure that the Office is able to operate as a high-quality charter school authorizer and oversight agent. The strategic plan includes a newly formed partnership with SUNY and the NYCDOE, which will provide opportunities for all charter school authorizing staff members to participate in collaborative professional development sessions. In addition to this, the Office created a professional development plan aligned to NACSA's *Principles & Standards* that identifies specific areas of focus and goals for the 2011-12 school year.

With the realigned staffing structure and potential addition of new employees, the Office determined the financial resources needed to meet the mission, vision, and goals set forth in this plan by creating an internal five-year budget, which identifies total projected costs for the Charter School Office.

Further, the Office began the work of creating policies and procedures for authorizing and oversight of all Board of Regents schools. A policies and procedures document has been drafted and is under development. The Office will continue this work over the 2011-12 school year.

With the revised focus and this strategic plan, the Strategic Planning Team is confident that the Charter School Office will become a high-quality authorizer for Board of Regents authorized schools, an effective oversight agent for all charter schools within the State of New York, and a leader in sharing innovative schools designs and practices to all New York State public schools.

Appendix A: Proposed Organizational Structure



PLA Schools, as of 9/14/11

BEDs	School Name	NCES ID #:
010100010034	ALBANY HIGH SCHOOL	00014
010100010030	WILLIAM S. HACKETT MIDDLE SCHOOL	00032
140600010039	DR MARTIN LUTHER KING, JR MULTICUL	00305
140600010045	INTERNATIONAL SCHOOL	00341
140600010101	BURGARD VOC HIGH SCHOOL	00301
140600010099	BENNETT HIGH SCHOOL	00296
140600010107	LAFAYETTE HIGH SCHOOL	00314
140600010108	RIVERSIDE INSTITUTE OF TECHNOLOGY	00375
140600010006	BUFFALO ELEM SCH OF TECHN	00295
140600010033	BILINGUAL CENTER	00333
140600010037	PS 37 FUTURES ACADEMY	00335
140600010059	PS 59 CHARLES DREW SCI MAGNET	00350
140600010110	SOUTH PARK HIGH SCHOOL	00378
140600010119	WATERFRONT SCHOOL	00381
140600010307	EAST HIGH SCHOOL	05601
610327020002	GEORGE JUNIOR REPUBLIC SCHOOL	01257
660411020003	GREENBURGH ELEVEN MS	00454
660804020002	MT PLEASANT COTTAGE SCHOOL	00652
310200011460	WASHINGTON IRVING HIGH SCHOOL	02885
310200011500	UNITY CENTER FOR URBAN TECHNOLOGIES	00595
310200011615	CHELSEA CAREER AND TECH ED HS	01934
310200011620	NORMAN THOMAS HIGH SCHOOL	02039
310200011625	HS OF GRAPHIC COMMUNICATION ARTS	04519
310500011285	HARLEM RENAISSANCE HS	05758
310500011685	BREAD & ROSES INTEGRATED ARTS HS	02938
310500010195	IS 195 ROBERTO CLEMENTE	01993
320700011600	ALFRED E SMITH CAREER TECH HS	01909
320700011655	SAMUEL GOMPERS CAREER/TECH HS	02866
320800011650	JANE ADDAMS HS FOR ACADEMIC CAREERS	02011
320800011560	HS 560 BRONX ACADEMY HS	05565
320800011405	HERBERT HE LEHMAN ACADEMY	01964
320800011530	BANANA KELLY HIGH SCHOOL	02968
320800011540	SCH- COMMUNITY RESEARCH & LEARN	05507
320900011412	BRONX HIGH SCHOOL OF BUSINESS	05176
320900010022	JHS 22 JORDAN L MOTT	04461
320900010339	IS 339	03780
321000011438	FORDHAM LEADERSHIP ACADEMY	05184
321000011475	JOHN F KENNEDY HIGH SCHOOL	02016
321000010080	JHS 80 MOSHOLU PARKWAY	02316
321000010391	MS 391 ANGELO PARTI MS	03812
321000011660	GRACE H DODGE CAREER AND TECH HS	01958
321100011415	CHRISTOPHER COLUMBUS HIGH SCHOOL	01935
321100010142	JHS 142 JOHN PHILIP SOUSA	02517
321200011690	MONROE ACAD FOR BUSINESS & LAW	01339
331400011610	AUTOMOTIVE HIGH SCHOOL	01913
331400010126	JOHN ERCISSON MIDDLE SCHOOL 126	02467

331500011520	PACIFIC HIGH SCHOOL	00821
331500011429	SCHOOL FOR GLOBAL STUDIES	01377
331500011519	COBBLE HILL SCHOOL OF AMERICAN STUD	03389
331500011530	METROPOLITAN CORPORATE ACADEMY	00826
331500010136	IS 136 CHARLES O DEWEY	05513
331600011455	BOYS & GIRLS HIGH SCHOOL	01921
331700011625	PAUL ROBESON HIGH SCHOOL	01908
331900011660	W H MAXWELL CAREER AND TECH HS	02889
331900010166	JHS 166 GEORGE GERSHWIN	02595
332000011505	FRANKLIN D ROOSEVELT HIGH SCHOOL	01947
332100011540	JOHN DEWEY HIGH SCHOOL	04312
332100011620	WILLIAM E GRADY VOCATIONAL HIGH SCH	02888
332200011495	SHEEPSHEAD BAY HIGH SCHOOL	02873
342400011455	NEWTOWN HIGH SCHOOL	02038
342400011485	GROVER CLEVELAND HIGH SCHOOL	01959
342400011600	QUEENS VOCATIONAL-TECHNICAL HS	02860
342500011460	FLUSHING HIGH SCHOOL	01950
342700011400	AUGUST MARTIN HIGH SCHOOL	01912
342700011410	BEACH CHANNEL HIGH SCHOOL	01918
342700011480	JOHN ADAMS HIGH SCHOOL	02013
342700011475	RICHMOND HILL HIGH SCHOOL	02863
342800011470	JAMAICA HIGH SCHOOL	02008
343000011450	LONG ISLAND CITY HIGH SCHOOL	02022
343000011445	WILLIAM CULLEN BRYANT HS	02887
333200010296	JHS 296 THE HALSEY	02803
333200010564	BUSHWICK COMM HIGH SCHOOL	05725
131500010010	POUGHKEEPSIE HIGH SCHOOL	03307
261600010061	EAST HIGH SCHOOL	03363
261600010065	JOHN MARSHALL HIGH SCHOOL	03368
261600010076	BIOSCIENCE & HEALTH CAR HS-FRANKLIN	04362
261600010081	SCH-BUSINESS FIN & ENTRP AT EDISON	05606
261600010082	SCHOOL OF ENGNRG & MFG-EDISON	05607
261600010083	SKILLED TRADES AT EDISON	05608
261600010084	GLOBAL MEDIA ARTS HIGH SCH-FRANKLIN	05585
261600010086	INTERNATIONAL FINANCE & ECON DEV HS	05587
261600010094	SCH OF IMAGNG & INFO TECH-EDISON	05609
261600010060	CHARLOTTE HIGH SCHOOL	03362
261600010063	THOMAS JEFFERSON HIGH SCHOOL	03367
261600010085	DR FREDDIE THOMAS HIGH SCHOOL	05586
530600010025	SCHENECTADY HIGH SCHOOL	03583
280208030005	ROOSEVELT HIGH SCHOOL	03463
421800010025	HUGHES ELEMENTARY SCHOOL	03872
421800010041	DELAWARE ELEMENTARY SCHOOL	03852
421800010049	GEORGE FOWLER HIGH SCHOOL	03861
421800010033	CORCORAN HIGH SCHOOL	03850
421800010035	GRANT MIDDLE SCHOOL	03862
421800010039	NOTTINGHAM HIGH SCHOOL	03871
421800010040	HENNINGER HIGH SCHOOL	03864
662300010036	EMERSON MIDDLE SCHOOL	04249
662300010043	ROOSEVELT HIGH SCHOOL	04250

LEA	3-8 ELA PI for 10-11	3-8 Math PI for 10-11	% 10th Graders passing Math Regents - 2006 Cohort
ALBANY CITY SD			50.6
ALBANY CITY SD	98	110	
BUFFALO CITY SD	77	84	
BUFFALO CITY SD	93	110	
BUFFALO CITY SD			32.3
BUFFALO CITY SD			17.4
BUFFALO CITY SD			23.9
BUFFALO CITY SD			44.4
BUFFALO CITY SD	61	72	
BUFFALO CITY SD	86	96	
BUFFALO CITY SD	72	87	
BUFFALO CITY SD	93	86	
BUFFALO CITY SD			23.6
BUFFALO CITY SD	84	79	
BUFFALO CITY SD			55.9
GEORGE JR REP UFSD	79	45	100.0
GREENBURGH ELE UFSD			
MT PLEASANT-COT UFSD	100	64	0.0
NYC GEOG DIST # 2 - ISC-MANHATTAN			37.5
NYC GEOG DIST # 2 - ISC-MANHATTAN			64.6
NYC GEOG DIST # 2 - ISC-MANHATTAN			21.1
NYC GEOG DIST # 2 - ISC-MANHATTAN			28.2
NYC GEOG DIST # 2 - ISC-MANHATTAN			25.9
NYC GEOG DIST # 5			35.4
NYC GEOG DIST # 5			17.3
NYC GEOG DIST # 5	79	94	
NYC GEOG DIST # 7			33.5
NYC GEOG DIST # 7			25.9
NYC GEOG DIST # 8 - ISC-BRONX			32.3
NYC GEOG DIST #8			24.1
NYC GEOG DIST #8			76.8
NYC GEOG DIST #8			41.7
NYC GEOG DIST #8			13.3
NYC GEOG DIST# 9			24.7
NYC GEOG DIST #9	78	96	
NYC GEOG DIST# 9	85	96	
NYC GEOG DIST #10 - ISC-BRONX			36.2
NYC GEOG DIST #10 - ISC-BRONX			37.5
NYC GEOG DIST #10	93	102	
NYC GEOG DIST #10	82	104	
NYC GEOG DIST #10 - ISC-BRONX			51.9
NYC GEOG DIST #11 - ISC-BRONX			32.4
NYC GEOG DIST #11	95	101	
NYC GEOG DIST #12 - ISC-BRONX			42.7
NYC GEOG DIST #14 - ISC-BROOKLYN			26.3
NYC GEOG DIST #14	81	85	

NYC GEOG DIST #15			12.9
NYC GEOG DIST #15 - ISC-BROOKLYN	112	146	26.6
NYC GEOG DIST #15 - ISC-BROOKLYN			34.1
NYC GEOG DIST #15 - ISC-BROOKLYN			18.0
NYC GEOG DIST #15	88	104	
NYC GEOG DIST #16 - ISC-BROOKLYN			25.6
NYC GEOG DIST #17			45.7
NYC GEOG DIST #19 - ISC-BROOKLYN			43.6
NYC GEOG DIST #19	89	104	
NYC GEOG DIST #20			86.6
NYC GEOG DIST #21			77.6
NYC GEOG DIST #21			48.0
NYC GEOG DIST #22			46.0
NYC GEOG DIST #24 - ISC-QUEENS			50.2
NYC GEOG DIST #24 - ISC-QUEENS			67.8
NYC GEOG DIST #24 - ISC-QUEENS			66.2
NYC GEOG DIST #25 - ISC-QUEENS			62.5
NYC GEOG DIST #27 - ISC-QUEENS			54.4
NYC GEOG DIST #27 - ISC-QUEENS			43.0
NYC GEOG DIST #27 - ISC-QUEENS			45.6
NYC GEOG DIST #27 - ISC-QUEENS			63.8
NYC GEOG DIST #28 - ISC-QUEENS			59.8
NYC GEOG DIST #30 - ISC-QUEENS			66.1
NYC GEOG DIST #30			70.5
NYC GEOG DIST #32	87	94	
NYC GEOG DIST #32			14.5
POUGHKEEPSIE CITY SD			60.8
ROCHESTER CITY SD	77	78	55.3
ROCHESTER CITY SD	82	90	56.7
ROCHESTER CITY SD	76	60	17.9
ROCHESTER CITY SD			31.0
ROCHESTER CITY SD			22.8
ROCHESTER CITY SD			20.8
ROCHESTER CITY SD	65	62	69.8
ROCHESTER CITY SD	80	69	49.0
ROCHESTER CITY SD			73.9
ROCHESTER CITY SD	78	72	45.2
ROCHESTER CITY SD	74	78	35.0
ROCHESTER CITY SD	110	125	19.9
SCHENECTADY CITY SD			59.6
ROOSEVELT UFSD			36.3
SYRACUSE CITY SD	81	95	
SYRACUSE CITY SD	59	67	
SYRACUSE CITY SD			28.1
SYRACUSE CITY SD			39.7
SYRACUSE CITY SD	79	63	
SYRACUSE CITY SD			44.4
SYRACUSE CITY SD			30.8
YONKERS CITY SD	80	67	
YONKERS CITY SD			21.6

% 11th Graders passing ELA Regents - 2006 Cohort
49.6
31.9
44.3
60.4
81.6
53.3
62.9
75.0
50.0
71.5
59.1
73.9
69.4
56.8
50.0
46.2
60.8
47.5
55.9
34.4
86.8
64.4
50.0
29.3
67.4
40.7
46.6
40.4
47.6
66.4

29.0
39.3
73.7
41.9
59.3
70.4
40.6
84.9
82.9
75.5
61.4
76.9
81.0
73.7
67.9
40.1
51.7
74.3
79.3
65.9
84.2
80.1
38.7
85.0
57.6
72.9
57.5
62.9
43.6
71.9
41.5
62.2
95.7
82.7
54.7
87.5
74.6
85.5
66.3
87.5
65.9
44.3
66.9