

2013 New York State Common Core Test Results: New York City Grades 3 – 8

College and Careers are More Important Than Ever for Today's Students

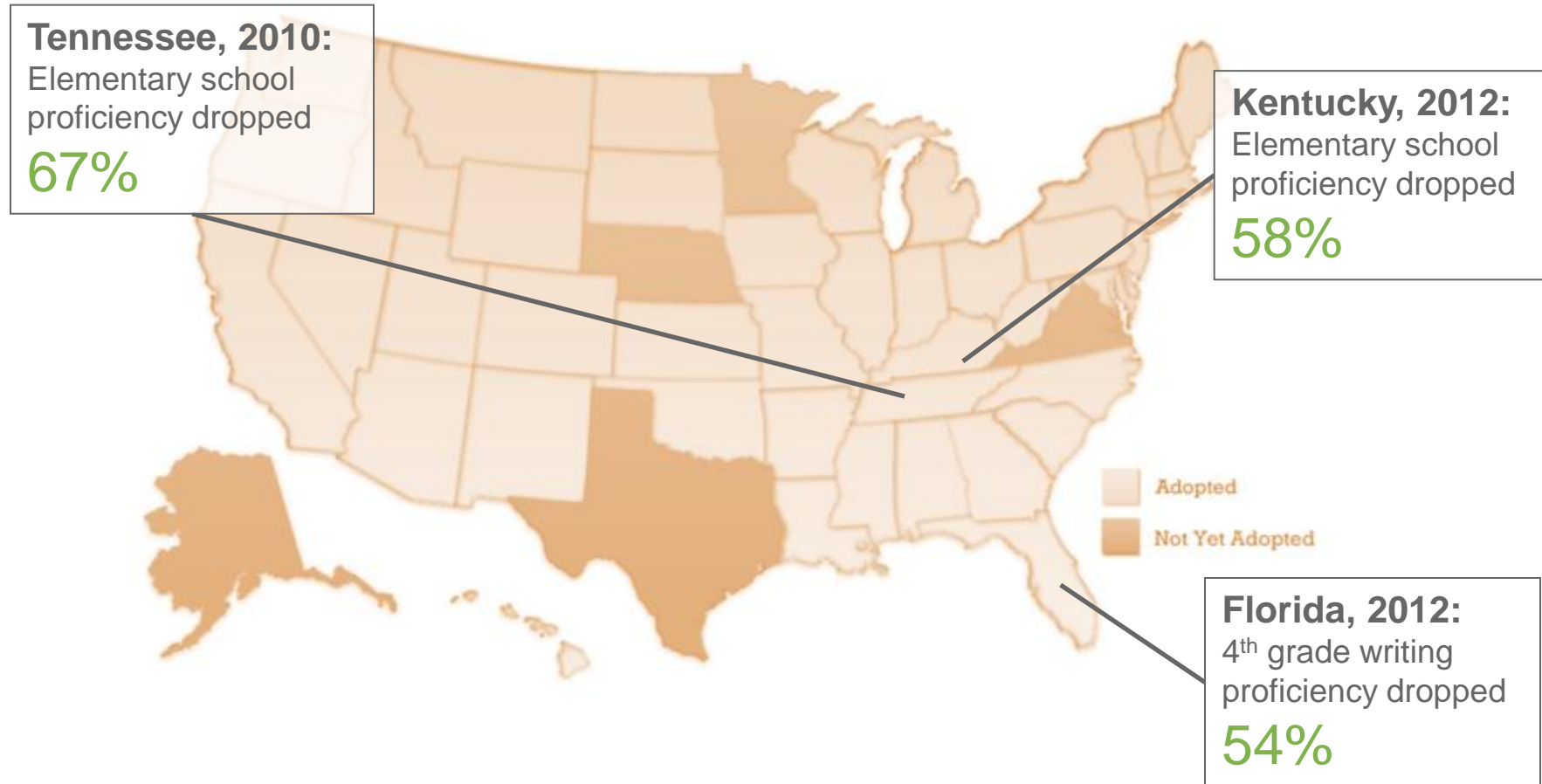
- Previous New York State (NYS) tests measured whether students were on track for high school graduation, not whether they were ready for college
- In 2010, NYS joined other states in adopting the Common Core standards—defining what students need to know and be able to do at each grade level to graduate ready for college
- Students who are successful in college are better prepared for 21st-century careers, and most of the fastest-growing 21st-century jobs require a postsecondary degree
- Nationally, just 25% of high school students are ready for college and careers

Average annual income based on education levels

High School Dropout	\$23,088
High School Diploma	\$32,552
2-year College Degree	\$39,884
4-year College Degree	\$53,976
Professional Degree	\$83,720

The Common Core Sets a High Bar for the Skills Students Need to Be College and Career Ready

Other States Have Begun to Transition to More Rigorous Tests



New 4th-grade State Test Questions Are More Rigorous

2010

2013

MATH

The diagram below shows a rectangle divided into equal sections. What fraction of the rectangle is shaded?



- A: $\frac{1}{2}$ C: $\frac{2}{3}$
B: $\frac{1}{4}$ D: $\frac{2}{5}$

On this year's math tests, students had to solve more problems that included multiple steps and could not be determined by one, simple calculation.

A group of 6 people at an elementary school gave a total of \$1,890 to a town to fix up a playground. Each person gave the same amount.

At a middle school, 5 people each gave \$280 to the same town.

How much more did each person at the elementary school give than each person at the middle school?

Show your work.

ENGLISH

This story is mostly about how:

- A: being good at sports takes practice
B: playing sports with a friend can be fun
C: being an athlete means trying many sports
D: playing sports is better than watching sports

Students read a text about a bear playing sports.

This year's English tests included texts that were on grade-level and had more rigorous vocabulary words; students needed to be able to cite evidence to support their answer, not just share their opinion.

The narrator's relationship with her grandmother develops during her visit. **How does their relationship develop? How do they communicate even though they do not speak the same language?** Use details from the story to support your response.

In your response, be sure to:

- explain how their relationship develops
- explain how they communicate
- use details from the story to support your response

Students read a text about a girl getting to know her grandmother during a visit to her home country.

On Similarly Rigorous Tests, NYC Students Show Gains Over Time

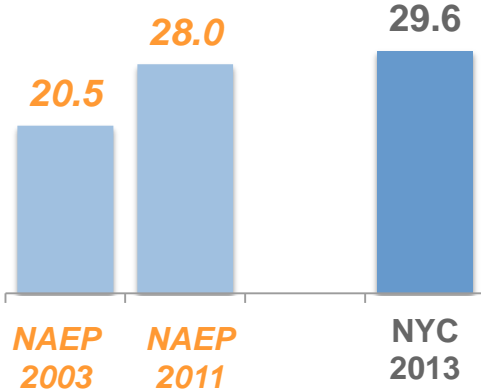
The National Assessment of Educational Progress (NAEP) tests are more rigorous and Common Core-aligned than the previous NYS tests and therefore provide an approximation of how NYC has performed over time when held to the higher standard

Percent of All NYC Students At or Above Proficient on the New NYS Common Core Tests and NAEP

MATH

NAEP 2003 to NYS Common Core 2013 Gains:
+ 44.4%

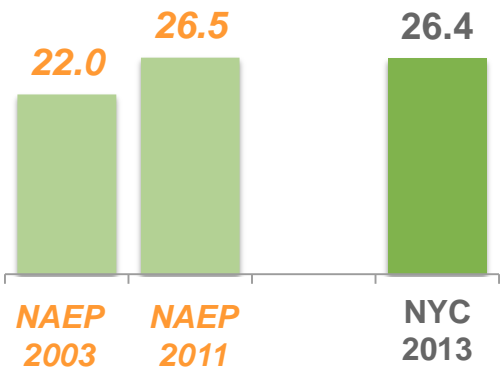
NAEP* 3-8 Grade NYS Common Core



ENGLISH

NAEP 2003 to NYS Common Core 2013 Gains:
+ 20.0%

NAEP* 3-8 Grade NYS Common Core



* Scores represent an average of 4th and 8th grade results from students sampled that year.

New York City Outperformed Other Large Urban Districts in New York State

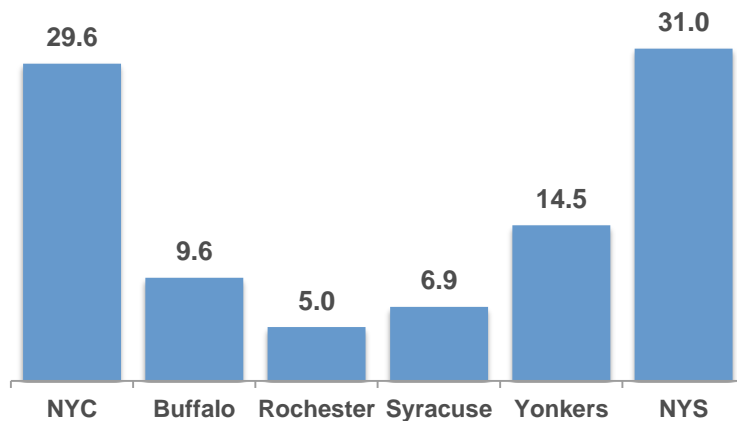
New York City's deep commitment to training teachers and investing in preparing students for college and careers is showing success

Percent of Students At or Above Proficient on the New NYS Common Core Tests, by City and NYS

3-8 GRADE MATH

Difference from NYS

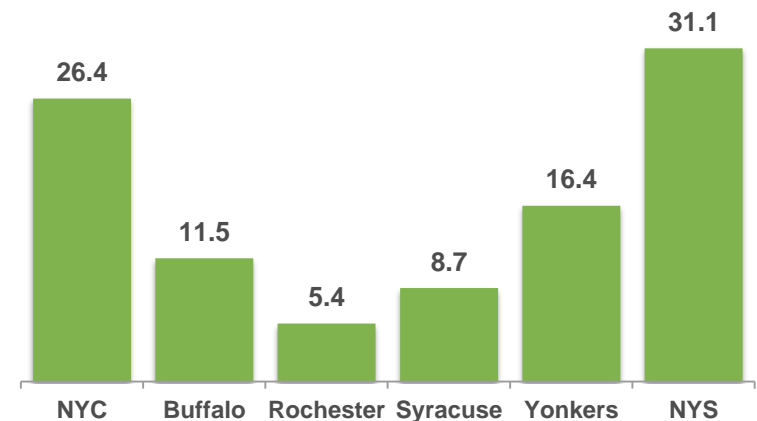
NYC	Buffalo	Rochester	Syracuse	Yonkers
-1.4	-21.4	-26.0	-24.1	-16.5



3-8 GRADE ENGLISH

Difference from NYS

NYC	Buffalo	Rochester	Syracuse	Yonkers
-4.7	-19.6	-25.7	-22.4	-14.7

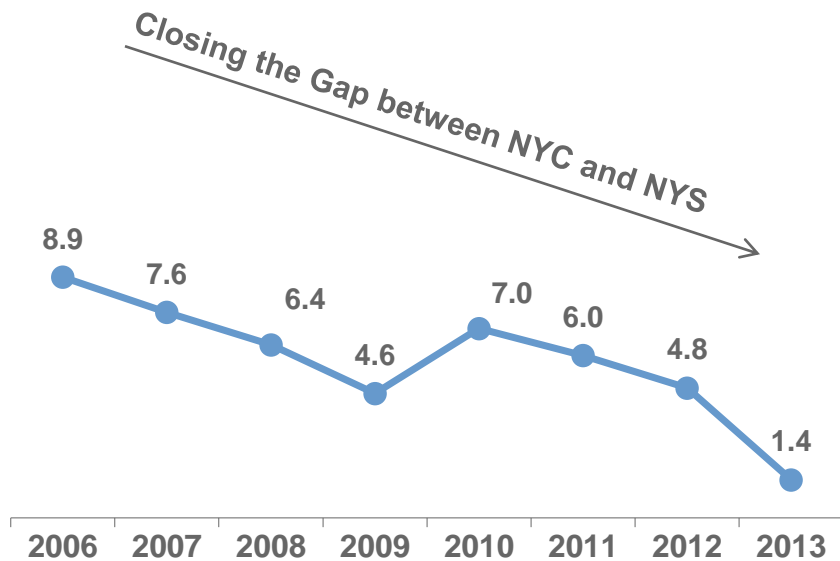


NYC Has Nearly Closed the Gap with NYS

Difference In % Proficient Between All NYS and NYC Has Decreased Significantly Over Time

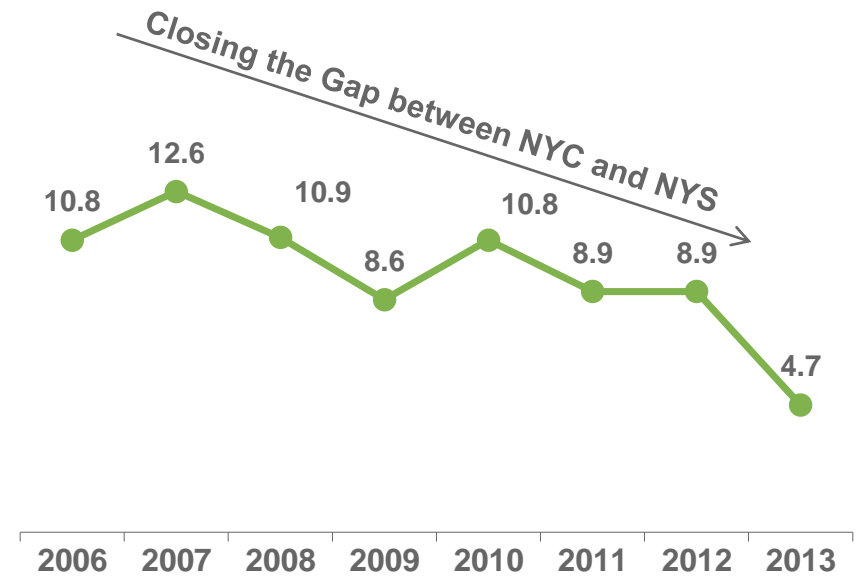
3-8 GRADE MATH

2006–2013 NYC-NYS Gap Decrease:
84.3%



3-8 GRADE ENGLISH

2006–2013 NYC-NYS Gap Decrease:
56.5%



3-8 GRADE MATH

	2012 % Proficient	2013 % Proficient	Point Change
New York City	60.0	29.6	-30.4
New York State	64.8	31.0	-33.8

3-8 GRADE ENGLISH

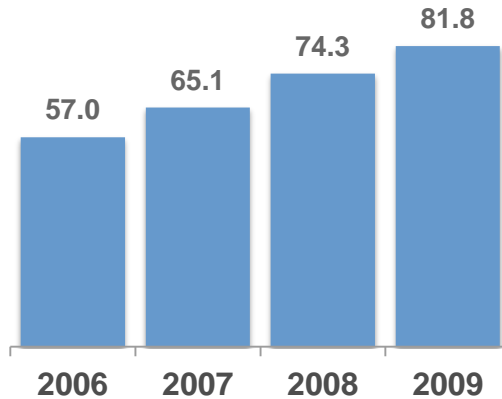
	2012 % Proficient	2013 % Proficient	Point Change
New York City	46.9	26.4	-20.5
New York State	55.1	31.1	-24.0

NYC Students Consistently Rise to the Challenge of Higher Standards

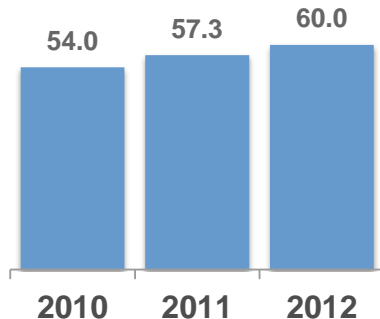
Percent of All NYC Students At or Above Proficient On the Prior NYS Tests

3-8 GRADE MATH

NYS Introduced
New 3-8 Tests
in 2006

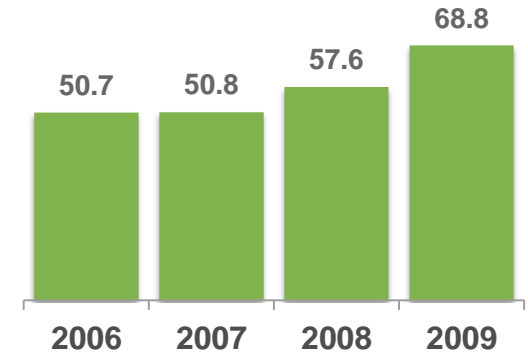


NYS Increased
Test Cut Scores
in 2010

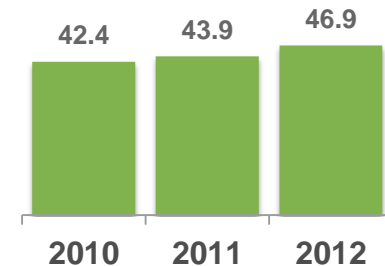


3-8 GRADE ENGLISH

NYS Introduced
New 3-8 Tests
in 2006



NYS Increased
Test Cut Scores
in 2010



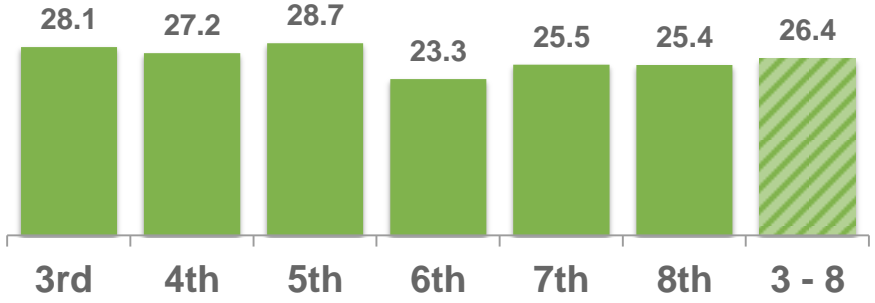
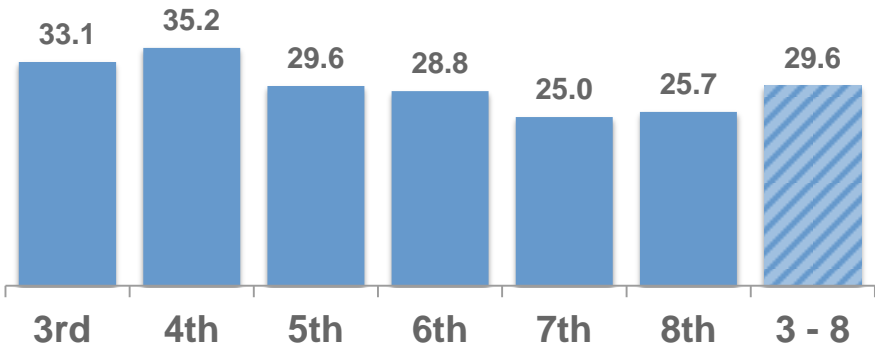
2013 Proficiency of NYC Students in Math and English, by Grade

The 2013 NYS Common Core Tests Represent a New Baseline for Our Students

Percent of NYC Students At or Above Proficient

MATH

ENGLISH

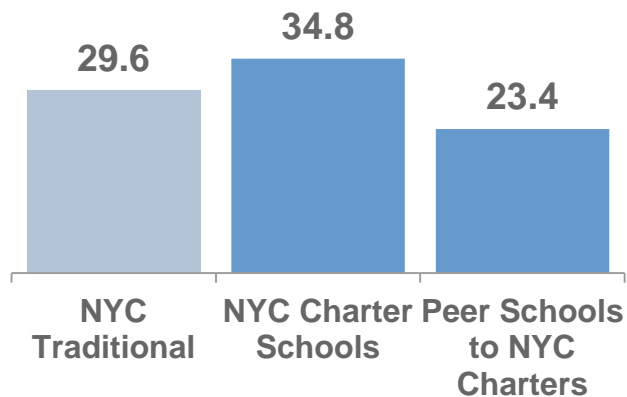


2013 Proficiency of NYC Traditional, Charter, and Peer Schools

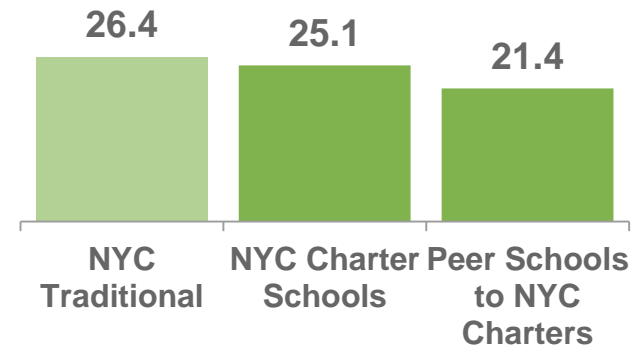
Charter Schools Outperform Peer Schools Serving Similar Students

Percent of NYC Students At or Above Proficient on the New NYS Common Core Tests

3-8 GRADE MATH



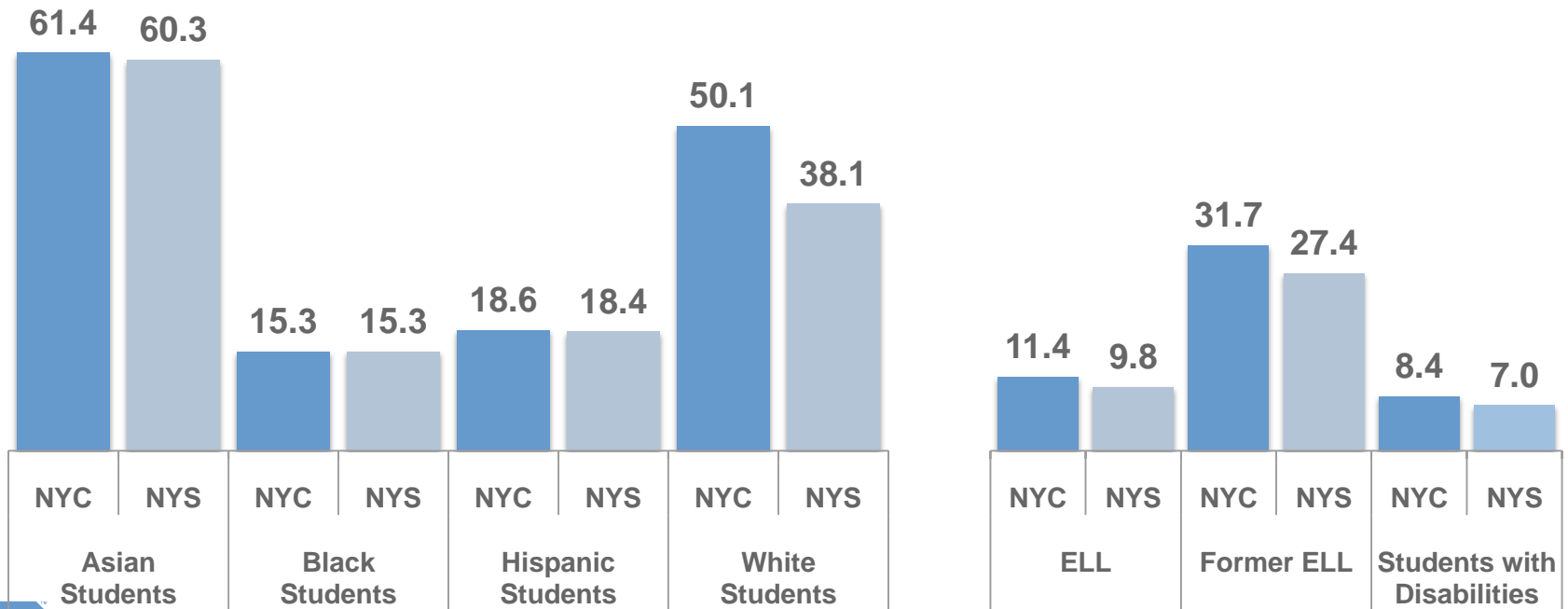
3-8 GRADE ENGLISH



NYC Students Outperformed Students in NYS Across Student Groups

Percent of All NYC and NYS Students At or Above Proficient on the New NYS Common Core Tests

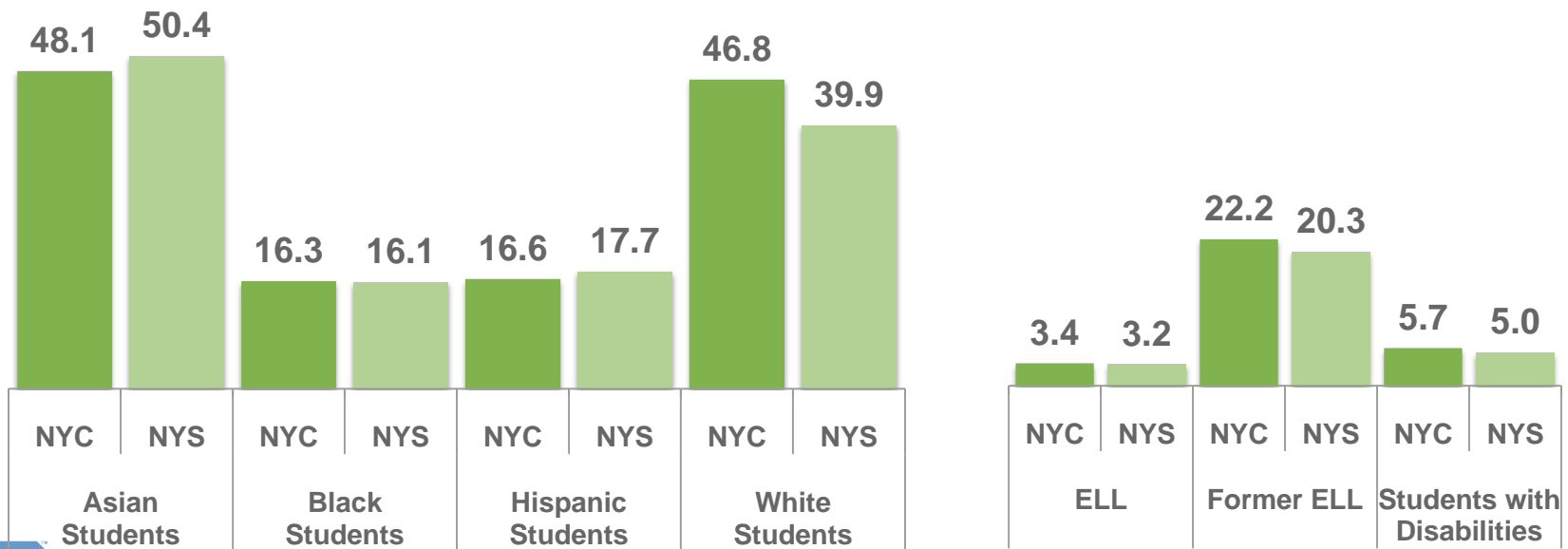
3-8 GRADE MATH



NYC Students Outperformed Students in NYS Across Most Student Groups

Percent of All NYC and NYS Students At or Above Proficient on the New NYS Common Core Tests

3-8 GRADE ENGLISH



Information for Families

- Individual student score results will be available on ARIS Parent Link starting the week of August 26 through arisparentlink.org
 - *Forgot your password?*
 - *Visit arisparentlink.org and click “Password Help”*
 - *Never been on ARIS Parent Link? Need computer access?*
 - *Contact your school or attend Log on & Learn Week*
 - *From August 26-30, DOE officials will be stationed at libraries across all five boroughs to help families Log on & Learn*
- Search NYC.gov for “Common Core Parent Resources” to watch a video from Chancellor Walcott, find a set of tips for talking with your child, and read an FAQ on the 2013 State Common Core tests



Students, Teachers, and Schools Will Not Be Penalized by Higher Standards

Students

- Promotion decisions will not be changed based on the test results
- Students who earn the highest scores—even if those scores are lower than in past years—will still have access to screened middle and high schools

Teachers

- As the new teacher evaluation system will begin in 2013-14, this year's data will not negatively impact teacher growth scores

Schools

- The distribution of elementary and middle schools' Progress Report grades will remain consistent—there will not be an increase in the percentage of schools receiving D & F grades
- Each school's performance is compared to that of other schools; schools can continue to perform well on the Progress Report if their students' performance and progress are higher relative to schools serving similar students
- No new Priority Schools or Focus Districts will be identified based on 2012-13 test results

The Work Ahead

The DOE will continue to focus on supporting teachers and students, especially those struggling to reach the higher bar:

- Last year, teachers accessed more than 2,700 Common Core trainings—more than 11 a day for over a year—to learn strategies that are helping all students learn more
- This year, building on the DOE’s pioneering Common Core implementation plan that began in 2010, the DOE is more than doubling its investment in teacher development to over \$100 million
- In addition, schools will receive an additional \$10 million to support targeted, small-group tutoring after school
- Hundreds of schools are receiving more than 1,000,000 new books and resources with higher-level vocabulary words that better prepare students to comprehend information; in math, schools will focus more deeply on fewer topics—just like the highest-performing countries around the world
- To support these changes in the classroom, more than 15,000 teachers are receiving professional development this summer