



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **NEW ROCHELLE CITY SCHOOL
DISTRICT**

District ID **661100010000**

Superintendent **RICHARD ORGANISCIAK**

Telephone **(914) 576-4200**

Grades **PK-12, UE**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: RPTCARD@mail.nysed.gov

Use this report to:

1 Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3 View School Accountability Status.

This section lists all schools in your district by 2006–07 accountability status.

4 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2003-04	2004-05	2005-06
Pre-K	288	277	320
Kindergarten	682	675	696
Grade 1	806	810	753
Grade 2	835	795	792
Grade 3	783	846	787
Grade 4	716	765	818
Grade 5	855	736	746
Grade 6	776	857	705
Ungraded Elementary	89	27	96
Grade 7	804	793	857
Grade 8	781	809	801
Grade 9	796	795	822
Grade 10	746	865	829
Grade 11	784	771	845
Grade 12	723	763	770
Ungraded Secondary	0	0	0
Total K-12	10176	10307	10317

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	22	22	22
Grade 8			
English	20	23	22
Mathematics	20	22	22
Science	19	23	24
Social Studies	20	20	21
Grade 10			
English	24	27	23
Mathematics	23	24	21
Science	25	26	22
Social Studies	21	23	23

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	3083	30%	3063	30%	3242	31%
Reduced-Price Lunch	1175	12%	1094	11%	1020	10%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	1368	13%	1377	13%	1324	13%
Racial/Ethnic Origin						
American Indian or Alaska Native	8	0%	11	0%	12	0%
Black or African American	2611	26%	2592	25%	2556	25%
Hispanic or Latino	3041	30%	3141	30%	3190	31%
Asian or Native Hawaiian/Other Pacific Islander	386	4%	400	4%	408	4%
White	4130	41%	4163	40%	4151	40%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		96%		96%		96%
Student Suspensions	488	N/A	452	4%	338	3%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	1949	1913	2673
Percent Not Taught by Highly Qualified Teachers	3%	2%	2%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	10	5	7
Percent with No Valid Teaching Certificate	1%	1%	1%
Individuals Teaching Out of Certification			
Number of Teachers	18	21	22
Percentage of Total	2%	3%	3%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate	52%	53%	54%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	712	755	742
Total Other Professional Staff	120	128	140
Total Paraprofessionals*	239	151	200
Assistant Principals	13	14	15
Principals	10	10	10

* Not available at the school level.

Teacher Qualifications Information

To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. The number of *Individuals Teaching Out of Certification* is the number doing so more than on an incidental basis; that is, teaching for five or fewer periods per week outside certification.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: www.emsc.nysed.gov/irts/accountability/home.shtml.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2005–06 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. At the secondary level, the PI of each group in the 2002 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must meet the qualification for Safe Harbor.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2001 graduation-rate cohort earning a local diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The secondary-level AMO will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times [(Count\ of\ Continuously\ Enrolled\ Tested\ Students\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4 + the\ Count\ at\ Levels\ 3\ and\ 4) \div Count\ of\ All\ Continuously\ Enrolled\ Tested\ Students]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times [(Count\ of\ Cohort\ Members\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4 + the\ Count\ at\ Levels\ 3\ and\ 4) \div Count\ of\ All\ Cohort\ Members]$$

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

$$2005-06\ PI + (200 - the\ 2005-06\ PI) \times 0.10$$

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target's proportion of the 2004–05 AMO.

Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.

Summary

Overall Accountability Status (2006–07)

▲ Good Standing

Elementary/Middle Level

ELA ▲ Good Standing

Math ▲ Good Standing

Science ▲ Good Standing

Secondary Level

ELA ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

2005–06

2006–07

YES

YES

YES

On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	–	–		–	–	
Black or African American	✓	✓		✓	✓	
Hispanic or Latino	✓	✓		✓	✓	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		–	–	
White	✓	✓		✓	✓	
Other Groups						
Students with Disabilities	✓	✓		✓	✓	
Limited English Proficient	✓	✓		–	–	
Economically Disadvantaged	✓	✓		✓	✓	
Student groups making AYP in each subject	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✓ 6 of 6	✓ 6 of 6	✓ 1 of 1

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Accountability Status Levels

Federal

- Good Standing ▲
- Improvement (Year 1) ▲
- Improvement (Year 2) ▲
- Improvement (Year 3) ▲
- Improvement (Year 4) ▲
- Improvement (Year 5 & Above) ▲

State

- Good Standing ■
- Requiring Academic Progress (Year 1) ■
- Requiring Academic Progress (Year 2) ■
- Requiring Academic Progress (Year 3) ■
- Requiring Academic Progress (Year 4) ■
- Requiring Academic Progress (Year 5 & Above) ■

District NEW ROCHELLE CITY SCHOOL DISTRICT

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2006–07)



Good Standing

Accountability Measures

8 of 8

Student groups making AYP in English Language Arts



Made AYP

Prospective Status

This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on elementary/middle-level English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (4768:4608)	✓	✓	99%	✓	165	120	
Ethnicity							
American Indian or Alaska Native (6:6)	–	–	–	–	–	–	–
Black or African American (1204:1169)	✓	✓	99%	✓	153	119	
Hispanic or Latino (1699:1606)	✓	✓	99%	✓	156	119	
Asian or Native Hawaiian/Other Pacific Islander (187:183)	✓	✓	99%	✓	182	114	
White (1672:1644)	✓	✓	99%	✓	181	119	
Other Groups							
Students with Disabilities ⁴ (663:636)	✓	✓	97%	✗	116	118	118 124
Limited English Proficient (492:435)	✓	✓	99%	✓	141	117	
Economically Disadvantaged (1845:1799)	✓	✓	99%	✓	149	119	
Final AYP Determination	✓ 8 of 8						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2006–07)



Good Standing

Accountability Measures

8 of 8

Student groups making AYP in Mathematics



Made AYP

Prospective Status

This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on elementary/middle-level Mathematics accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (4742:4587)	✓	✓	99%	✓	166	84	
Ethnicity							
American Indian or Alaska Native (5:5)	–	–	–	–	–	–	–
Black or African American (1206:1165)	✓	✓	99%	✓	147	83	
Hispanic or Latino (1673:1595)	✓	✓	99%	✓	161	83	
Asian or Native Hawaiian/Other Pacific Islander (188:182)	✓	✓	99%	✓	186	78	
White (1670:1640)	✓	✓	99%	✓	183	83	
Other Groups							
Students with Disabilities ⁴ (666:641)	✓	✓	98%	✓	124	82	
Limited English Proficient (476:436)	✓	✓	99%	✓	142	81	
Economically Disadvantaged (1841:1793)	✓	✓	99%	✓	154	83	
Final AYP Determination	✓ 8 of 8						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

Elementary/Middle-Level Science

Accountability Status for This Subject (2006–07)



Good Standing

Accountability Measures

1 of 1

Student groups making AYP in Science



Made AYP

Prospective Status

This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
All Students (1626:1527)	✓	Qualified	✓	97%	✓	184	100	
Ethnicity								
American Indian or Alaska Native (1:1)		–	–	–	–	–	–	–
Black or African American (427:389)		Qualified	✓	94%	✓	178	100	
Hispanic or Latino (557:520)		Qualified	✓	97%	✓	178	100	
Asian or Native Hawaiian/Other Pacific Islander (57:53)		Qualified	✓	96%	✓	187	100	
White (584:564)		Qualified	✓	98%	✓	193	100	
Other Groups								
Students with Disabilities (259:233)		Qualified	✓	92%	✓	166	100	
Limited English Proficient (165:144)		Qualified	✓	96%	✓	166	100	
Economically Disadvantaged (632:599)		Qualified	✓	97%	✓	178	100	
Final AYP Determination	✓	1 of 1						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP



Insufficient Number of Students to Determine AYP Status

District **NEW ROCHELLE CITY SCHOOL DISTRICT**

Secondary-Level English Language Arts

Accountability Status for This Subject (2006–07)



Good Standing

Accountability Measures

6 of 6

Student groups making AYP in English Language Arts



Made AYP

Prospective Status

This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2005–06	2006–07
All Students (757:594)	✓	✓	99%	✓	176	150		
Ethnicity								
American Indian or Alaska Native (1:0)	–	–	–	–	–	–	–	–
Black or African American (231:162)	✓	✓	99%	✓	164	146		
Hispanic or Latino (196:146)	✓	✓	99%	✓	158	145		
Asian or Native Hawaiian/Other Pacific Islander (19:16)	–	–	–	–	–	–	–	–
White (311:270)	✓	✓	98%	✓	190	147		
Other Groups								
Students with Disabilities (115:76)	✓	✓	97%	✓	143	143		
Limited English Proficient (20:13)	–	–	–	–	–	–	–	–
Economically Disadvantaged (125:119)	✓	✓	100%	✓	165	144		
Final AYP Determination	✓ 6 of 6							

NOTES

¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.

† This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status

Secondary-Level Mathematics

Accountability Status for This Subject (2006–07)



Good Standing

Accountability Measures

6 of 6

Student groups making AYP in Mathematics



Made AYP

Prospective Status

This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on secondary-level Mathematics accountability measures?

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2005–06	2006–07
All Students (757:594)	✓	✓	99%	✓	178	142		
Ethnicity								
American Indian or Alaska Native (1:0)	–	–	–	–	–	–	–	–
Black or African American (231:162)	✓	✓	100%	✓	165	138		
Hispanic or Latino (196:146)	✓	✓	99%	✓	168	137		
Asian or Native Hawaiian/Other Pacific Islander (19:16)	–	–	–	–	–	–	–	–
White (311:270)	✓	✓	99%	✓	190	139		
Other Groups								
Students with Disabilities (115:76)	✓	✓	98%	✓	139	135		
Limited English Proficient (20:13)	–	–	–	–	–	–	–	–
Economically Disadvantaged (125:119)	✓	✓	99%	✓	165	136		
Final AYP Determination	✓ 6 of 6							

NOTES

¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.

‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status








Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Graduation Rate
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count) ¹	Graduation		Objectives		
	AYP	Met Criterion	Graduation Rate ²	State Standard	Progress Target 2005–06 2006–07
All Students (600)			83%	55%	
Ethnicity					
American Indian or Alaska Native (1)		–	–	–	– –
Black or African American (158)			73%	55%	
Hispanic or Latino (133)			71%	55%	
Asian or Native Hawaiian/Other Pacific Islander (20)		–	–	–	– –
White (288)			94%	55%	
Other Groups					
Students with Disabilities (84)			60%	55%	
Limited English Proficient (22)		–	–	–	– –
Economically Disadvantaged (0)					
Final AYP Determination		1 of 1			

NOTES

¹ Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

² Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3

School Accountability Status

District **NEW ROCHELLE CITY SCHOOL DISTRICT**

2006–07 Accountability Status of Schools in Your District







This section lists all schools in your district by 2006–07 accountability status.

Federal Title I Status	New York State Status
<div><div></div><div>Good Standing</div></div>	
10 schools identified 100% of total	
ALBERT LEONARD MIDDLE SCHOOL	
COLUMBUS ELEMENTARY SCHOOL	
DANIEL WEBSTER ELEMENTARY SCHOOL	
GEORGE M. DAVIS ELEMENTARY SCHOOL	
HENRY BARNARD SCHOOL	
ISAAC E. YOUNG MIDDLE SCHOOL	
JEFFERSON ELEMENTARY SCHOOL	
NEW ROCHELLE HIGH SCHOOL	
TRINITY ELEMENTARY SCHOOL	
WILLIAM B. WARD ELEMENTARY SCHOOL	




District **NEW ROCHELLE CITY SCHOOL DISTRICT**

Summary of 2005–06 District Performance



Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.



English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	81%			661
Grade 4	84%			706
Grade 5	78%			713
Grade 6	65%			654
Grade 7	61%			791
Grade 8	61%			738


Mathematics

Grade 3	86%		783
Grade 4	83%		809
Grade 5	73%		760
Grade 6	64%		700
Grade 7	66%		831
Grade 8	61%		770

Science

Grade 4	95%		807
Grade 8	66%		556

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	78%			641
Mathematics	79%			641

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	69%			641

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.emsc.nysed.gov/irts.

In this section, this district's performance is compared with that of public schools statewide.

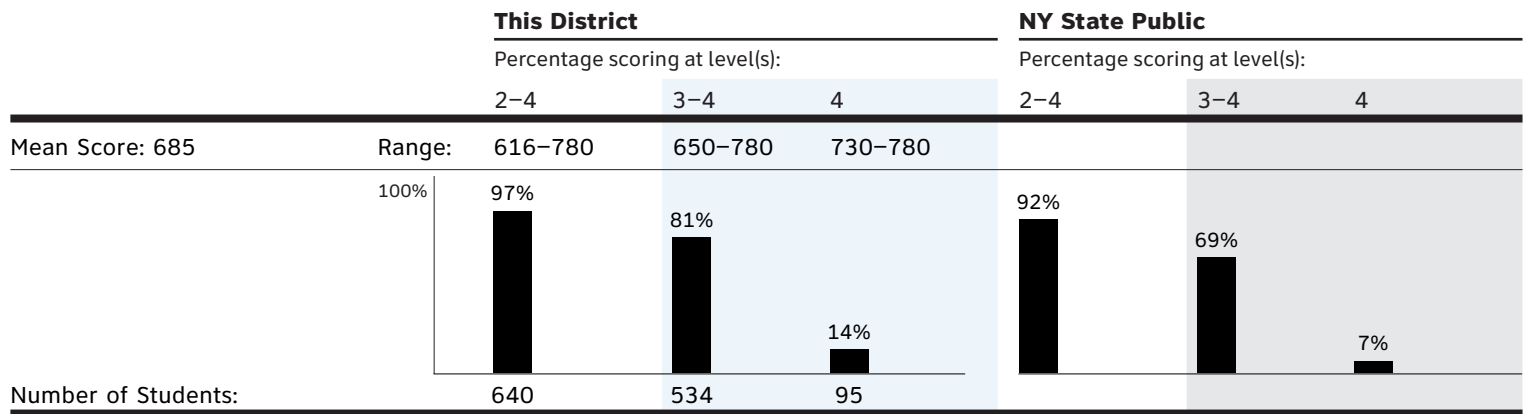
This District's N/RC Category:

Average Need Districts

This is a school district with average student needs in relation to district resource capacity.

District **NEW ROCHELLE CITY SCHOOL DISTRICT**

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	661	97%	81%	14%				
Female	321	98%	83%	16%				
Male	340	95%	78%	13%				
American Indian or Alaska Native								
Black or African American	180	93%	67%	9%				
Hispanic or Latino	186	99%	81%	10%				
Asian or Native Hawaiian/Other Pacific Islander	25	100%	96%	20%				
White	270	97%	88%	20%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	610	98%	85%	15%				
Students with Disabilities	51	82%	33%	2%				
English Proficient	657	—	—	—				
Limited English Proficient	4	—	—	—				
Economically Disadvantaged	231	95%	72%	6%				
Not Disadvantaged	430	98%	86%	19%				
Migrant	1	—	—	—				
Not Migrant	660	—	—	—				

NOTES

The — symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

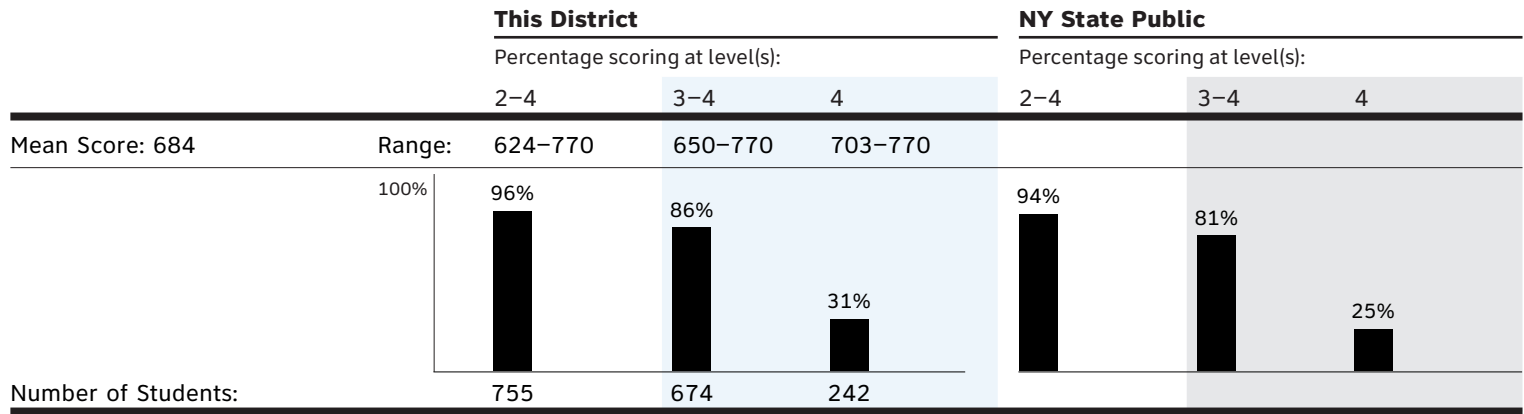
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	5	5	5	5	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	124	84	63	N/A				
					N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **NEW ROCHELLE CITY SCHOOL DISTRICT**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	783	96%	86%	31%				
Female	375	97%	87%	31%				
Male	408	96%	85%	31%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	185	92%	76%	20%				
Hispanic or Latino	297	96%	83%	23%				
Asian or Native Hawaiian/Other Pacific Islander	27	—	—	—				
White	273	100%	95%	45%	This test was not given in 2004-05.			
Small Group Totals	28	100%	100%	46%				
General-Education Students	722	97%	88%	33%				
Students with Disabilities	61	85%	66%	8%				
English Proficient	659	98%	89%	36%				
Limited English Proficient	124	90%	69%	6%				
Economically Disadvantaged	327	93%	80%	20%				
Not Disadvantaged	456	99%	91%	38%				
Migrant	1	—	—	—				
Not Migrant	782	—	—	—				

NOTES

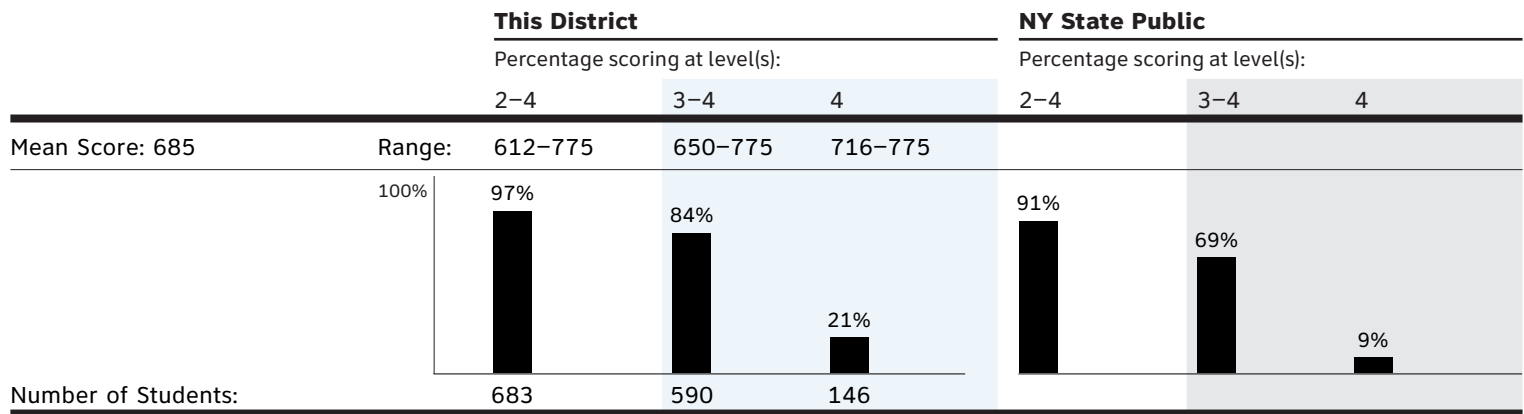
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	6	6	5	5	This test was not given in 2004-05.			

District **NEW ROCHELLE CITY SCHOOL DISTRICT**

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	706	97%	84%	21%				
Female	345	97%	86%	23%				
Male	361	96%	81%	18%				
American Indian or Alaska Native								
Black or African American	199	93%	73%	15%				
Hispanic or Latino	214	98%	83%	12%				
Asian or Native Hawaiian/Other Pacific Islander	23	100%	87%	22%				
White	270	98%	91%	32%				
Small Group Totals								
General-Education Students	610	98%	88%	23%				
Students with Disabilities	96	86%	54%	6%				
English Proficient	698	97%	84%	21%				
Limited English Proficient	8	100%	63%	0%				
Economically Disadvantaged	283	95%	75%	9%				
Not Disadvantaged	423	98%	89%	29%				
Migrant								
Not Migrant	706	97%	84%	21%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

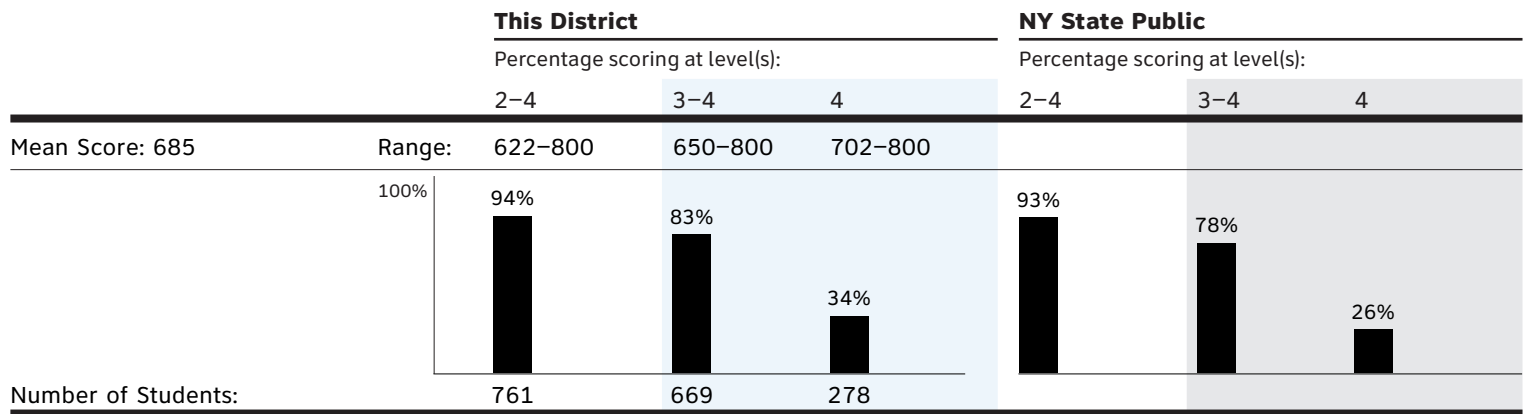
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	11	10	10	9	7	7	7	7
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	107	85	74	N/A	78	55	46	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **NEW ROCHELLE CITY SCHOOL DISTRICT**

This District's Results in Grade 4 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	809	94%	83%	34%				
Female	386	93%	81%	34%				
Male	423	95%	84%	35%				
American Indian or Alaska Native								
Black or African American	198	89%	69%	22%				
Hispanic or Latino	307	94%	84%	26%				
Asian or Native Hawaiian/Other Pacific Islander	27	96%	85%	37%				
White	277	97%	91%	52%				
Small Group Totals								
General-Education Students	702	96%	87%	37%				
Students with Disabilities	107	82%	54%	14%				
English Proficient	696	95%	84%	38%				
Limited English Proficient	113	88%	72%	12%				
Economically Disadvantaged	362	91%	75%	22%				
Not Disadvantaged	447	97%	89%	44%				
Migrant	1	—	—	—				
Not Migrant	808	—	—	—				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

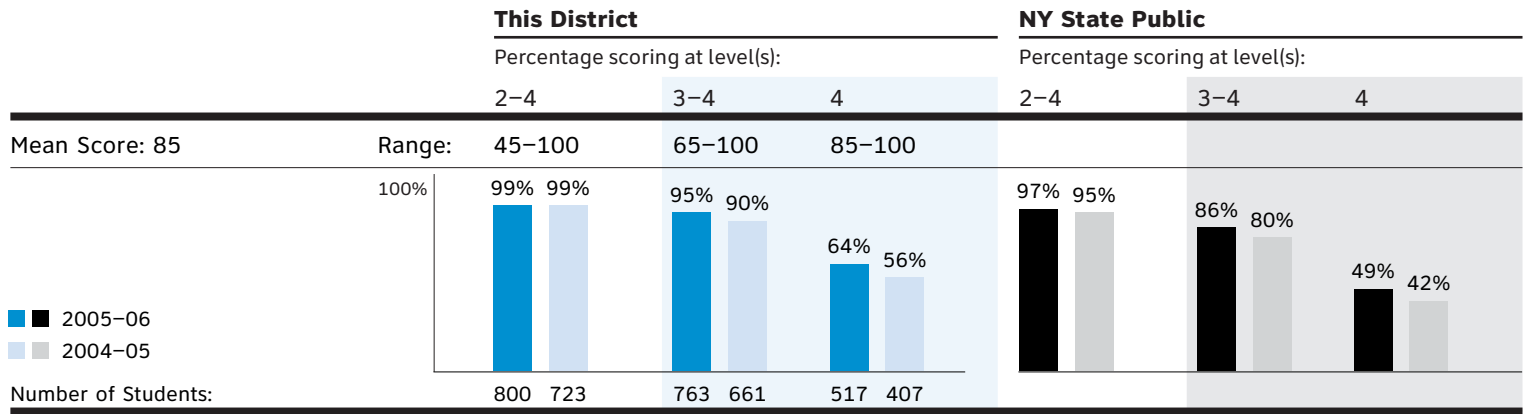
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	11	10	9	9	7	7	7	7

District **NEW ROCHELLE CITY SCHOOL DISTRICT**

This District's Results in Grade 4 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	807	99%	95%	64%	731	99%	90%	56%
Female	387	100%	95%	65%	372	99%	90%	55%
Male	420	99%	94%	64%	359	99%	91%	57%
American Indian or Alaska Native					3	—	—	—
Black or African American	195	98%	90%	55%	172	98%	88%	44%
Hispanic or Latino	310	99%	95%	56%	256	98%	84%	41%
Asian or Native Hawaiian/Other Pacific Islander	26	100%	92%	62%	36	—	—	—
White	276	100%	98%	79%	264	100%	96%	75%
Small Group Totals					39	100%	100%	79%
General-Education Students	702	99%	96%	68%	638	99%	92%	59%
Students with Disabilities	105	97%	88%	41%	93	96%	80%	31%
English Proficient	692	99%	95%	68%	638	99%	93%	61%
Limited English Proficient	115	98%	90%	43%	93	98%	72%	16%
Economically Disadvantaged	358	99%	92%	51%	249	97%	85%	41%
Not Disadvantaged	449	99%	96%	75%	482	100%	93%	63%
Migrant	1	—	—	—				
Not Migrant	806	—	—	—	731	99%	90%	56%

NOTES

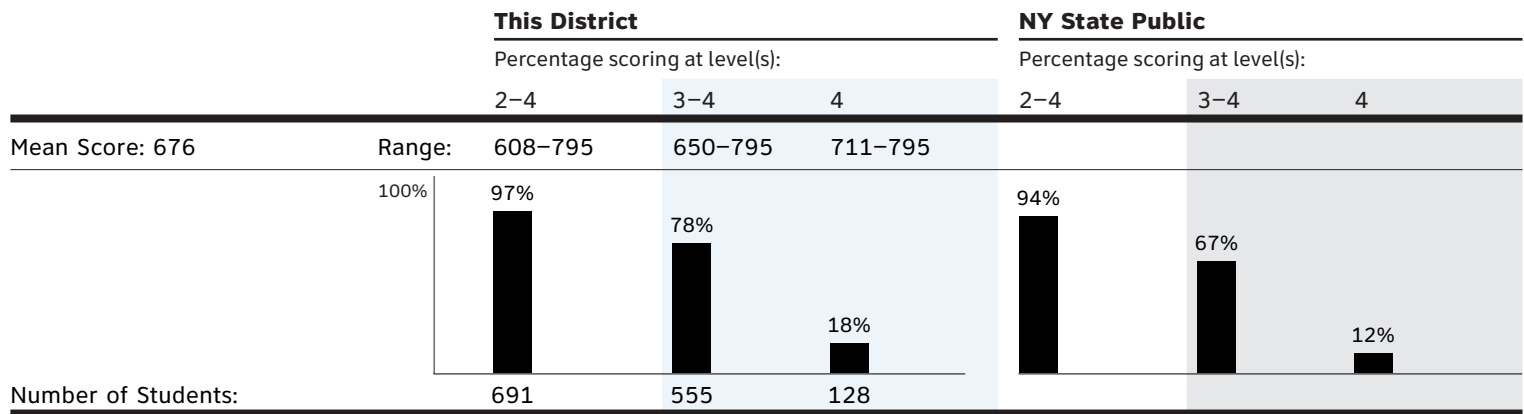
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	10	9	8	8	6	6	6	6

District **NEW ROCHELLE CITY SCHOOL DISTRICT**

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	713	97%	78%	18%				
Female	358	97%	79%	21%				
Male	355	96%	76%	15%				
American Indian or Alaska Native	3	—	—	—				
Black or African American	182	96%	68%	10%				
Hispanic or Latino	226	95%	69%	6%				
Asian or Native Hawaiian/Other Pacific Islander	32	—	—	—				
White	270	99%	89%	32%				
Small Group Totals	35	100%	94%	29%				
General-Education Students	591	99%	83%	21%				
Students with Disabilities	122	88%	51%	5%				
English Proficient	681	98%	80%	19%				
Limited English Proficient	32	81%	34%	0%				
Economically Disadvantaged	287	94%	66%	7%				
Not Disadvantaged	426	99%	86%	25%				
Migrant								
Not Migrant	713	97%	78%	18%				

This test was not given in 2004-05.

NOTES

The — symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

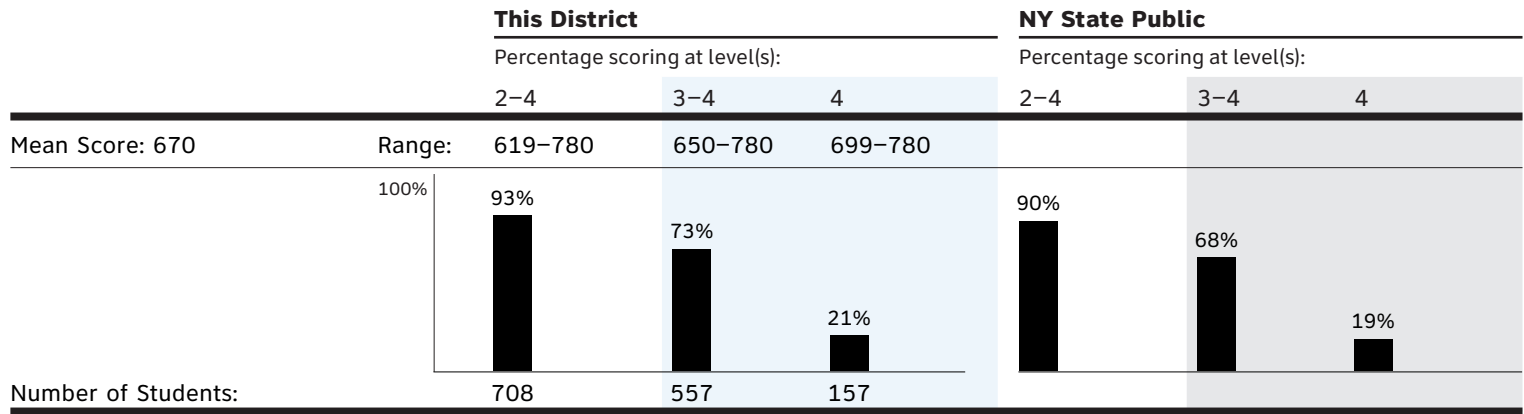
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	8	8	8	8				
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	42	38	35	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **NEW ROCHELLE CITY SCHOOL DISTRICT**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	760	93%	73%	21%				
Female	385	92%	74%	20%				
Male	375	94%	73%	21%				
American Indian or Alaska Native	2	—	—	—				
Black or African American	187	86%	55%	8%				
Hispanic or Latino	264	94%	73%	17%				
Asian or Native Hawaiian/Other Pacific Islander	36	—	—	—				
White	271	96%	85%	31%	This test was not given in 2004-05.			
Small Group Totals	38	100%	84%	34%				
General-Education Students	635	96%	80%	23%				
Students with Disabilities	125	80%	41%	7%				
English Proficient	685	94%	75%	22%				
Limited English Proficient	75	89%	53%	4%				
Economically Disadvantaged	318	91%	67%	13%				
Not Disadvantaged	442	95%	78%	26%				
Migrant								
Not Migrant	760	93%	73%	21%				

NOTES

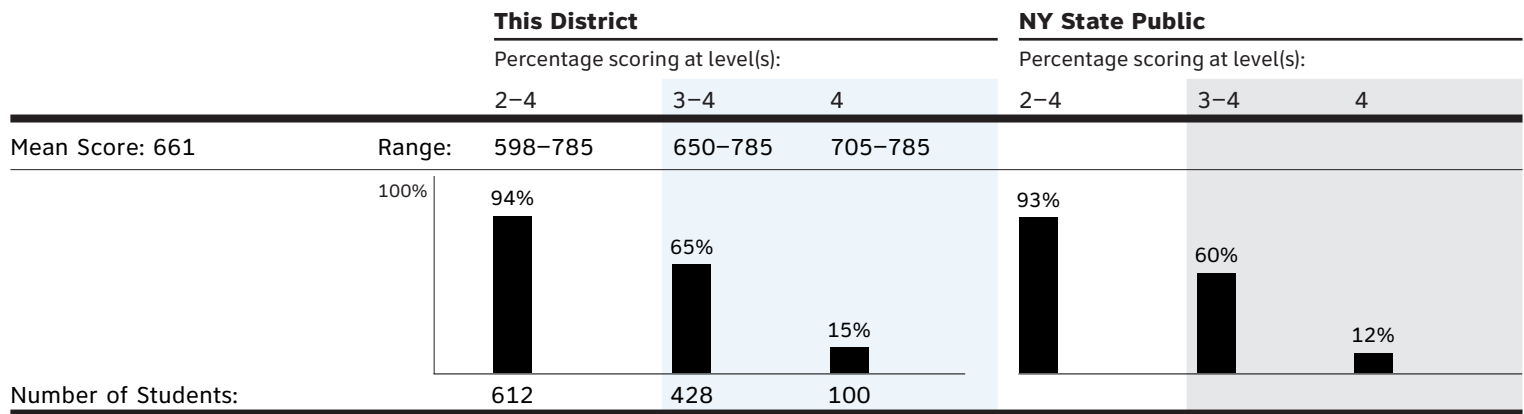
The — symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	8	8	8	8	This test was not given in 2004-05.			

District **NEW ROCHELLE CITY SCHOOL DISTRICT**

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	654	94%	65%	15%				
Female	307	95%	71%	21%				
Male	347	92%	61%	11%				
American Indian or Alaska Native								
Black or African American	177	90%	54%	8%				
Hispanic or Latino	220	92%	57%	7%				
Asian or Native Hawaiian/Other Pacific Islander	32	97%	78%	28%				
White	225	97%	81%	27%				
Small Group Totals								
General-Education Students	581	97%	72%	17%				
Students with Disabilities	73	70%	14%	1%				
English Proficient	641	94%	67%	16%				
Limited English Proficient	13	69%	8%	0%				
Economically Disadvantaged	226	93%	50%	7%				
Not Disadvantaged	428	94%	73%	20%				
Migrant								
Not Migrant	654	94%	65%	15%				

This test was not given in 2004-05.

NOTES

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Other Assessments

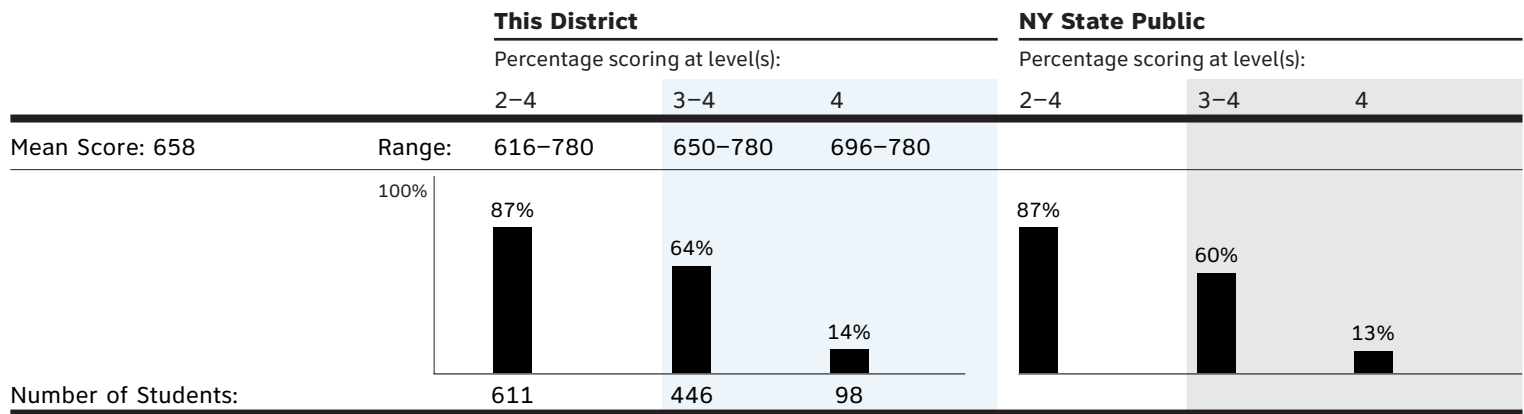
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	8	8	8	8				
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	43	38	30	N/A	N/A	N/A	N/A	N/A

This test was not given in 2004-05.

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **NEW ROCHELLE CITY SCHOOL DISTRICT**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	700	87%	64%	14%				
Female	330	88%	64%	13%				
Male	370	86%	64%	15%				
American Indian or Alaska Native								
Black or African American	181	81%	51%	5%				
Hispanic or Latino	260	83%	55%	6%				
Asian or Native Hawaiian/Other Pacific Islander	34	97%	82%	21%				
White	225	95%	80%	29%				
Small Group Totals								
General-Education Students	626	91%	69%	15%				
Students with Disabilities	74	53%	23%	3%				
English Proficient	647	88%	66%	15%				
Limited English Proficient	53	77%	32%	0%				
Economically Disadvantaged	242	81%	52%	7%				
Not Disadvantaged	458	90%	70%	18%				
Migrant								
Not Migrant	700	87%	64%	14%				

This test was not given in 2004-05.

NOTES

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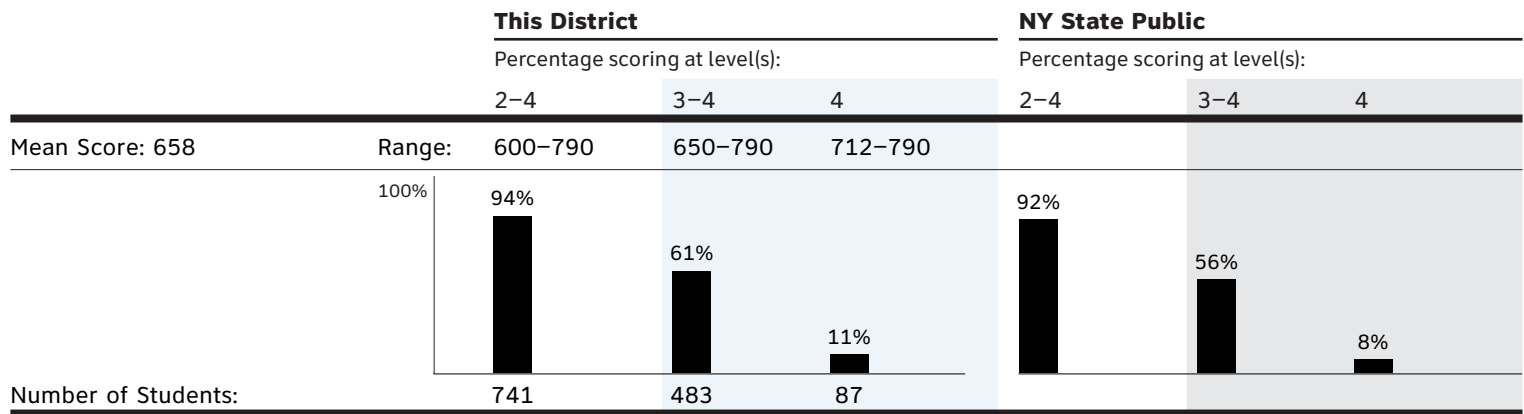
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	7	7	7	7				

This test was not given in 2004-05.

District **NEW ROCHELLE CITY SCHOOL DISTRICT**

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	791	94%	61%	11%				
Female	349	95%	66%	13%				
Male	442	93%	57%	10%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	205	89%	49%	5%				
Hispanic or Latino	247	94%	51%	3%				
Asian or Native Hawaiian/Other Pacific Islander	33	—	—	—				
White	305	96%	77%	22%	This test was not given in 2004-05.			
Small Group Totals	34	97%	59%	12%				
General-Education Students	680	97%	68%	12%				
Students with Disabilities	111	74%	22%	3%				
English Proficient	777	94%	62%	11%				
Limited English Proficient	14	64%	0%	0%				
Economically Disadvantaged	296	90%	42%	2%				
Not Disadvantaged	495	96%	73%	16%				
Migrant	1	—	—	—				
Not Migrant	790	—	—	—				

NOTES

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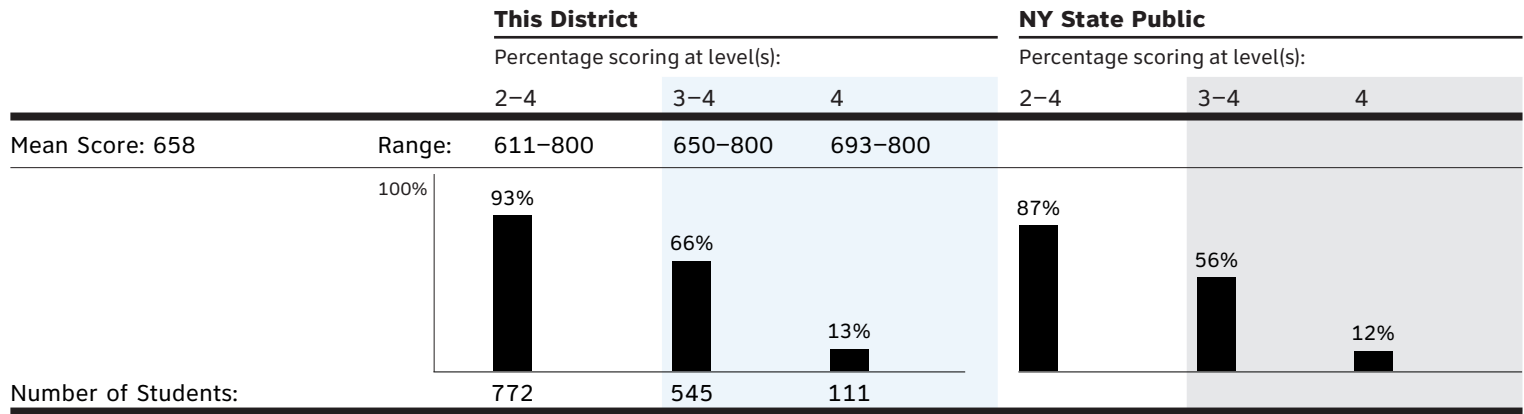
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	11	11	11	11	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	49	44	42	N/A				
					N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **NEW ROCHELLE CITY SCHOOL DISTRICT**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	831	93%	66%	13%				
Female	364	93%	68%	15%				
Male	467	93%	64%	12%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	206	88%	51%	7%				
Hispanic or Latino	286	92%	56%	4%				
Asian or Native Hawaiian/Other Pacific Islander	33	—	—	—				
White	305	96%	82%	26%	This test was not given in 2004-05.			
Small Group Totals	34	97%	85%	18%				
General-Education Students	720	95%	70%	15%				
Students with Disabilities	111	77%	40%	1%				
English Proficient	771	94%	69%	14%				
Limited English Proficient	60	80%	27%	0%				
Economically Disadvantaged	303	92%	52%	3%				
Not Disadvantaged	528	94%	73%	20%				
Migrant	1	—	—	—				
Not Migrant	830	—	—	—				

NOTES

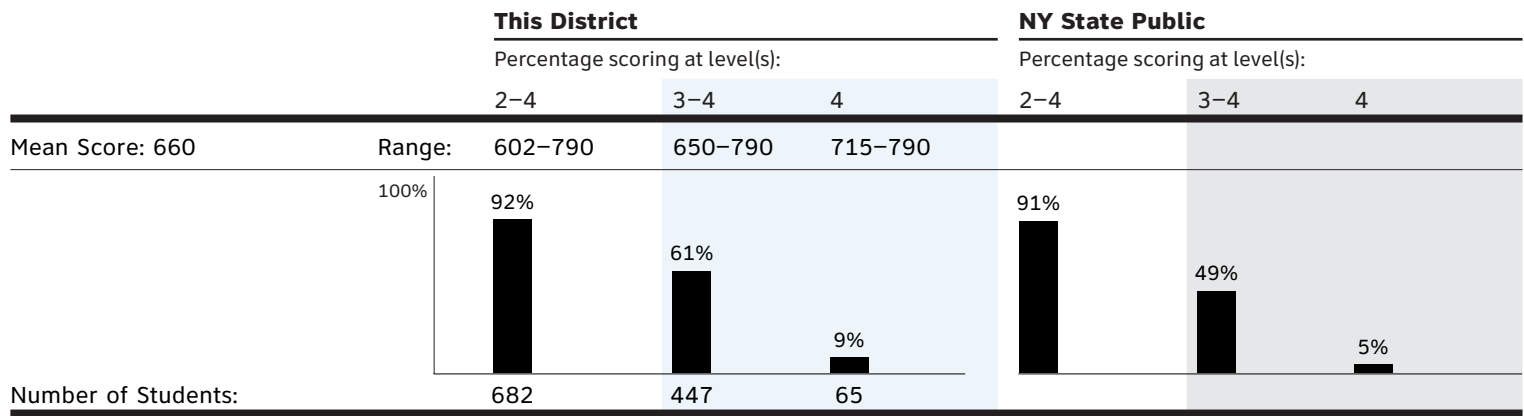
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	11	11	11	11	This test was not given in 2004-05.			

District **NEW ROCHELLE CITY SCHOOL DISTRICT**

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	738	92%	61%	9%				
Female	335	97%	69%	13%				
Male	403	89%	54%	5%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	214	92%	49%	3%				
Hispanic or Latino	204	86%	45%	2%				
Asian or Native Hawaiian/Other Pacific Islander	29	—	—	—				
White	290	97%	79%	17%				
Small Group Totals	30	97%	80%	10%				
General-Education Students	617	96%	70%	10%				
Students with Disabilities	121	72%	15%	1%				
English Proficient	731	93%	61%	9%				
Limited English Proficient	7	57%	14%	0%				
Economically Disadvantaged	249	87%	41%	2%				
Not Disadvantaged	489	95%	70%	12%				
Migrant	1	—	—	—				
Not Migrant	737	—	—	—				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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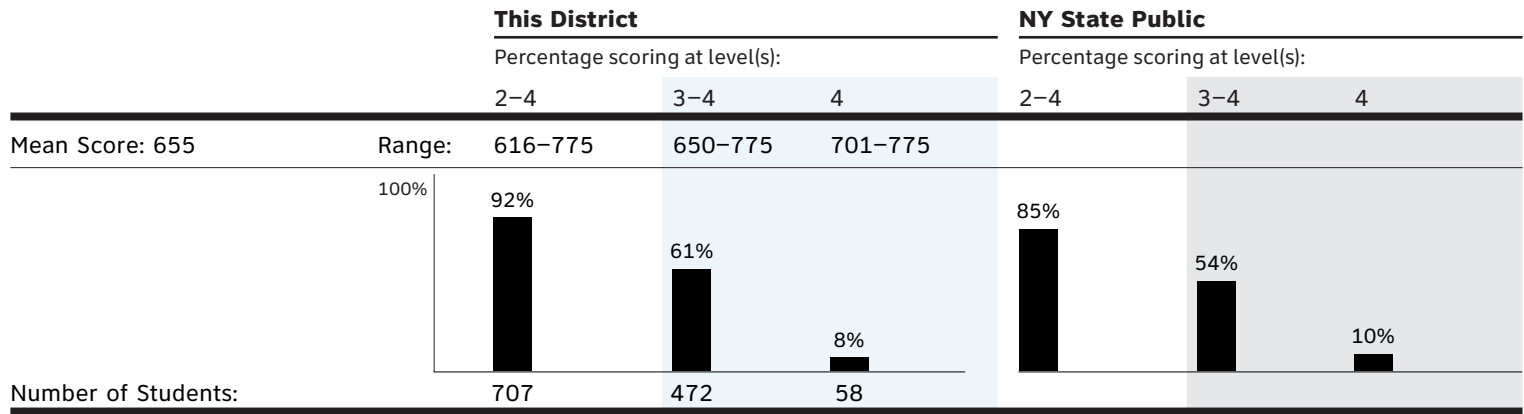
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	8	8	8	8	7	7	7	6
New York State English as a Second Language Achievement Test (NYSESLAT): [†] Grade 8	40	33	29	N/A	52	45	40	N/A

[†] Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **NEW ROCHELLE CITY SCHOOL DISTRICT**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	770	92%	61%	8%				
Female	351	93%	64%	7%				
Male	419	90%	59%	8%				
American Indian or Alaska Native	1	—	—	—				
Black or African American	216	88%	49%	3%				
Hispanic or Latino	232	89%	46%	3%				
Asian or Native Hawaiian/Other Pacific Islander	30	—	—	—				
White	291	96%	80%	13%				
Small Group Totals	31	97%	81%	16%				
General-Education Students	646	95%	67%	9%				
Students with Disabilities	124	75%	33%	0%				
English Proficient	728	92%	64%	8%				
Limited English Proficient	42	81%	21%	0%				
Economically Disadvantaged	260	90%	46%	2%				
Not Disadvantaged	510	93%	69%	10%				
Migrant	1	—	—	—				
Not Migrant	769	—	—	—				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

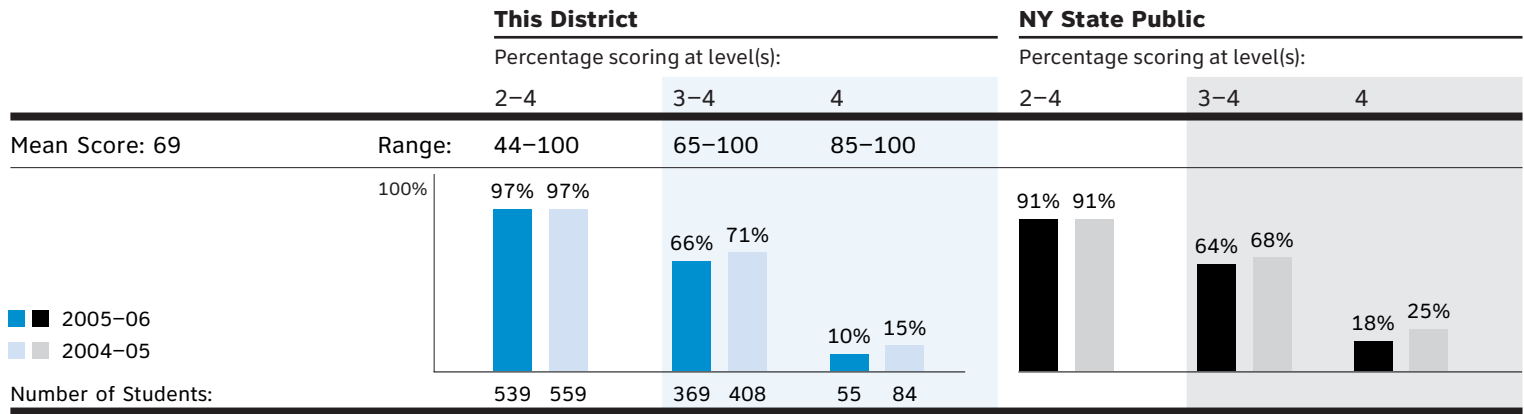
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	7	7	7	6	7	7	7	6

District **NEW ROCHELLE CITY SCHOOL DISTRICT**

This District's Results in Grade 8 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	556	97%	66%	10%	575	97%	71%	15%
Female	240	96%	67%	8%	290	96%	67%	8%
Male	316	97%	66%	11%	285	99%	75%	21%
American Indian or Alaska Native	1	—	—	—				
Black or African American	180	97%	69%	7%	161	95%	73%	12%
Hispanic or Latino	194	95%	52%	4%	231	97%	58%	7%
Asian or Native Hawaiian/Other Pacific Islander	16	—	—	—	11	100%	100%	27%
White	165	99%	81%	18%	172	100%	84%	26%
Small Group Totals	17	100%	59%	24%				
General-Education Students	444	97%	70%	11%	468	97%	72%	15%
Students with Disabilities	112	96%	50%	4%	107	98%	64%	11%
English Proficient	515	98%	70%	11%	524	98%	75%	15%
Limited English Proficient	41	78%	20%	0%	51	86%	31%	8%
Economically Disadvantaged	219	97%	58%	3%	74	96%	70%	9%
Not Disadvantaged	337	97%	72%	14%	501	97%	71%	15%
Migrant	1	—	—	—	1	—	—	—
Not Migrant	555	—	—	—	574	—	—	—

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	8	8	7	7	7	7	7	7
Regents Science	190	189	185	106	182	182	181	105

District **NEW ROCHELLE CITY SCHOOL DISTRICT**

Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

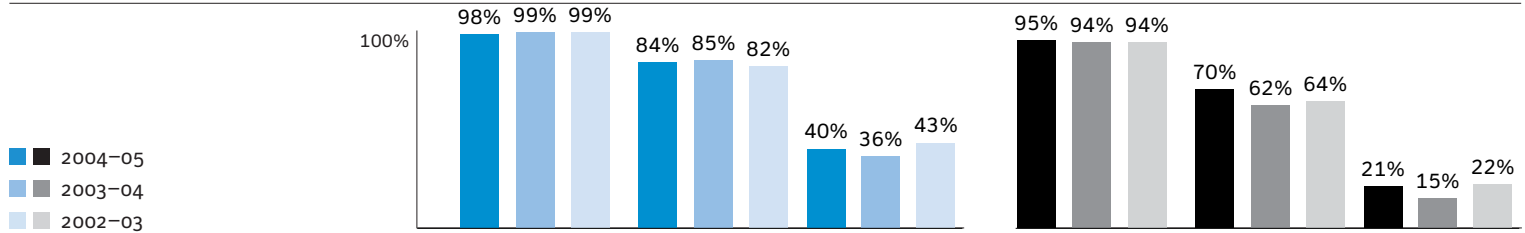
Percentage scoring at level(s):

2-4	3-4	4
Range: 603-800	645-800	692-800

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	14	91	299	265	669	688
Feb 2004	5	89	311	232	637	681
Feb 2003	10	125	291	315	741	686

Grade 8

This School

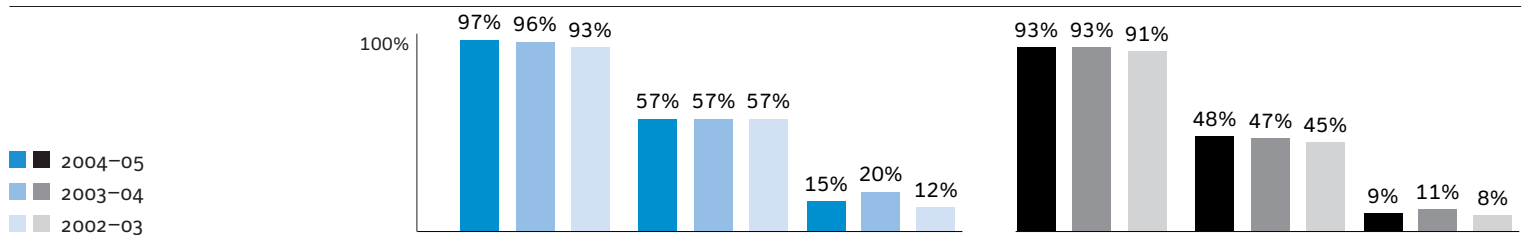
Percentage scoring at level(s):

2-4	3-4	4
Range: 658-830	697-830	737-830

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	20	299	305	112	736	705
Jan 2004	27	281	264	143	715	708
Jan 2003	50	258	319	89	716	702

District **NEW ROCHELLE CITY SCHOOL DISTRICT**

Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

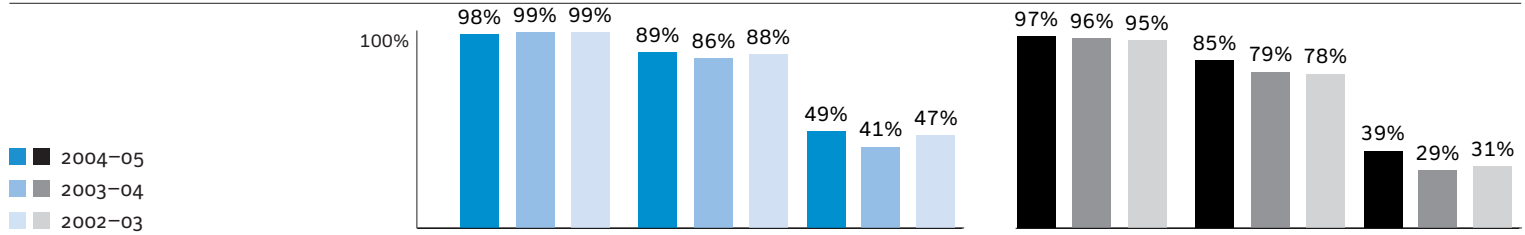
Percentage scoring at level(s):

2-4 3-4 4
Range: 602-810 637-810 678-810

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	12	70	299	368	749	680
May 2004	10	89	316	292	707	674
May 2003	11	87	337	384	819	678

Grade 8

This School

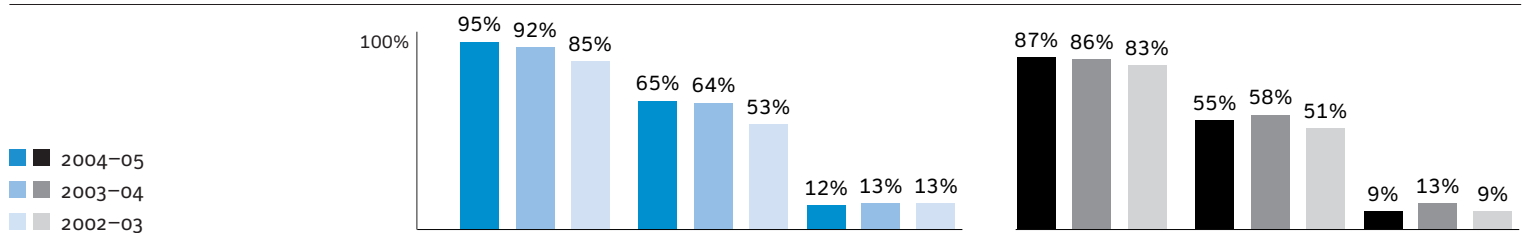
Percentage scoring at level(s):

2-4 3-4 4
Range: 681-882 716-882 760-882

NY State Public

Percentage scoring at level(s):

2-4 3-4 4

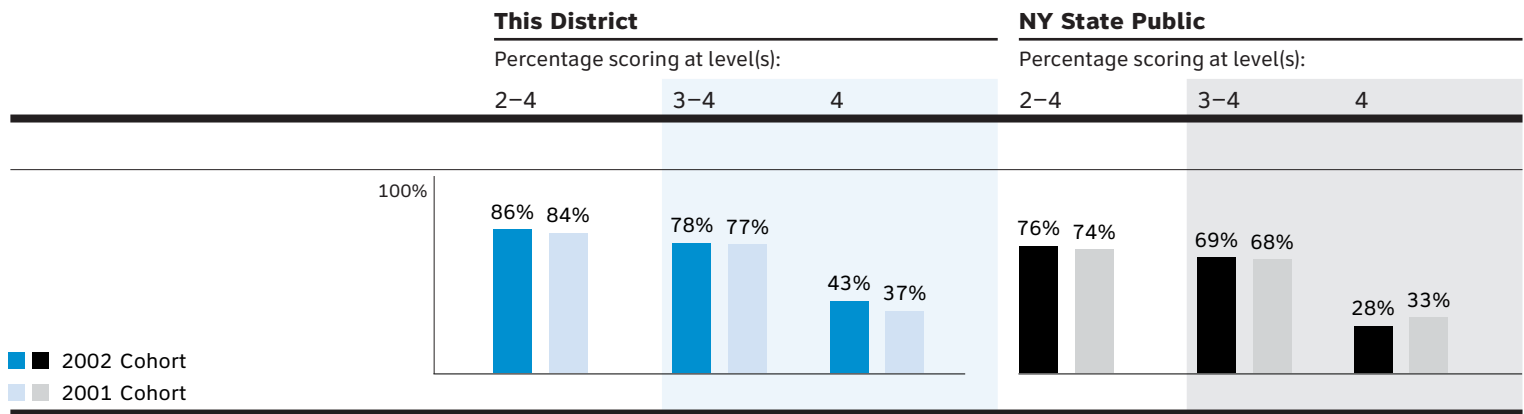


Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	42	227	412	96	777	727
May 2004	64	214	391	103	772	725
May 2003	120	259	319	101	799	716

District **NEW ROCHELLE CITY SCHOOL DISTRICT**

This District's Total Cohort Results in Secondary-Level English after Four Years of Instruction



Results by Student Group

	2002 Cohort*				2001 Cohort*			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	641	86%	78%	43%	681	84%	77%	37%
Female	333	90%	82%	48%	334	89%	81%	43%
Male	308	82%	73%	38%	347	80%	72%	31%
American Indian or Alaska Native					1	—	—	—
Black or African American	181	81%	70%	26%	191	78%	68%	16%
Hispanic or Latino	165	79%	62%	21%	166	75%	60%	17%
Asian or Native Hawaiian/Other Pacific Islander	16	100%	100%	69%	20	—	—	—
White	279	93%	91%	66%	303	93%	90%	59%
Small Group Totals					21	95%	95%	62%
General-Education Students	557	90%	82%	47%	579	89%	83%	42%
Students with Disabilities	84	60%	49%	15%	102	58%	42%	9%
English Proficient	622	88%	80%	44%	638	86%	79%	39%
Limited English Proficient	19	37%	11%	0%	43	58%	37%	2%
Economically Disadvantaged	124	85%	69%	23%				
Not Disadvantaged	517	86%	80%	48%				
Migrant								
Not Migrant	641	86%	78%	43%				

NOTES

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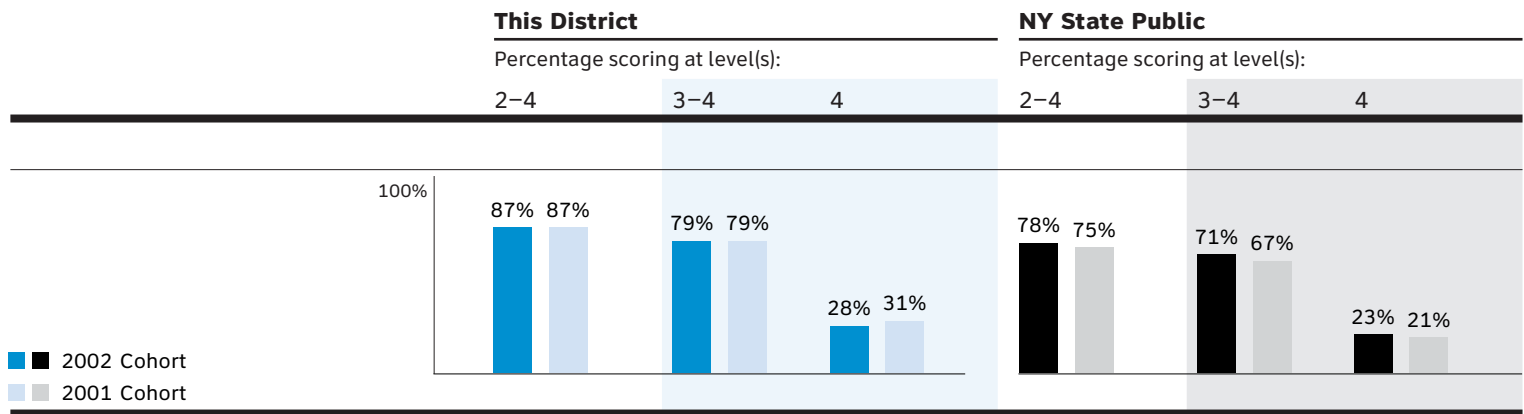
Other Assessments

	2002 Cohort*				2001 Cohort*			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent	2	—	—	—	3	—	—	—

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

District **NEW ROCHELLE CITY SCHOOL DISTRICT**

This District's Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction



Results by Student Group

	2002 Cohort*				2001 Cohort*			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	641	87%	79%	28%	681	87%	79%	31%
Female	333	89%	82%	28%	334	89%	80%	33%
Male	308	84%	77%	29%	347	85%	78%	29%
American Indian or Alaska Native					1	—	—	—
Black or African American	181	80%	69%	13%	191	79%	66%	15%
Hispanic or Latino	165	80%	71%	15%	166	85%	73%	18%
Asian or Native Hawaiian/Other Pacific Islander	16	100%	100%	50%	20	—	—	—
White	279	94%	90%	46%	303	93%	89%	48%
Small Group Totals					21	95%	95%	48%
General-Education Students	557	92%	84%	31%	579	92%	85%	36%
Students with Disabilities	84	55%	46%	11%	102	58%	43%	4%
English Proficient	622	87%	80%	29%	638	87%	79%	32%
Limited English Proficient	19	68%	42%	0%	43	88%	77%	16%
Economically Disadvantaged	124	84%	69%	17%				
Not Disadvantaged	517	87%	82%	31%				
Migrant								
Not Migrant	641	87%	79%	28%				

NOTES

The — symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2002 Cohort*				2001 Cohort*			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent	2	—	—	—	3	—	—	—

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

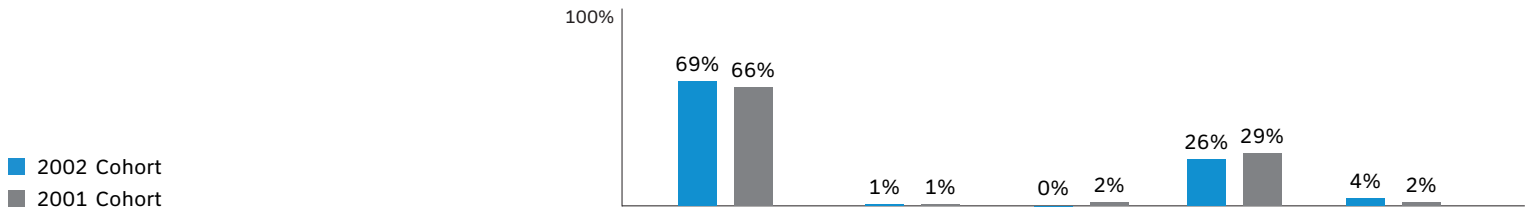
District **NEW ROCHELLE CITY SCHOOL DISTRICT**

Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	2002	641	69%	1%	0%	26%	4%
	2001	681	66%	1%	2%	29%	2%
Female	2002	333	74%	1%	0%	23%	3%
	2001	334	74%	0%	2%	22%	1%
Male	2002	308	63%	2%	1%	30%	5%
	2001	347	59%	1%	2%	36%	2%
American Indian or Alaska Native	2002	0	N/A	N/A	N/A	N/A	N/A
	2001	1	—	—	—	—	—
Black or African American	2002	181	60%	2%	0%	35%	3%
	2001	191	56%	2%	2%	39%	1%
Hispanic or Latino	2002	165	50%	1%	1%	40%	9%
	2001	166	49%	1%	2%	43%	5%
Asian or Native Hawaiian/Other Pacific Islander	2002	16	88%	0%	0%	13%	0%
	2001	20	—	—	—	—	—
White	2002	279	85%	1%	0%	12%	2%
	2001	303	81%	0%	2%	16%	1%
Small Group Totals	2001	21	86%	0%	0%	14%	0%
General-Education Students	2002	557	72%	0%	0%	24%	4%
	2001	579	71%	0%	2%	26%	2%
Students with Disabilities	2002	84	49%	10%	0%	39%	2%
	2001	102	42%	5%	3%	49%	1%
English Proficient	2002	622	71%	1%	0%	24%	3%
	2001	638	68%	1%	2%	27%	1%
Limited English Proficient	2002	19	0%	0%	0%	74%	26%
	2001	43	35%	0%	0%	58%	7%
Economically Disadvantaged	2002	124	55%	1%	0%	41%	3%
Not Disadvantaged	2002	517	72%	1%	0%	22%	4%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	641	69%	1%	0%	26%	4%

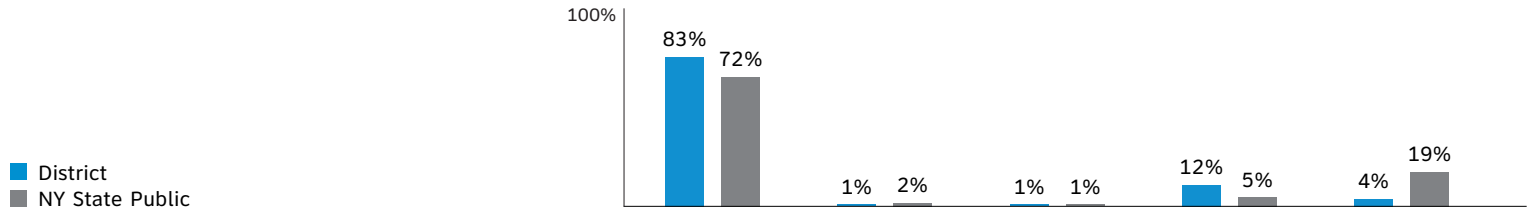
NOTES

The — symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

District **NEW ROCHELLE CITY SCHOOL DISTRICT**

Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	679	83%	1%	1%	12%	4%
Female	331	85%	1%	1%	11%	2%
Male	348	81%	1%	1%	13%	5%
American Indian or Alaska Native	1	—	—	—	—	—
Black or African American	188	77%	3%	1%	16%	3%
Hispanic or Latino	169	69%	1%	1%	21%	8%
Asian or Native Hawaiian/Other Pacific Islander	23	—	—	—	—	—
White	298	94%	0%	0%	4%	2%
Small Group Totals	24	88%	4%	0%	8%	0%
General-Education Students	588	85%	0%	1%	11%	4%
Students with Disabilities	91	69%	8%	0%	20%	3%
English Proficient	650	84%	1%	1%	11%	3%
Limited English Proficient	29	48%	0%	0%	31%	21%
Economically Disadvantaged	3	—	—	—	—	—
Not Disadvantaged	676	—	—	—	—	—
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	679	83%	1%	1%	12%	4%

NOTES

The — symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.