



# The New York State District Report Card

**Accountability  
and Overview Report  
2006 – 07**

District **NEW ROCHELLE CITY SCHOOL  
DISTRICT**

District ID **66-11-00-01-0000**

Superintendent **R E ORGANISCIAK**

Telephone **(914) 576-4200**

Grades **K-12, UE, US**

## 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](mailto: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 2007–08 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

	2004-05	2005-06	2006-07
Pre-K	277	320	307
Kindergarten	675	696	697
Grade 1	810	753	774
Grade 2	795	792	757
Grade 3	846	787	775
Grade 4	765	818	779
Grade 5	736	746	803
Grade 6	857	705	770
Ungraded Elementary	27	96	33
Grade 7	793	857	711
Grade 8	809	801	837
Grade 9	795	822	787
Grade 10	865	829	824
Grade 11	771	845	805
Grade 12	763	770	808
Ungraded Secondary	0	0	59
<b>Total K-12</b>	10307	10317	10219

### Average Class Size

	2004-05	2005-06	2006-07
<b>Common Branch</b>	22	22	21
<b>Grade 8</b>			
English	23	22	21
Mathematics	22	22	21
Science	23	24	21
Social Studies	20	21	21
<b>Grade 10</b>			
English	27	23	25
Mathematics	24	21	21
Science	26	22	27
Social Studies	23	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.

District **NEW ROCHELLE CITY SCHOOL DISTRICT**District ID **66-11-00-01-0000**

## Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	3063	30%	3242	31%	2969	29%
Reduced-Price Lunch	1094	11%	1020	10%	981	10%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	1377	13%	1324	13%	1315	13%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	11	0%	12	0%	8	0%
Black or African American	2592	25%	2556	25%	2543	25%
Hispanic or Latino	3141	30%	3190	31%	3594	35%
Asian or Native Hawaiian/Other Pacific Islander	400	4%	408	4%	420	4%
White	4163	40%	4151	40%	3654	36%
Multiracial**	N/A	N/A	N/A	N/A	0	0%

\* Not available at the district level.

\*\* Multiracial enrollment data were not collected statewide in the 2004-05 and 2005-06 school years.

## Attendance and Suspensions

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Annual Attendance Rate	96%		96%		96%	
Student Suspensions	452	4%	338	3%	513	5%

## 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

	2004-05	2005-06	2006-07
<b>Total Number of Teachers</b>	734	740	737
Percent with No Valid Teaching Certificate	1%	1%	1%
Percent Teaching Out of Certification	3%	3%	2%
Percent with Fewer Than Three Years of Experience	5%	4%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	53%	54%	55%
<b>Total Number of Core Classes*</b>	N/A	2673	1840
Percent Not Taught by Highly Qualified Teachers	N/A	2%	2%
<b>Total Number of Classes</b>	2420	2459	2386
Percent Taught by Teachers Without Appropriate Certification	3%	3%	3%

\* Data for 2004-05 were not weighted, so are not shown.

## Teacher Turnover Rate

	2003-04	2004-05	2005-06
Turnover Rate of Teachers with Fewer than Five Years of Experience	18%	21%	12%
Turnover Rate of All Teachers	12%	10%	8%

## Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	128	140	152
Total Paraprofessionals*	151	200	127
Assistant Principals	14	15	15
Principals	10	10	10

\* Not available at the school level.

## Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

*Core Classes* are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. 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.

## Teacher Turnover Rate Information

*Teacher Turnover Rate* for a specified school year is the number of teachers in that school year that were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

## 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 2006–07, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals 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](http://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 2006–07 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. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2003 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 qualify for Safe Harbor using the third indicator, science or graduation rate.

### 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 2002 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2006 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 2002 graduation-rate cohort earning a local diploma by August 31, 2006 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 for English and Mathematics

The 2003 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2003–04 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2003–04 school year, who were enrolled on October 4, 2006 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2007, are not included in the 2003 school accountability cohort. The 2003 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 AMO's for each grade level 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](http://www.emsc.nysed.gov/irts).

### Graduation-Rate Cohort

This term is defined on the graduation-rate accountability page.

### 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 to Level 4. (See performance level definitions on the Overview Summary page.) 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](http://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 2006–07 safe harbor targets were calculated using the following equation:

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

### Science Progress Target

The elementary/middle-level 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2006–07.

### Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2006–07, 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](http://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.

**Pending** – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

## Summary

### Overall Accountability Status (2007–08)

#### Good Standing

ELA	Good Standing	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

### Title I Part A Funding

#### Years the District Received Title I Part A Funding

2005–06	2006–07	2007–08
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
<b>All Students</b>	✓	✓	✓	✓	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—				
Black or African American	✓	✓		✓	✓	
Hispanic or Latino	✓	✓		✓	✓	
Asian or Native Hawaiian/Other Pacific Islander	✓	✓		✓	✓	
White	✓	✓		✓	✓	
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	✓	✓		✗	✗	
Limited English Proficient	✓	✓		—	—	
Economically Disadvantaged	✓	✓		✓	✓	
<b>Student groups making AYP in each subject</b>	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✗ 6 of 7	✗ 6 of 7	✓ 1 of 1

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status


#### Accountability Status Levels

Federal	State
Good Standing	Good Standing
Improvement (Year 1)	Requiring Academic Progress (Year 1)
Improvement (Year 2)	Requiring Academic Progress (Year 2)
Improvement (Year 3)	Requiring Academic Progress (Year 3)
Improvement (Year 4)	Requiring Academic Progress (Year 4)
Improvement (Year 5 & Above)	Requiring Academic Progress (Year 5 & Above)
Pending – Requires Special Evaluation	




























## Elementary/Middle-Level English Language Arts

**Accountability Status**  Good Standing  
**for This Subject**  
**(2007–08)**

**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 2008-09. [201]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
<b>All Students</b> (4689:4551)			100%		169	120	
<b>Ethnicity</b>							
American Indian or Alaska Native (5:5)	—	—	—	—	—	—	—
Black or African American (1160:1132)			100%		160	119	
Hispanic or Latino (1747:1660)			100%		159	119	
Asian or Native Hawaiian/Other Pacific Islander (196:190)			100%		184	114	
White (1581:1564)			100%		184	119	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (625:608)			99%		126	118	
Limited English Proficient <sup>5</sup> (456:611)			100%		136	118	
Economically Disadvantaged (2051:1964)			100%		156	120	
<b>Final AYP Determination</b>	 8 of 8						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 enrollments and the percent tested is the weighted average of the participation rates over those two years.




<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006–07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> 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.

<sup>5</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ 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 (2007-08)



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 2008-09. [201]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08
<b>All Students</b> (4687:4563)	✓	✓	100%	✓	176	84	
<b>Ethnicity</b>							
American Indian or Alaska Native (4:4)	—	—	—	—	—	—	—
Black or African American (1159:1123)	✓	✓	100%	✓	160	83	
Hispanic or Latino (1749:1686)	✓	✓	100%	✓	173	83	
Asian or Native Hawaiian/Other Pacific Islander (193:189)	✓	✓	100%	✓	188	78	
White (1582:1561)	✓	✓	100%	✓	188	83	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (625:603)	✓	✓	100%	✓	138	82	
Limited English Proficient <sup>5</sup> (454:658)	✓	✓	100%	✓	164	82	
Economically Disadvantaged (2069:1996)	✓	✓	100%	✓	168	84	
<b>Final AYP Determination</b>	✓ 8 of 8						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006-07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> 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.

<sup>5</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ 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**  Good Standing  
**for This Subject**  
**(2007–08)**

**Accountability Measures** 1 of 1 Student groups making AYP in Science  
 Made AYP

**Prospective Status** This district will be in good standing in 2008-09. [201]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2006–07 2007–08
<b>All Students</b> (1618:1565)		Qualified		99%		183	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (1:1)		—	—	—	—	—	—	—
Black or African American (402:388)		Qualified		99%		176	100	
Hispanic or Latino (584:561)		Qualified		99%		176	100	
Asian or Native Hawaiian/Other Pacific Islander (67:62)		Qualified		99%		192	100	
White (564:553)		Qualified		99%		194	100	
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities (197:189)		Qualified		98%		154	100	
Limited English Proficient <sup>4</sup> (152:207)		Qualified		99%		164	100	
Economically Disadvantaged (691:666)		Qualified		99%		176	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and performance indices.

<sup>4</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

## Secondary-Level English Language Arts

### Accountability Status for This Subject (2007–08)



Good Standing

### Accountability Measures

6 of 7

Student groups making AYP in English Language Arts



Did not make AYP

### Prospective Status

This district will be in good standing in 2008-09. [201]

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

Student Group (12th Graders: 2003 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07      2007–08
<b>All Students</b> (803:726)	✓	✓	99%	✓	173	155	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (236:204)	✓	✓	100%	✓	167	151	
Hispanic or Latino (194:165)	✓	✓	98%	✓	158	151	
Asian or Native Hawaiian/Other Pacific Islander (38:35)	✓	—	—	✓	189	143	
White (335:322)	✓	✓	100%	✓	184	153	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (96:97)	✗	✓	100%	✗	130	149	149      137
Limited English Proficient <sup>4</sup> (15:21)	—	—	—	—	—	—	—
Economically Disadvantaged (216:206)	✓	✓	99%	✓	162	151	
<b>Final AYP Determination</b>	✗ 6 of 7						

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 cohort (used for Performance).

<sup>2</sup> 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

<sup>4</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ 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 (2007–08)



Good Standing

### Accountability Measures

6 of 7

Student groups making AYP in Mathematics



Did not make AYP

### Prospective Status

This district will be in good standing in 2008-09. [201]

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

Student Group (12th Graders: 2003 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
<b>All Students</b> (803:726)	✓	✓	100%	✓	179	148	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (236:204)	✓	✓	100%	✓	164	144	
Hispanic or Latino (194:165)	✓	✓	99%	✓	175	144	
Asian or Native Hawaiian/Other Pacific Islander (38:35)	✓	—	—	✓	194	136	
White (335:322)	✓	✓	100%	✓	189	146	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities (96:97)	✗	✓	99%	✗	128	142	142 135
Limited English Proficient <sup>4</sup> (15:21)	—	—	—	—	—	—	—
Economically Disadvantaged (216:206)	✓	✓	100%	✓	175	144	
<b>Final AYP Determination</b>	✗ 6 of 7						

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 cohort (used for Performance).

<sup>2</sup> 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

<sup>4</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ 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**  
**(2007–08)**

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

**Prospective Status** This district will be in good standing in 2008-09. [201]

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

Student Group (Cohort Count) <sup>1</sup>	Graduation		Objectives		
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	Progress Target 2006–07 2007–08
<b>All Students</b> (638)			78%	55%	
<b>Ethnicity</b>					
American Indian or Alaska Native (0)					
Black or African American (191)			69%	55%	
Hispanic or Latino (155)			63%	55%	
Asian or Native Hawaiian/Other Pacific Islander (18)	–	–	–	–	
White (274)			92%	55%	
Multiracial (0)					
<b>Other Groups</b>					
Students with Disabilities (88)			60%	55%	
Limited English Proficient <sup>3</sup> (27)	–	–	–	–	
Economically Disadvantaged (137)			66%	55%	
<b>Final AYP Determination</b>	 1 of 1				

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> Percentage of the 2002 cohort that earned a local or Regents diploma by August 31, 2006.

<sup>3</sup> If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

## Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2002 graduation-rate cohort members earning a local or Regents diploma by August 31, 2006 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2006–07.

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 2002 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2006 is below the Graduation-Rate Standard in 2006–07 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

# 3 School Accountability Status

District **NEW ROCHELLE CITY SCHOOL DISTRICT**

District ID **66-11-00-01-0000**

## 2007–08 Accountability Status of Schools in Your District

This section lists all schools in your district by 2007–08 accountability status.

### Federal Title I Status

#### Good Standing

4 schools identified 40% of total

COLUMBUS ELEMENTARY SCHOOL  
HENRY BARNARD SCHOOL  
JEFFERSON ELEMENTARY SCHOOL  
TRINITY ELEMENTARY SCHOOL

### New York State Status

#### Good Standing

6 schools identified 60% of total







ALBERT LEONARD MIDDLE SCHOOL  
DANIEL WEBSTER ELEMENTARY SCHOOL  
GEORGE M DAVIS ELEMENTARY SCHOOL  
ISAAC E YOUNG MIDDLE SCHOOL  
NEW ROCHELLE HIGH SCHOOL  
WILLIAM B WARD ELEMENTARY SCHOOL









District **NEW ROCHELLE CITY SCHOOL DISTRICT**District ID **66-11-00-01-0000**

## Summary of 2006–07 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	75%			757
Grade 4	84%			762
Grade 5	76%			799
Grade 6	62%			735
Grade 7	65%			693
Grade 8	68%			805

### Mathematics

Grade 3	91%		763
Grade 4	88%		772
Grade 5	83%		823
Grade 6	72%		749
Grade 7	72%		701
Grade 8	67%		817

### Science

Grade 4	95%		764
Grade 8	66%		596

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	76%			774
Mathematics	79%			774

## 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](http://www.emsc.nysed.gov/irts).

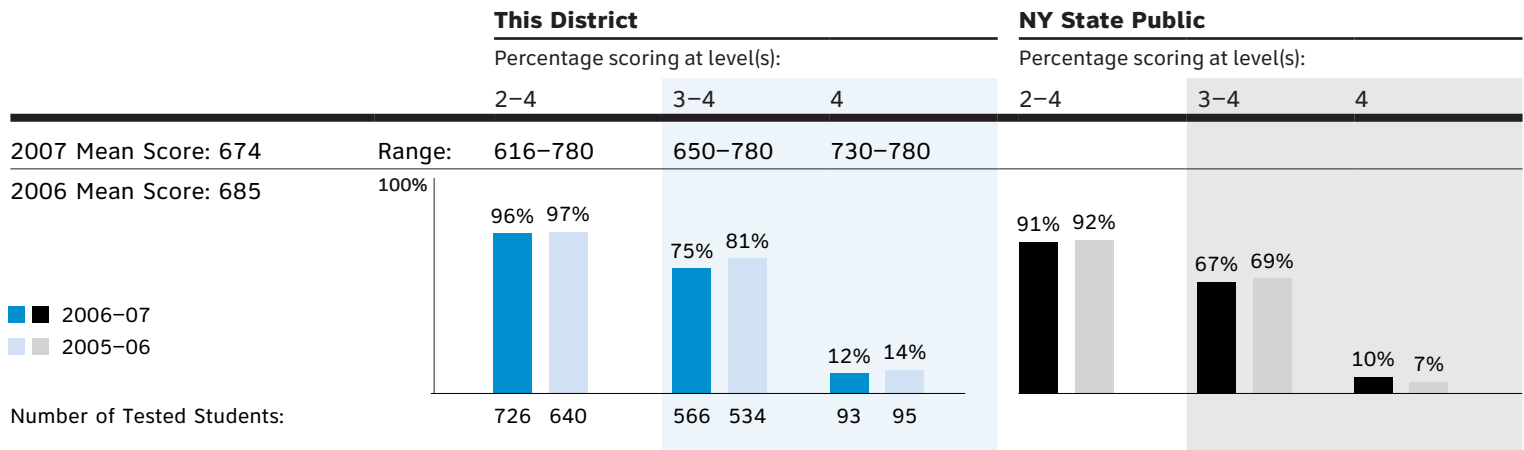
In this section, this district's performance is compared with that of public schools statewide.

## This District's N/RC Category:

### Average Need Districts

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

## This District's Results in Grade 3 English Language Arts



### Results by Student Group

	2006-07 School Year				2005-06 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
<b>All Students</b>	<b>757</b>	<b>96%</b>	<b>75%</b>	<b>12%</b>	<b>661</b>	<b>97%</b>	<b>81%</b>	<b>14%</b>
Female	359	97%	79%	14%	321	98%	83%	16%
Male	398	95%	71%	11%	340	95%	78%	13%
American Indian or Alaska Native	1	—	—	—				
Black or African American	171	96%	68%	5%	180	93%	67%	9%
Hispanic or Latino	302	92%	68%	7%	186	99%	81%	10%
Asian or Native Hawaiian/Other Pacific Islander	36	—	—	—	25	100%	96%	20%
White	247	99%	88%	23%	270	97%	88%	20%
Multiracial								
Small Group Totals	37	100%	78%	19%				
General-Education Students	682	97%	79%	14%	610	98%	85%	15%
Students with Disabilities	75	87%	39%	0%	51	82%	33%	2%
English Proficient	653	98%	80%	14%	657	—	—	—
Limited English Proficient	104	85%	43%	1%	4	—	—	—
Economically Disadvantaged	357	94%	67%	6%	231	95%	72%	6%
Not Disadvantaged	400	98%	82%	18%	430	98%	86%	19%
Migrant					1	—	—	—
Not Migrant	757	96%	75%	12%	660	—	—	—

#### NOTES

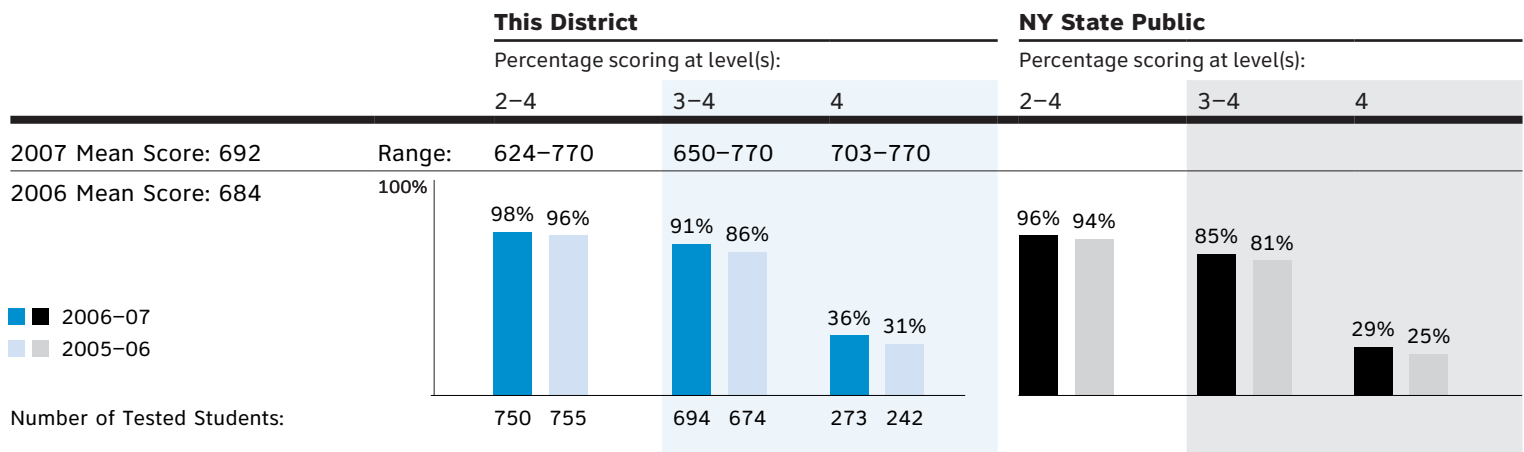
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

### Other Assessments

	2006-07 School Year				2005-06 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	6	5	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	14	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## This District's Results in Grade 3 Mathematics



### Results by Student Group

	2006-07 School Year				2005-06 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
<b>All Students</b>	<b>763</b>	<b>98%</b>	<b>91%</b>	<b>36%</b>	<b>783</b>	<b>96%</b>	<b>86%</b>	<b>31%</b>
Female	363	98%	88%	35%	375	97%	87%	31%
Male	400	99%	94%	36%	408	96%	85%	31%
American Indian or Alaska Native					1	—	—	—
Black or African American	167	96%	82%	23%	185	92%	76%	20%
Hispanic or Latino	315	98%	90%	31%	297	96%	83%	23%
Asian or Native Hawaiian/Other Pacific Islander	35	100%	97%	51%	27	—	—	—
White	246	100%	97%	49%	273	100%	95%	45%
Multiracial								
Small Group Totals					28	100%	100%	46%
General-Education Students	688	99%	93%	38%	722	97%	88%	33%
Students with Disabilities	75	96%	72%	12%	61	85%	66%	8%
English Proficient	647	98%	91%	39%	659	98%	89%	36%
Limited English Proficient	116	99%	88%	16%	124	90%	69%	6%
Economically Disadvantaged	366	98%	90%	25%	327	93%	80%	20%
Not Disadvantaged	397	99%	92%	45%	456	99%	91%	38%
Migrant					1	—	—	—
Not Migrant	763	98%	91%	36%	782	—	—	—

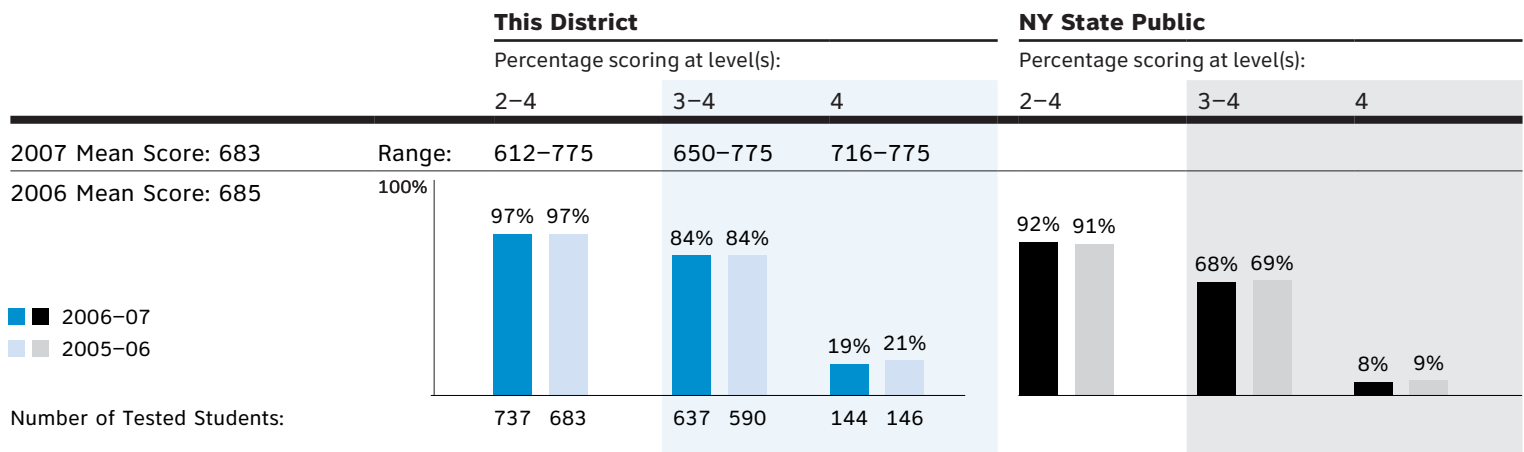
#### NOTES

The — symbol indicates that data for a group of students have 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

	2006-07 School Year				2005-06 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	6	5	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 4 English Language Arts



Results by Student Group	2006-07 School Year				2005-06 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
<b>All Students</b>	<b>762</b>	<b>97%</b>	<b>84%</b>	<b>19%</b>	<b>706</b>	<b>97%</b>	<b>84%</b>	<b>21%</b>
Female	373	98%	85%	22%	345	97%	86%	23%
Male	389	96%	82%	16%	361	96%	81%	18%
American Indian or Alaska Native	1	—	—	—				
Black or African American	182	95%	81%	13%	199	93%	73%	15%
Hispanic or Latino	284	95%	73%	8%	214	98%	83%	12%
Asian or Native Hawaiian/Other Pacific Islander	28	—	—	—	23	100%	87%	22%
White	267	100%	95%	33%	270	98%	91%	32%
Multiracial								
Small Group Totals	29	100%	97%	28%				
General-Education Students	699	98%	86%	21%	610	98%	88%	23%
Students with Disabilities	63	79%	57%	0%	96	86%	54%	6%
English Proficient	683	98%	88%	21%	698	97%	84%	21%
Limited English Proficient	79	82%	46%	0%	8	100%	63%	0%
Economically Disadvantaged	355	94%	75%	9%	283	95%	75%	9%
Not Disadvantaged	407	99%	91%	28%	423	98%	89%	29%
Migrant								
Not Migrant	762	97%	84%	19%	706	97%	84%	21%

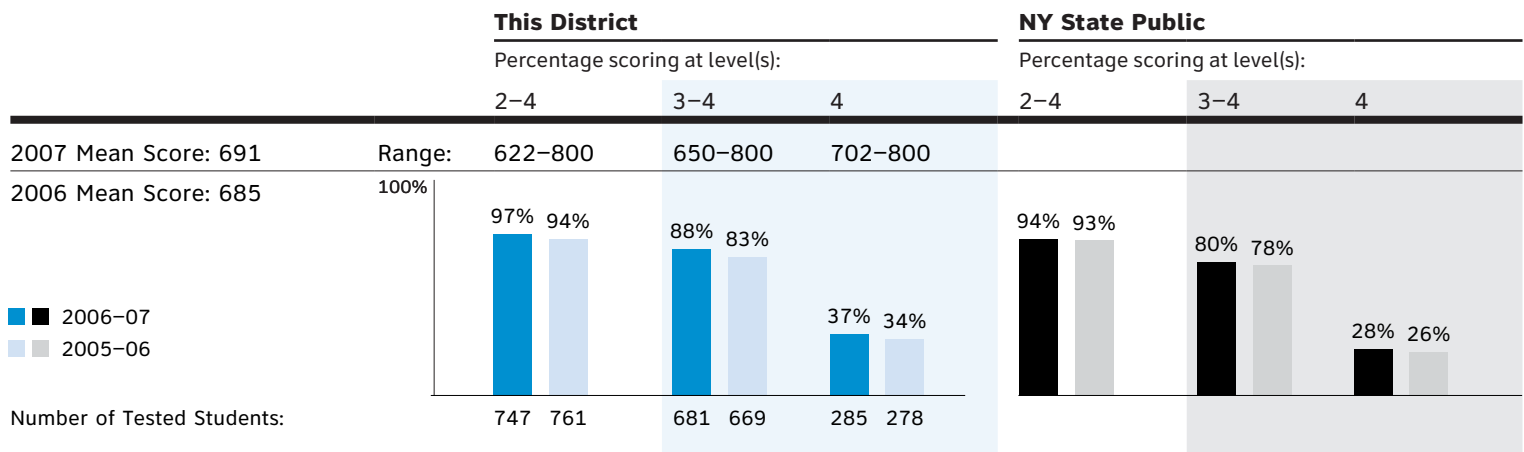
### NOTES

The — symbol indicates that data for a group of students have 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	2006-07 School Year				2005-06 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	10	10	9	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	14	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## This District's Results in Grade 4 Mathematics



### Results by Student Group

	2006-07 School Year				2005-06 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
<b>All Students</b>	<b>772</b>	<b>97%</b>	<b>88%</b>	<b>37%</b>	<b>809</b>	<b>94%</b>	<b>83%</b>	<b>34%</b>
Female	378	98%	89%	37%	386	93%	81%	34%
Male	394	96%	88%	37%	423	95%	84%	35%
American Indian or Alaska Native	1	—	—	—				
Black or African American	182	94%	78%	26%	198	89%	69%	22%
Hispanic or Latino	294	95%	87%	28%	307	94%	84%	26%
Asian or Native Hawaiian/Other Pacific Islander	29	—	—	—	27	96%	85%	37%
White	266	100%	95%	51%	277	97%	91%	52%
Multiracial								
Small Group Totals	30	100%	100%	67%				
General-Education Students	708	98%	91%	39%	702	96%	87%	37%
Students with Disabilities	64	86%	56%	9%	107	82%	54%	14%
English Proficient	681	98%	89%	40%	696	95%	84%	38%
Limited English Proficient	91	87%	79%	15%	113	88%	72%	12%
Economically Disadvantaged	363	95%	84%	26%	362	91%	75%	22%
Not Disadvantaged	409	99%	92%	46%	447	97%	89%	44%
Migrant					1	—	—	—
Not Migrant	772	97%	88%	37%	808	—	—	—

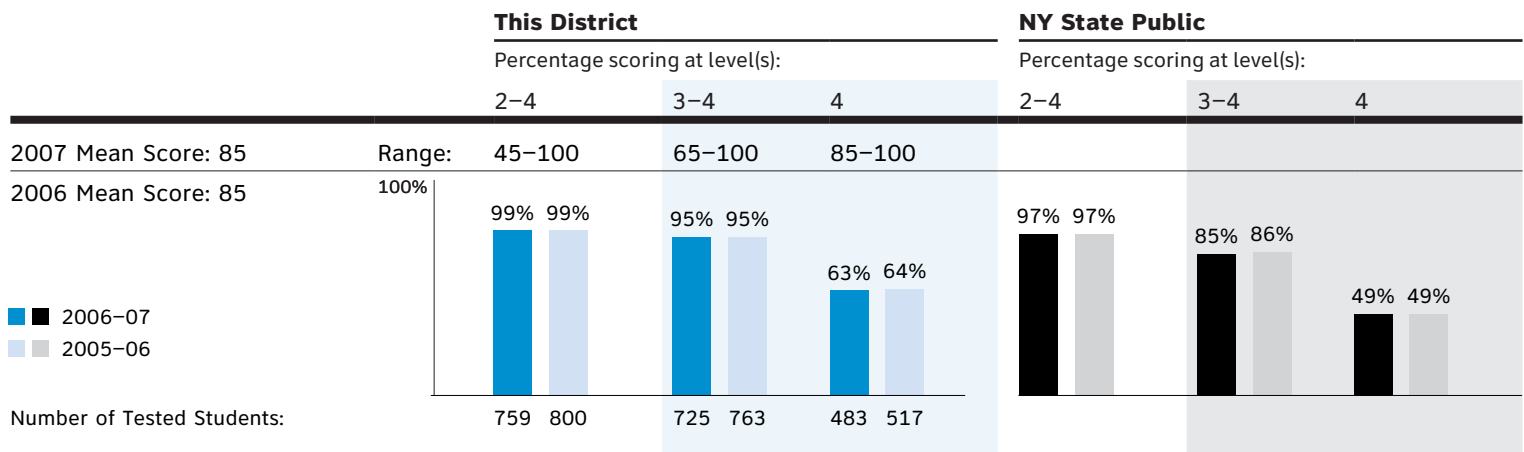
#### NOTES

The — symbol indicates that data for a group of students have 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

	2006-07 School Year				2005-06 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	10	10	10	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 4 Science



## Results by Student Group

	2006-07 School Year				2005-06 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
<b>All Students</b>	<b>764</b>	<b>99%</b>	<b>95%</b>	<b>63%</b>	<b>807</b>	<b>99%</b>	<b>95%</b>	<b>64%</b>
Female	375	100%	95%	65%	387	100%	95%	65%
Male	389	99%	95%	61%	420	99%	94%	64%
American Indian or Alaska Native	1	—	—	—				
Black or African American	178	99%	93%	56%	195	98%	90%	55%
Hispanic or Latino	294	99%	92%	50%	310	99%	95%	56%
Asian or Native Hawaiian/Other Pacific Islander	29	—	—	—	26	100%	92%	62%
White	262	100%	99%	82%	276	100%	98%	79%
Multiracial								
Small Group Totals	30	100%	100%	70%				
General-Education Students	701	100%	96%	66%	702	99%	96%	68%
Students with Disabilities	63	97%	87%	35%	105	97%	88%	41%
English Proficient	671	100%	96%	68%	692	99%	95%	68%
Limited English Proficient	93	97%	84%	28%	115	98%	90%	43%
Economically Disadvantaged	362	99%	92%	51%	358	99%	92%	51%
Not Disadvantaged	402	100%	98%	74%	449	99%	96%	75%
Migrant					1	—	—	—
Not Migrant	764	99%	95%	63%	806	—	—	—

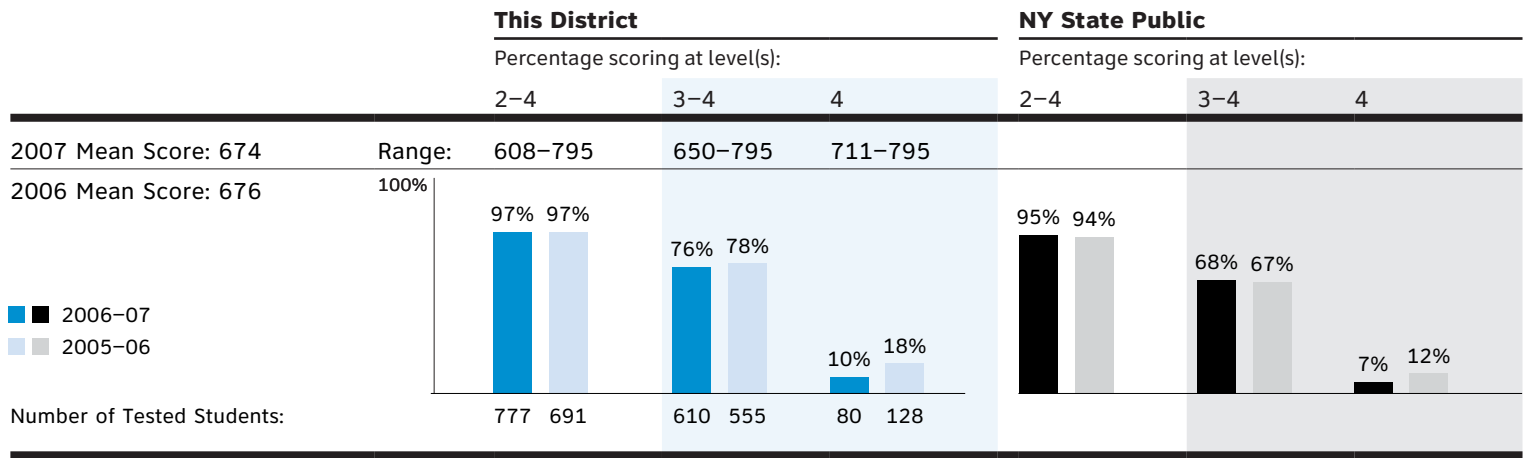
### NOTES

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## Other Assessments

	2006-07 School Year				2005-06 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	10	10	10	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 5 English Language Arts



### Results by Student Group

	2006-07 School Year				2005-06 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
<b>All Students</b>	<b>799</b>	<b>97%</b>	<b>76%</b>	<b>10%</b>	<b>713</b>	<b>97%</b>	<b>78%</b>	<b>18%</b>
Female	372	99%	77%	10%	358	97%	79%	21%
Male	427	96%	75%	10%	355	96%	76%	15%
American Indian or Alaska Native					3	—	—	—
Black or African American	207	95%	69%	6%	182	96%	68%	10%
Hispanic or Latino	292	98%	73%	5%	226	95%	69%	6%
Asian or Native Hawaiian/Other Pacific Islander	25	100%	76%	20%	32	—	—	—
White	275	98%	85%	17%	270	99%	89%	32%
Multiracial								
Small Group Totals					35	100%	94%	29%
General-Education Students	687	99%	81%	11%	591	99%	83%	21%
Students with Disabilities	112	87%	46%	3%	122	88%	51%	5%
English Proficient	732	98%	80%	11%	681	98%	80%	19%
Limited English Proficient	67	91%	40%	0%	32	81%	34%	0%
Economically Disadvantaged	368	96%	65%	5%	287	94%	66%	7%
Not Disadvantaged	431	98%	86%	14%	426	99%	86%	25%
Migrant								
Not Migrant	799	97%	76%	10%	713	97%	78%	18%

#### NOTES

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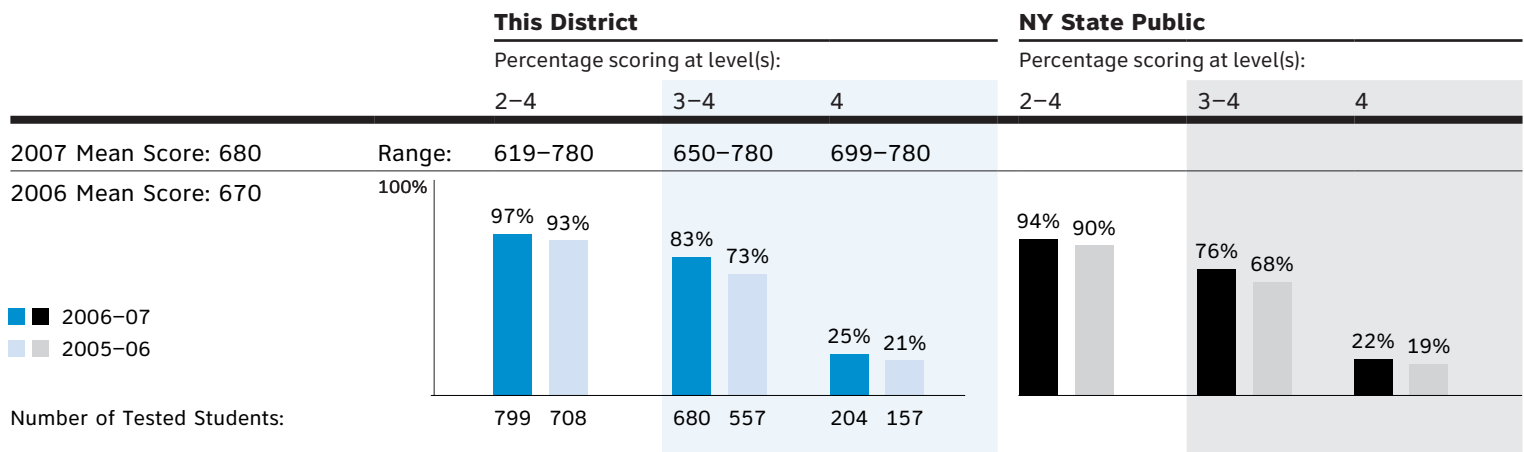
### Other Assessments

	2006-07 School Year				2005-06 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	7	7	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	12	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.



## This District's Results in Grade 5 Mathematics



### Results by Student Group

	2006-07 School Year				2005-06 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
<b>All Students</b>	<b>823</b>	<b>97%</b>	<b>83%</b>	<b>25%</b>	<b>760</b>	<b>93%</b>	<b>73%</b>	<b>21%</b>
Female	386	97%	85%	24%	385	92%	74%	20%
Male	437	97%	80%	26%	375	94%	73%	21%
American Indian or Alaska Native					2	—	—	—
Black or African American	211	95%	70%	17%	187	86%	55%	8%
Hispanic or Latino	309	98%	83%	21%	264	94%	73%	17%
Asian or Native Hawaiian/Other Pacific Islander	26	92%	77%	27%	36	—	—	—
White	277	98%	92%	35%	271	96%	85%	31%
Multiracial								
Small Group Totals					38	100%	84%	34%
General-Education Students	711	98%	88%	28%	635	96%	80%	23%
Students with Disabilities	112	88%	49%	6%	125	80%	41%	7%
English Proficient	743	97%	84%	27%	685	94%	75%	22%
Limited English Proficient	80	94%	68%	8%	75	89%	53%	4%
Economically Disadvantaged	383	96%	75%	19%	318	91%	67%	13%
Not Disadvantaged	440	98%	89%	30%	442	95%	78%	26%
Migrant								
Not Migrant	823	97%	83%	25%	760	93%	73%	21%

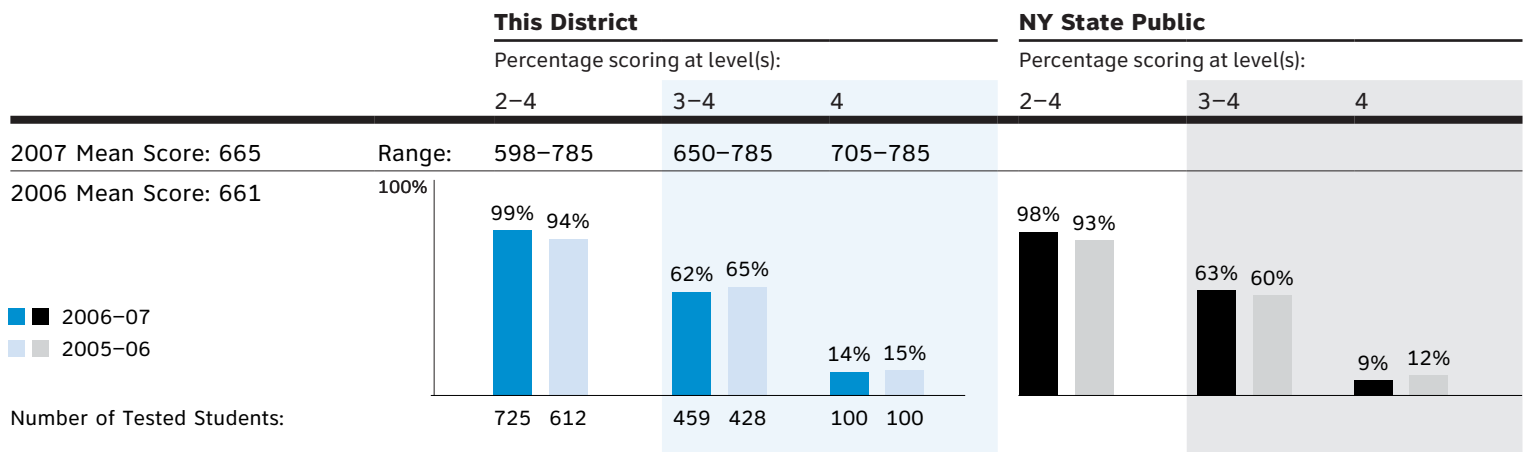
#### NOTES

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### Other Assessments

	2006-07 School Year				2005-06 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	7	6	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 6 English Language Arts



### Results by Student Group

	2006-07 School Year				2005-06 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
<b>All Students</b>	<b>735</b>	<b>99%</b>	<b>62%</b>	<b>14%</b>	<b>654</b>	<b>94%</b>	<b>65%</b>	<b>15%</b>
Female	377	99%	66%	16%	307	95%	71%	21%
Male	358	98%	59%	11%	347	92%	61%	11%
American Indian or Alaska Native	2	—	—	—				
Black or African American	182	98%	51%	8%	177	90%	54%	8%
Hispanic or Latino	261	98%	50%	4%	220	92%	57%	7%
Asian or Native Hawaiian/Other Pacific Islander	34	—	—	—	32	97%	78%	28%
White	256	99%	80%	24%	225	97%	81%	27%
Multiracial								
Small Group Totals	36	100%	89%	36%				
General-Education Students	609	100%	71%	16%	581	97%	72%	17%
Students with Disabilities	126	94%	22%	0%	73	70%	14%	1%
English Proficient	690	99%	66%	14%	641	94%	67%	16%
Limited English Proficient	45	100%	13%	0%	13	69%	8%	0%
Economically Disadvantaged	310	99%	48%	5%	226	93%	50%	7%
Not Disadvantaged	425	98%	73%	20%	428	94%	73%	20%
Migrant								
Not Migrant	735	99%	62%	14%	654	94%	65%	15%

#### NOTES

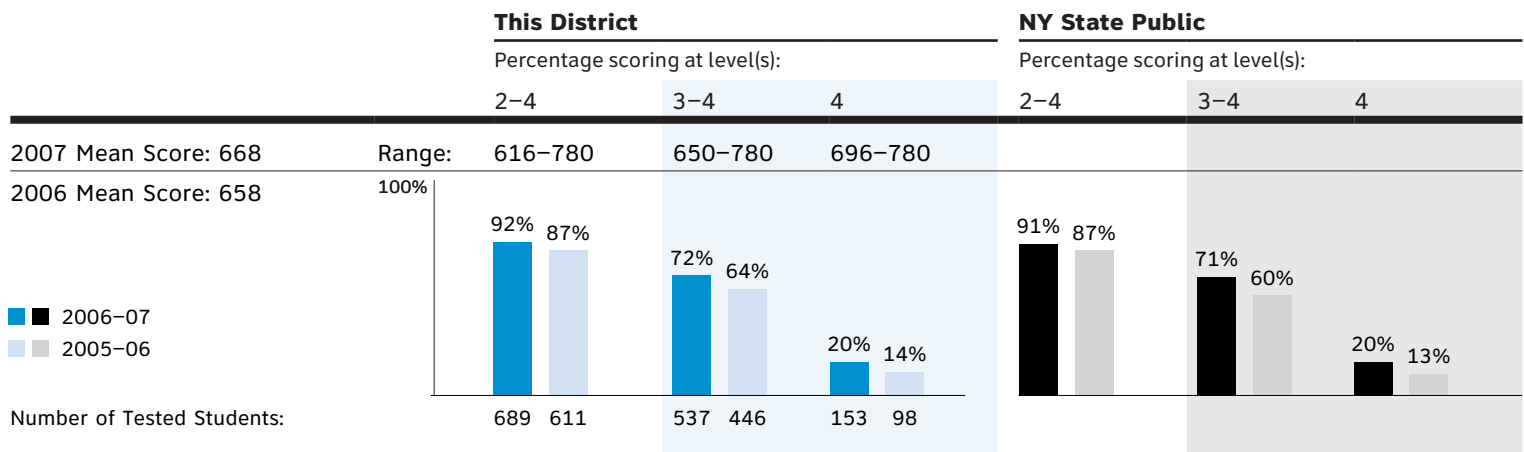
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### Other Assessments

	2006-07 School Year				2005-06 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	9	9	8	8	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	13	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## This District's Results in Grade 6 Mathematics



### Results by Student Group

	2006-07 School Year				2005-06 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
<b>All Students</b>	<b>749</b>	<b>92%</b>	<b>72%</b>	<b>20%</b>	<b>700</b>	<b>87%</b>	<b>64%</b>	<b>14%</b>
Female	383	93%	72%	22%	330	88%	64%	13%
Male	366	91%	71%	19%	370	86%	64%	15%
American Indian or Alaska Native	2	—	—	—				
Black or African American	183	83%	55%	10%	181	81%	51%	5%
Hispanic or Latino	274	93%	68%	12%	260	83%	55%	6%
Asian or Native Hawaiian/Other Pacific Islander	34	—	—	—	34	97%	82%	21%
White	256	97%	85%	34%	225	95%	80%	29%
Multiracial								
Small Group Totals	36	97%	92%	44%				
General-Education Students	622	95%	78%	24%	626	91%	69%	15%
Students with Disabilities	127	75%	42%	2%	74	53%	23%	3%
English Proficient	692	92%	74%	22%	647	88%	66%	15%
Limited English Proficient	57	88%	49%	2%	53	77%	32%	0%
Economically Disadvantaged	326	90%	63%	10%	242	81%	52%	7%
Not Disadvantaged	423	93%	78%	28%	458	90%	70%	18%
Migrant								
Not Migrant	749	92%	72%	20%	700	87%	64%	14%

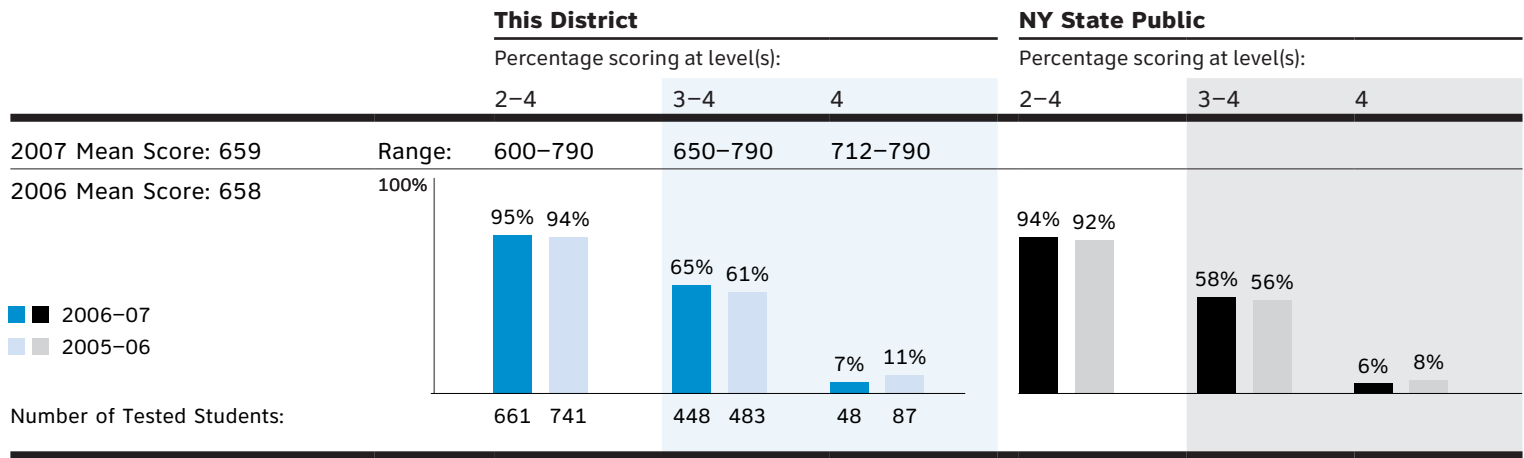
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### Other Assessments

	2006-07 School Year				2005-06 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	9	9	9	9	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 7 English Language Arts



### Results by Student Group

	2006-07 School Year				2005-06 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
<b>All Students</b>	<b>693</b>	<b>95%</b>	<b>65%</b>	<b>7%</b>	<b>791</b>	<b>94%</b>	<b>61%</b>	<b>11%</b>
Female	323	96%	71%	9%	349	95%	66%	13%
Male	370	95%	59%	5%	442	93%	57%	10%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	181	94%	56%	7%	205	89%	49%	5%
Hispanic or Latino	257	92%	54%	2%	247	94%	51%	3%
Asian or Native Hawaiian/Other Pacific Islander	33	—	—	—	33	—	—	—
White	221	99%	81%	14%	305	96%	77%	22%
Multiracial								
Small Group Totals	34	100%	82%	3%	34	97%	59%	12%
General-Education Students	615	97%	68%	8%	680	97%	68%	12%
Students with Disabilities	78	79%	35%	0%	111	74%	22%	3%
English Proficient	654	97%	68%	7%	777	94%	62%	11%
Limited English Proficient	39	64%	8%	0%	14	64%	0%	0%
Economically Disadvantaged	278	93%	50%	3%	296	90%	42%	2%
Not Disadvantaged	415	97%	74%	10%	495	96%	73%	16%
Migrant					1	—	—	—
Not Migrant	693	95%	65%	7%	790	—	—	—

#### NOTES

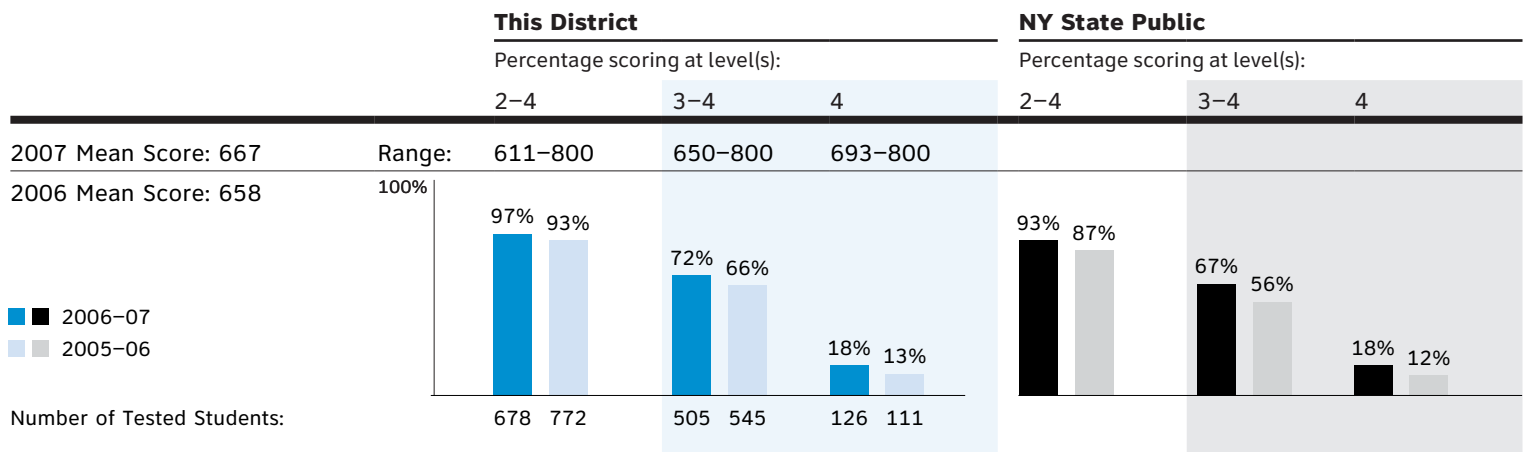
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### Other Assessments

	2006-07 School Year				2005-06 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	5	4	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## This District's Results in Grade 7 Mathematics



Results by Student Group	2006-07 School Year				2005-06 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
<b>All Students</b>	<b>701</b>	<b>97%</b>	<b>72%</b>	<b>18%</b>	<b>831</b>	<b>93%</b>	<b>66%</b>	<b>13%</b>
Female	326	98%	74%	20%	364	93%	68%	15%
Male	375	95%	70%	16%	467	93%	64%	12%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	181	94%	64%	7%	206	88%	51%	7%
Hispanic or Latino	264	97%	65%	8%	286	92%	56%	4%
Asian or Native Hawaiian/Other Pacific Islander	33	—	—	—	33	—	—	—
White	222	99%	86%	37%	305	96%	82%	26%
Multiracial								
Small Group Totals	34	100%	82%	26%	34	97%	85%	18%
General-Education Students	623	98%	75%	20%	720	95%	70%	15%
Students with Disabilities	78	85%	47%	5%	111	77%	40%	1%
English Proficient	653	98%	75%	19%	771	94%	69%	14%
Limited English Proficient	48	85%	33%	4%	60	80%	27%	0%
Economically Disadvantaged	291	96%	64%	10%	303	92%	52%	3%
Not Disadvantaged	410	97%	78%	24%	528	94%	73%	20%
Migrant					1	—	—	—
Not Migrant	701	97%	72%	18%	830	—	—	—

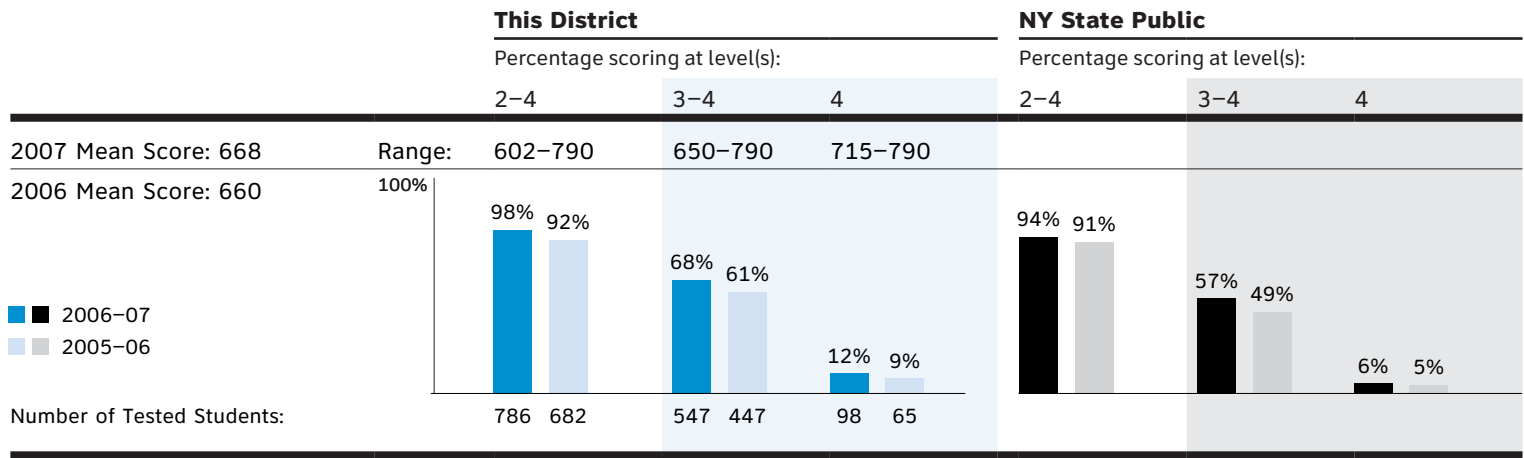
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## Other Assessments

	2006-07 School Year				2005-06 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	9	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

## This District's Results in Grade 8 English Language Arts



Results by Student Group	2006-07 School Year				2005-06 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
<b>All Students</b>	<b>805</b>	<b>98%</b>	<b>68%</b>	<b>12%</b>	<b>738</b>	<b>92%</b>	<b>61%</b>	<b>9%</b>
Female	357	98%	75%	14%	335	97%	69%	13%
Male	448	97%	62%	11%	403	89%	54%	5%
American Indian or Alaska Native					1	—	—	—
Black or African American	212	95%	58%	6%	214	92%	49%	3%
Hispanic or Latino	267	98%	59%	6%	204	86%	45%	2%
Asian or Native Hawaiian/Other Pacific Islander	35	100%	83%	20%	29	—	—	—
White	291	99%	82%	21%	290	97%	79%	17%
Multiracial								
Small Group Totals					30	97%	80%	10%
General-Education Students	690	100%	76%	14%	617	96%	70%	10%
Students with Disabilities	115	86%	23%	2%	121	72%	15%	1%
English Proficient	767	98%	71%	13%	731	93%	61%	9%
Limited English Proficient	38	95%	11%	0%	7	57%	14%	0%
Economically Disadvantaged	304	97%	52%	4%	249	87%	41%	2%
Not Disadvantaged	501	98%	78%	17%	489	95%	70%	12%
Migrant					1	—	—	—
Not Migrant	805	98%	68%	12%	737	—	—	—

### NOTES

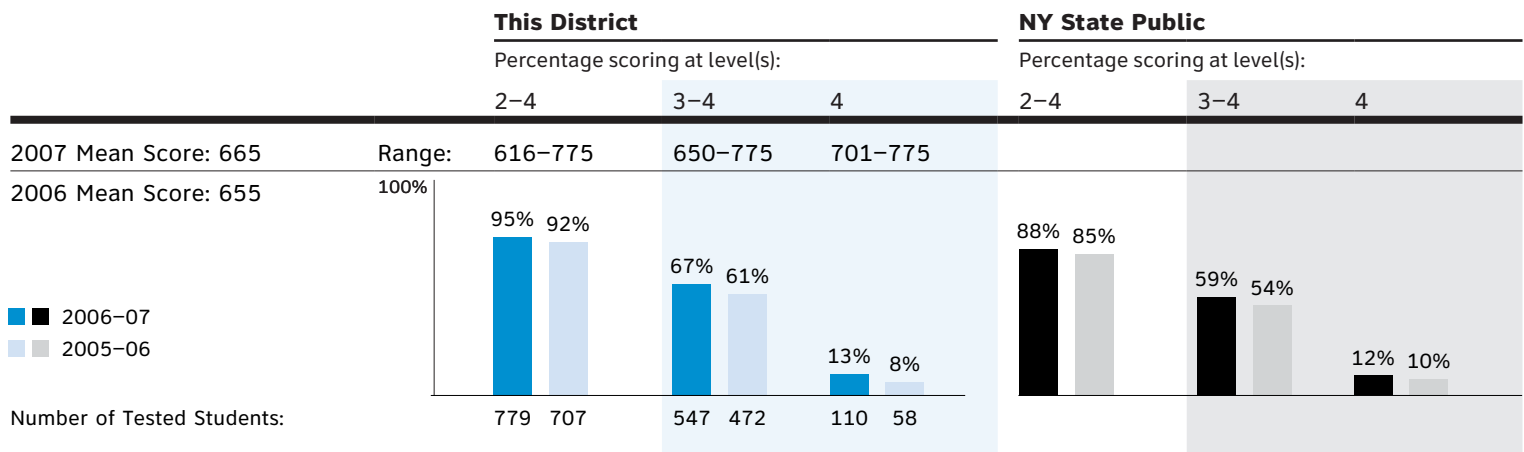
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## Other Assessments

	2006-07 School Year				2005-06 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	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	13	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

## This District's Results in Grade 8 Mathematics



Results by Student Group	2006-07 School Year				2005-06 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
<b>All Students</b>	<b>817</b>	<b>95%</b>	<b>67%</b>	<b>13%</b>	<b>770</b>	<b>92%</b>	<b>61%</b>	<b>8%</b>
Female	361	97%	69%	15%	351	93%	64%	7%
Male	456	94%	65%	12%	419	90%	59%	8%
American Indian or Alaska Native					1	—	—	—
Black or African American	209	92%	56%	8%	216	88%	49%	3%
Hispanic or Latino	280	95%	58%	7%	232	89%	46%	3%
Asian or Native Hawaiian/Other Pacific Islander	36	97%	86%	25%	30	—	—	—
White	292	98%	80%	22%	291	96%	80%	13%
Multiracial								
Small Group Totals					31	97%	81%	16%
General-Education Students	703	97%	72%	16%	646	95%	67%	9%
Students with Disabilities	114	82%	35%	1%	124	75%	33%	0%
English Proficient	765	96%	70%	14%	728	92%	64%	8%
Limited English Proficient	52	88%	23%	0%	42	81%	21%	0%
Economically Disadvantaged	317	94%	53%	7%	260	90%	46%	2%
Not Disadvantaged	500	96%	76%	18%	510	93%	69%	10%
Migrant					1	—	—	—
Not Migrant	817	95%	67%	13%	769	—	—	—

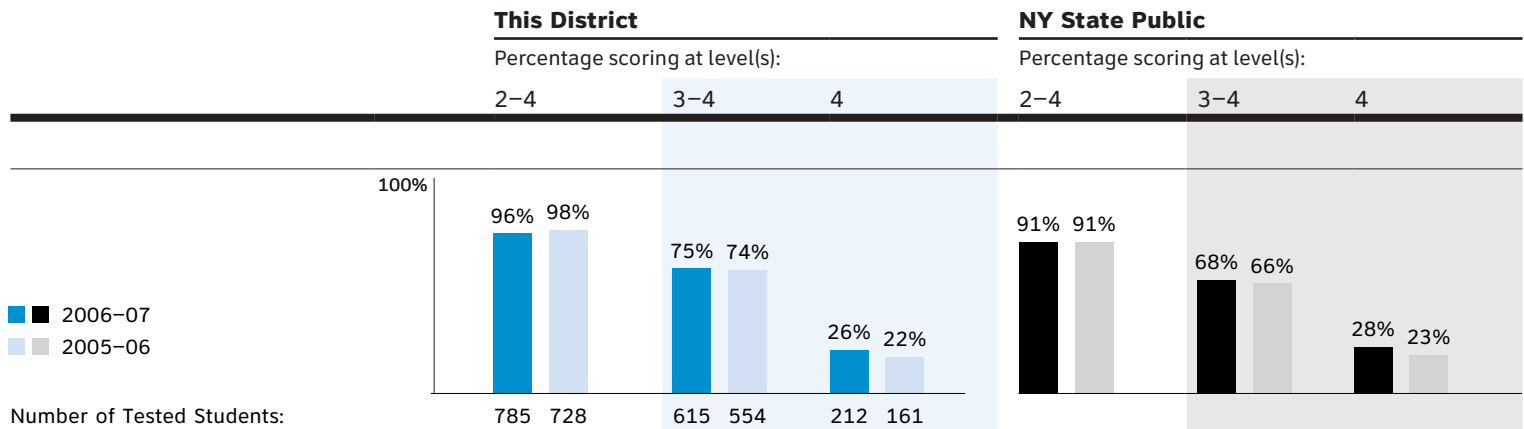
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Other Assessments	2006-07 School Year				2005-06 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	8	8	8	8	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			



## This District's Results in Grade 8 Science



## Results by Student Group

	2006-07 School Year				2005-06 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
<b>All Students</b>	<b>596</b>	<b>94%</b>	<b>66%</b>	<b>14%</b>	<b>556</b>	<b>97%</b>	<b>66%</b>	<b>10%</b>
Female	241	95%	64%	10%	240	96%	67%	8%
Male	355	94%	67%	17%	316	97%	66%	11%
American Indian or Alaska Native					1	—	—	—
Black or African American	180	94%	60%	11%	180	97%	69%	7%
Hispanic or Latino	245	92%	60%	11%	194	95%	52%	4%
Asian or Native Hawaiian/Other Pacific Islander	25	100%	80%	36%	16	—	—	—
White	146	96%	81%	21%	165	99%	81%	18%
Multiracial								
Small Group Totals					17	100%	59%	24%
General-Education Students	485	95%	72%	17%	444	97%	70%	11%
Students with Disabilities	111	88%	41%	4%	112	96%	50%	4%
English Proficient	540	96%	70%	16%	515	98%	70%	11%
Limited English Proficient	56	77%	27%	2%	41	78%	20%	0%
Economically Disadvantaged	279	93%	57%	8%	219	97%	58%	3%
Not Disadvantaged	317	95%	74%	20%	337	97%	72%	14%
Migrant					1	—	—	—
Not Migrant	596	94%	66%	14%	555	—	—	—

## NOTES

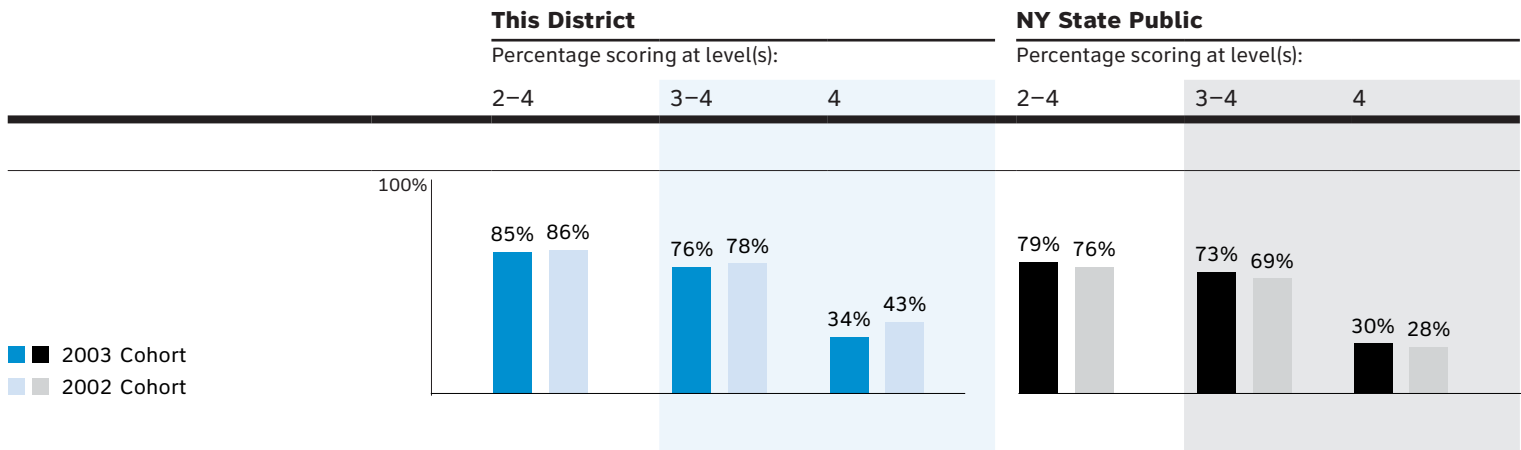
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## Other Assessments

	2006-07 School Year				2005-06 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	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	224	224	222	127	190	189	185	106

District **NEW ROCHELLE CITY SCHOOL DISTRICT**District ID **66-11-00-01-0000**

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



### Results by Student Group

Results by Student Group	2003 Cohort				2002 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	774	85%	76%	34%	641	86%	78%	43%
Female	372	88%	80%	36%	333	90%	82%	48%
Male	402	82%	72%	32%	308	82%	73%	38%
American Indian or Alaska Native								
Black or African American	217	82%	72%	18%	181	81%	70%	26%
Hispanic or Latino	188	77%	61%	17%	165	79%	62%	21%
Asian or Native Hawaiian/Other Pacific Islander	35	97%	91%	66%	16	100%	100%	69%
White	334	91%	85%	51%	279	93%	91%	66%
Multiracial								
Small Group Totals								
General-Education Students	664	90%	82%	39%	557	90%	82%	47%
Students with Disabilities	110	55%	37%	5%	84	60%	49%	15%
English Proficient	751	86%	77%	35%	622	88%	80%	44%
Limited English Proficient	23	61%	35%	0%	19	37%	11%	0%
Economically Disadvantaged	216	82%	69%	18%	124	85%	69%	23%
Not Disadvantaged	558	86%	78%	40%	517	86%	80%	48%
Migrant								
Not Migrant					641	86%	78%	43%

#### NOTES

The – symbol indicates that data for a group of students have 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

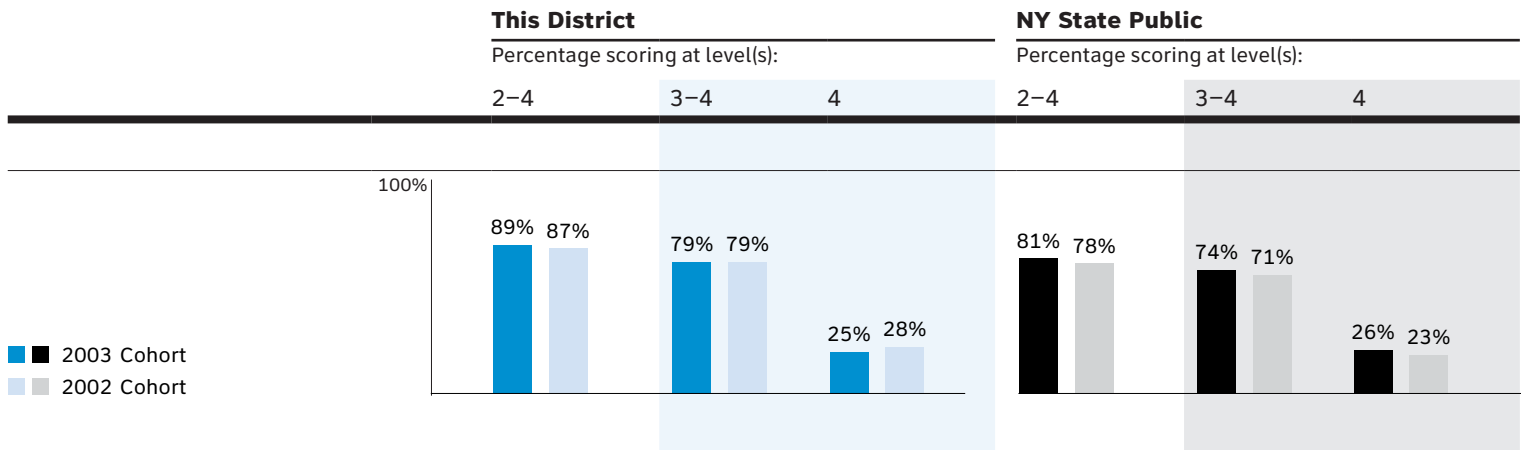
Other Assessments	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				2	–	–	–

\* 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.

\*\* 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

\*\*\* The majority of cohort members took an older version of the NYSAA, developed before 2007.

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



### Results by Student Group

	2003 Cohort				2002 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
<b>All Students</b>	<b>774</b>	<b>89%</b>	<b>79%</b>	<b>25%</b>	<b>641</b>	<b>87%</b>	<b>79%</b>	<b>28%</b>
Female	372	91%	83%	25%	333	89%	82%	28%
Male	402	87%	76%	26%	308	84%	77%	29%
American Indian or Alaska Native								
Black or African American	217	85%	70%	14%	181	80%	69%	13%
Hispanic or Latino	188	83%	72%	14%	165	80%	71%	15%
Asian or Native Hawaiian/Other Pacific Islander	35	100%	94%	63%	16	100%	100%	50%
White	334	95%	88%	35%	279	94%	90%	46%
Multiracial								
Small Group Totals								
General-Education Students	664	94%	86%	29%	557	92%	84%	31%
Students with Disabilities	110	63%	35%	3%	84	55%	46%	11%
English Proficient	751	89%	80%	26%	622	87%	80%	29%
Limited English Proficient	23	87%	57%	9%	19	68%	42%	0%
Economically Disadvantaged	216	89%	77%	17%	124	84%	69%	17%
Not Disadvantaged	558	89%	80%	29%	517	87%	82%	31%
Migrant								
Not Migrant					641	87%	79%	28%

#### NOTES

The – symbol indicates that data for a group of students have 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

	2003 Cohort				2002 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 ***	0				2	–	–	–

\* 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.

\*\* 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

\*\*\* The majority of cohort members took an older version of the NYSAA, developed before 2007.