



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **NEW ROCHELLE CITY SCHOOL
DISTRICT**

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

Superintendent **R E ORGANISCIAK**

Telephone **(914) 576-4200**

Grades **PK-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

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 2008–09 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

	2005-06	2006-07	2007-08
Pre-K	320	307	309
Kindergarten	696	697	700
Grade 1	753	774	766
Grade 2	792	757	755
Grade 3	787	775	745
Grade 4	818	779	774
Grade 5	746	803	777
Grade 6	705	770	782
Ungraded Elementary	96	33	48
Grade 7	857	711	763
Grade 8	801	837	700
Grade 9	822	787	1134
Grade 10	829	824	781
Grade 11	845	805	662
Grade 12	770	808	778
Ungraded Secondary	0	59	58
Total K-12	10317	10219	10223

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	22	21	21
Grade 8			
English	22	21	20
Mathematics	22	21	19
Science	24	21	20
Social Studies	21	21	19
Grade 10			
English	23	25	25
Mathematics	21	21	24
Science	22	27	26
Social Studies	23	23	21

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

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	3242	31%	2969	29%	3389	33%
Reduced-Price Lunch	1020	10%	981	10%	1054	10%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	1324	13%	1315	13%	1155	11%
Racial/Ethnic Origin						
American Indian or Alaska Native	12	0%	8	0%	13	0%
Black or African American	2556	25%	2543	25%	2523	25%
Hispanic or Latino	3190	31%	3594	35%	3835	38%
Asian or Native Hawaiian/Other Pacific Islander	408	4%	420	4%	409	4%
White	4151	40%	3654	36%	3443	34%
Multiracial**	N/A	N/A	0	0%	0	0%

* Available only at the school level.

** Multiracial enrollment data were not collected statewide in the 2005-06 school year.

Attendance and Suspensions

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Annual Attendance Rate	96%		96%		91%	
Student Suspensions	338	3%	513	5%	529	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

	2005-06	2006-07	2007-08
Total Number of Teachers	740	737	749
Percent with No Valid Teaching Certificate	1%	1%	0%
Percent Teaching Out of Certification	3%	2%	2%
Percent with Fewer Than Three Years of Experience	4%	4%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	54%	55%	56%
Total Number of Core Classes	2673	1840	1897
Percent Not Taught by Highly Qualified Teachers	2%	2%	1%
Total Number of Classes	2459	2386	2359
Percent Taught by Teachers Without Appropriate Certification	3%	3%	2%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	21%	12%	N/A
Turnover Rate of All Teachers	10%	8%	8%

Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	140	152	141
Total Paraprofessionals*	200	127	206
Assistant Principals	15	15	16
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 who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

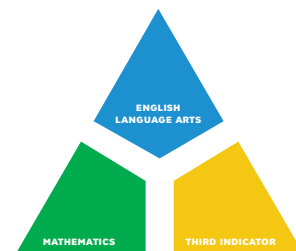
Staff Counts Information

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 2007–08, 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.



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 2007–08 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 2004 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 2003 graduation-rate total cohort in the All Students group earning a high school diploma by August 31, 2007 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 2003 graduation-rate total cohort earning a local diploma by August 31, 2007 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 2004 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2004–05 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2004–05 school year, who were enrolled on October 3, 2007 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, 2008, are not included in the 2004 school accountability cohort. The 2004 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.

Graduation-Rate Total 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.

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 2007–08 safe harbor targets were calculated using the following equation:

$$2006-07\ PI + (200 - the\ 2006-07\ PI) \times 0.10$$

Science Progress Target

The elementary/middle-level 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2007–08 target is provided for groups whose PI was below the State Science Standard in 2007–08.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2007–08, 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.

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 (2008–09)

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

2006–07	2007–08	2008–09
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	✓	✓	✓	✓	✓	✓
Multiracial	—	—	—	—	—	—
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	✓ 7 of 7	✓ 7 of 7	✓ 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 | 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 for This Subject (2008–09)



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 2009-10. [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 2007–08 2008–09
All Students (4618:4496)	✓	✓	100%	✓	172	131	
Ethnicity							
American Indian or Alaska Native (7:7)	—	—	—	—	—	—	—
Black or African American (1137:1114)	✓	✓	100%	✓	162	130	
Hispanic or Latino (1824:1741)	✓	✓	100%	✓	163	130	
Asian or Native Hawaiian/Other Pacific Islander (175:172)	✓	✓	99%	✓	190	125	
White (1475:1462)	✓	✓	100%	✓	186	130	
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (561:545)	✓	✓	100%	✓	128	128	
Limited English Proficient ⁵ (451:675)	✓	✓	100%	✓	148	129	
Economically Disadvantaged (2039:1965)	✓	✓	100%	✓	158	131	
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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, 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.

⁵ 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 (2008–09)



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 2009-10. [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 2007–08 2008–09
All Students (4624:4523)	✓	✓	100%	✓	184	100	
Ethnicity							
American Indian or Alaska Native (7:7)	–	–	–	–	–	–	–
Black or African American (1136:1110)	✓	✓	100%	✓	175	99	
Hispanic or Latino (1830:1772)	✓	✓	100%	✓	182	99	
Asian or Native Hawaiian/Other Pacific Islander (177:174)	✓	✓	100%	✓	194	94	
White (1474:1460)	✓	✓	100%	✓	191	99	
Multiracial (0:0)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities ⁴ (563:546)	✓	✓	99%	✓	151	97	
Limited English Proficient ⁵ (443:715)	✓	✓	100%	✓	175	98	
Economically Disadvantaged (2046:1992)	✓	✓	100%	✓	177	100	
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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, 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.

⁵ 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
(2008–09)

Accountability Measures 1 of 1 Student groups making AYP in science
 Made AYP

Prospective Status This district will be in good standing in 2009-10. [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 2007–08 2008–09
All Students (1505:1452)		Qualified		99%		186	100	
Ethnicity								
American Indian or Alaska Native (2:2)		–	–	–	–	–	–	–
Black or African American (367:353)		Qualified		99%		181	100	
Hispanic or Latino (601:572)		Qualified		99%		180	100	
Asian or Native Hawaiian/Other Pacific Islander (65:65)		Qualified		100%		192	100	
White (469:460)		Qualified		99%		195	100	
Multiracial (1:0)		–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (184:175)		Qualified		98%		165	100	
Limited English Proficient ⁴ (143:198)		Qualified		99%		173	100	
Economically Disadvantaged (622:590)		Qualified		98%		181	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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 districts with fewer than 30 continuously enrolled tested students in 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and performance indices.

⁴ 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 (2008–09)



Good Standing

Accountability Measures

7 of 7

Student groups making AYP in English language arts



Made AYP

Prospective Status

This district will be in good standing in 2009-10. [201]

How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group (12th Graders: 2004 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (799:739)	✓						
Ethnicity							
American Indian or Alaska Native (1:1)	—						
Black or African American (245:212)	✓						
Hispanic or Latino (194:191)	✓						
Asian or Native Hawaiian/Other Pacific Islander (33:29)	—						
White (325:306)	✓						
Multiracial (1:0)	—						
Other Groups							
Students with Disabilities (109:101)	✓						
Limited English Proficient ⁴ (39:55)	✓						
Economically Disadvantaged (214:225)	✓						
Final AYP Determination	✓ 7 of 7						

NOTES

¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.

⁴ 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 (2008–09)



Good Standing

Accountability Measures

7 of 7

Student groups making AYP in mathematics



Made AYP

Prospective Status

This district will be in good standing in 2009-10. [201]

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

Student Group (12th Graders: 2004 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (799:739)	✓						
Ethnicity							
American Indian or Alaska Native (1:1)	—						
Black or African American (245:212)	✓						
Hispanic or Latino (194:191)	✓						
Asian or Native Hawaiian/Other Pacific Islander (33:29)	—						
White (325:306)	✓						
Multiracial (1:0)	—						
Other Groups							
Students with Disabilities (109:101)	✓						
Limited English Proficient ⁴ (39:55)	✓						
Economically Disadvantaged (214:225)	✓						
Final AYP Determination	✓ 7 of 7						

NOTES

¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.

⁴ 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
(2008–09)

Accountability Measures 1 of 1 Student groups making AYP in graduation rate
 Made AYP

Prospective Status This district will be in good standing in 2009-10. [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 2007–08 2008–09
All Students (734) 				
Ethnicity				
American Indian or Alaska Native (0)				
Black or African American (206)				
Hispanic or Latino (171)				
Asian or Native Hawaiian/Other Pacific Islander (35)				
White (322)				
Multiracial (0)				
Other Groups				
Students with Disabilities (100)				
Limited English Proficient ³ (19)				
Economically Disadvantaged (207)				
Final AYP Determination  1 of 1				

NOTES

- ¹ Graduation-rate total cohort differs from the accountability cohort in that the graduation-rate total cohort includes students who left school prior to BEDS day of the fourth year after first entering grade 9 and students who enrolled after BEDS day of the fourth year after first entering grade 9.
- ² Percentage of the 2003 cohort that earned a local or Regents diploma by August 31, 2007.
- ³ 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 2003 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2007 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2007–08.

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 2003 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2007 is below the Graduation-Rate Standard in 2007–08 (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**

2008–09 Accountability Status of Schools in Your District

This section lists all schools in your district by 2008–09 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 2007–08 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	74%			732
Grade 4	82%			759
Grade 5	85%			768
Grade 6	69%			774
Grade 7	69%			750
Grade 8	64%			691

Mathematics

Grade 3	93%		744
Grade 4	92%		773
Grade 5	89%		779
Grade 6	80%		789
Grade 7	83%		760
Grade 8	75%		706

Science

Grade 4	92%		768
Grade 8	71%		512

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	82%			772
Mathematics	82%			772

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.

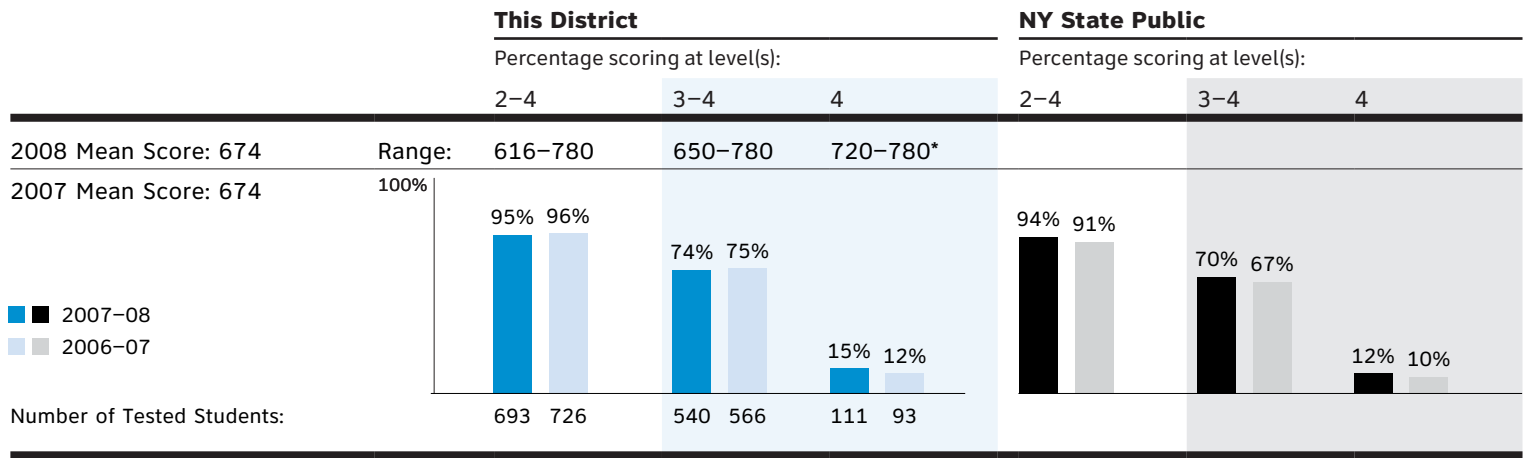
In this section, this district's performance is compared with that of public schools statewide.

This District's N/RC Category:

Average Need Districts

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	732	95%	74%	15%	757	96%	75%	12%
Female	365	97%	78%	15%	359	97%	79%	14%
Male	367	92%	69%	15%	398	95%	71%	11%
American Indian or Alaska Native					1	—	—	—
Black or African American	175	90%	67%	9%	171	96%	68%	5%
Hispanic or Latino	311	94%	65%	4%	302	92%	68%	7%
Asian or Native Hawaiian/Other Pacific Islander	27	100%	93%	33%	36	—	—	—
White	219	99%	89%	33%	247	99%	88%	23%
Multiracial								
Small Group Totals					37	100%	78%	19%
General-Education Students	679	97%	77%	16%	682	97%	79%	14%
Students with Disabilities	53	60%	26%	0%	75	87%	39%	0%
English Proficient	620	95%	80%	18%	653	98%	80%	14%
Limited English Proficient	112	91%	38%	2%	104	85%	43%	1%
Economically Disadvantaged	367	92%	60%	2%	357	94%	67%	6%
Not Disadvantaged	365	98%	87%	28%	400	98%	82%	18%
Migrant								
Not Migrant	732	95%	74%	15%	757	96%	75%	12%

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.

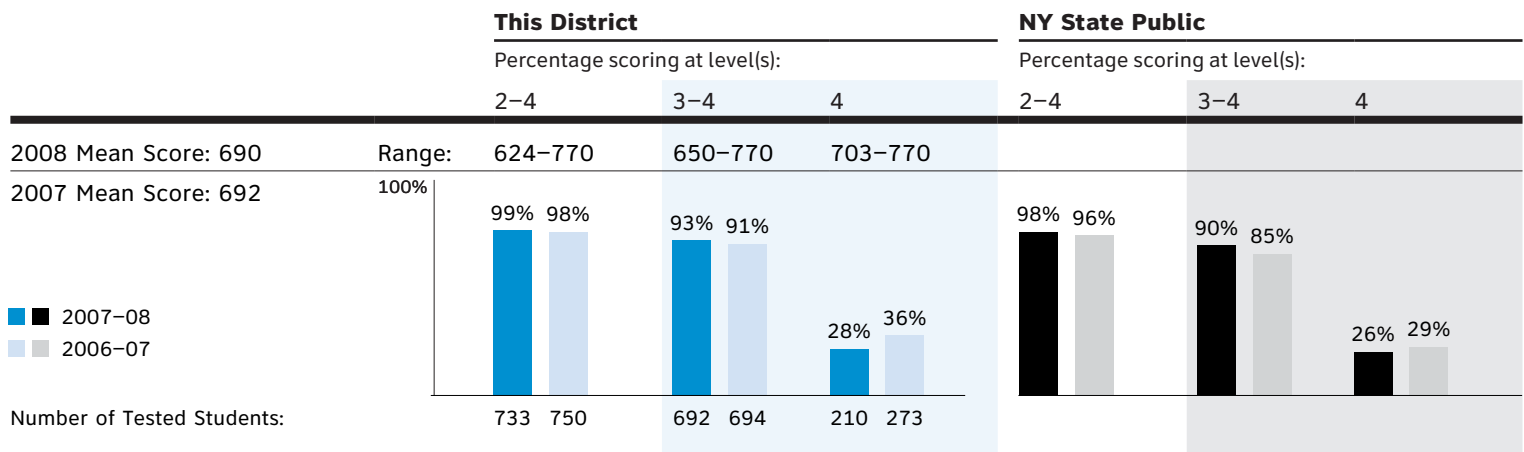
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

Other Assessments

	2007-08 School Year				2006-07 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	11	11	11	10	6	6	6	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	14	N/A	N/A	N/A	14	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

	2007-08 School Year				2006-07 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	744	99%	93%	28%	763	98%	91%	36%
Female	372	99%	93%	28%	363	98%	88%	35%
Male	372	98%	93%	28%	400	99%	94%	36%
American Indian or Alaska Native								
Black or African American	174	99%	87%	14%	167	96%	82%	23%
Hispanic or Latino	321	98%	92%	20%	315	98%	90%	31%
Asian or Native Hawaiian/Other Pacific Islander	28	100%	100%	64%	35	100%	97%	51%
White	221	99%	98%	47%	246	100%	97%	49%
Multiracial								
Small Group Totals								
General-Education Students	690	99%	94%	30%	688	99%	93%	38%
Students with Disabilities	54	94%	76%	4%	75	96%	72%	12%
English Proficient	621	99%	95%	32%	647	98%	91%	39%
Limited English Proficient	123	94%	83%	11%	116	99%	88%	16%
Economically Disadvantaged	376	98%	89%	14%	366	98%	90%	25%
Not Disadvantaged	368	99%	97%	43%	397	99%	92%	45%
Migrant								
Not Migrant	744	99%	93%	28%	763	98%	91%	36%

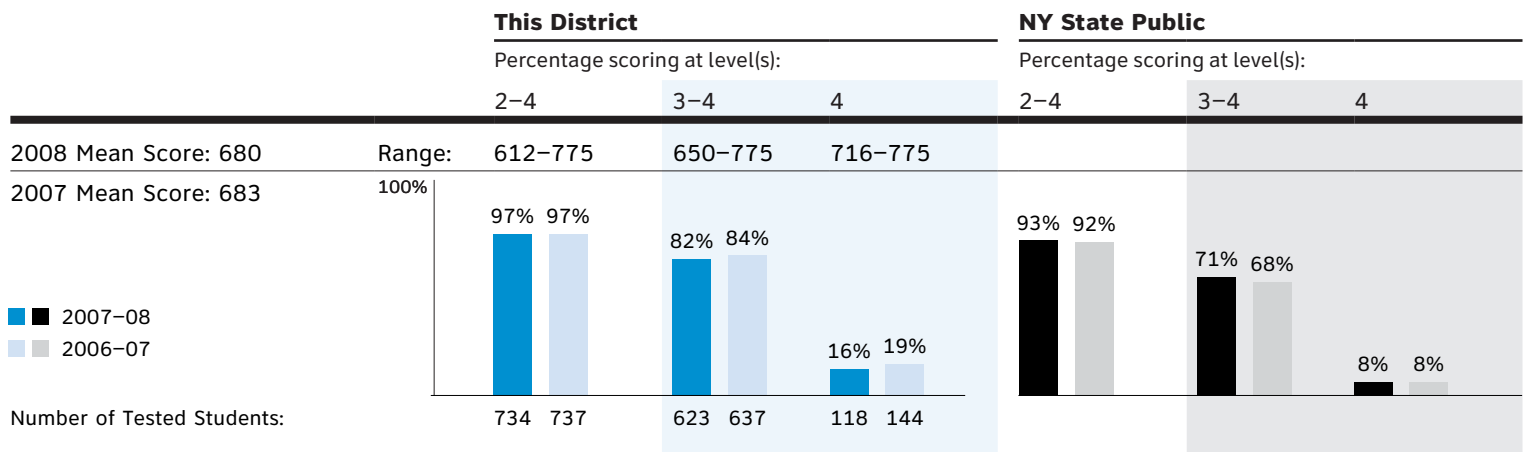
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	10	10	10	10	6	6	6	5

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	759	97%	82%	16%	762	97%	84%	19%
Female	361	98%	85%	20%	373	98%	85%	22%
Male	398	96%	79%	12%	389	96%	82%	16%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	177	95%	76%	11%	182	95%	81%	13%
Hispanic or Latino	307	95%	76%	8%	284	95%	73%	8%
Asian or Native Hawaiian/Other Pacific Islander	33	—	—	—	28	—	—	—
White	241	99%	93%	27%	267	100%	95%	33%
Multiracial								
Small Group Totals	34	100%	97%	26%	29	100%	97%	28%
General-Education Students	675	99%	87%	17%	699	98%	86%	21%
Students with Disabilities	84	82%	42%	1%	63	79%	57%	0%
English Proficient	677	98%	86%	17%	683	98%	88%	21%
Limited English Proficient	82	89%	51%	0%	79	82%	46%	0%
Economically Disadvantaged	343	95%	74%	6%	355	94%	75%	9%
Not Disadvantaged	416	98%	89%	23%	407	99%	91%	28%
Migrant								
Not Migrant	759	97%	82%	16%	762	97%	84%	19%

NOTES

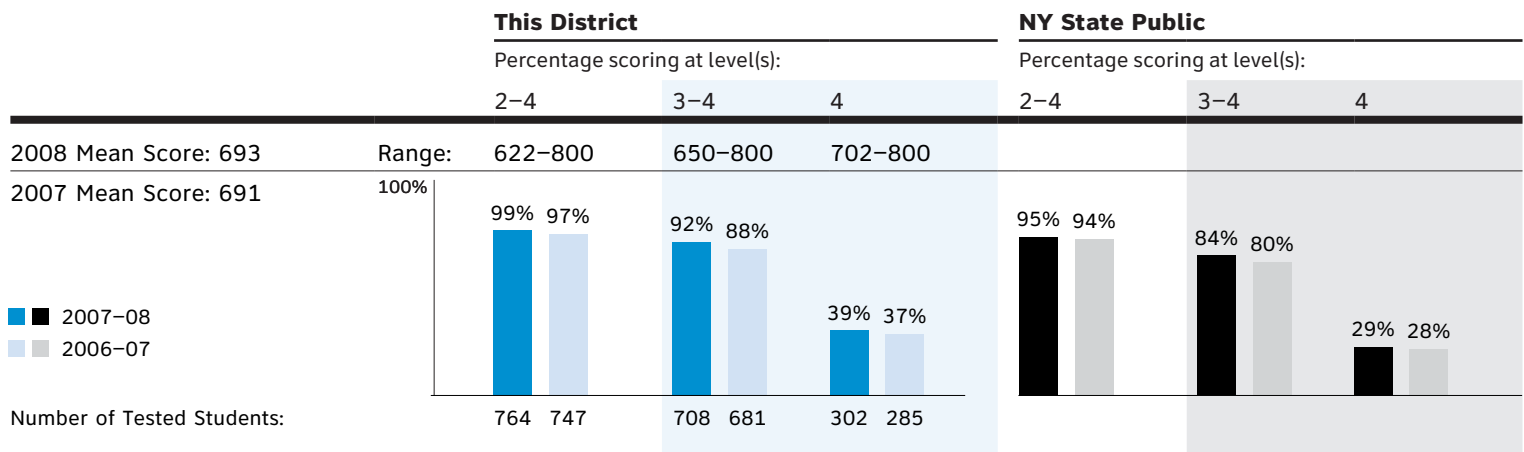
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Other Assessments

	2007-08 School Year				2006-07 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	9	9	8	8	10	10	10	9
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	14	N/A	N/A	N/A	14	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

	2007-08 School Year				2006-07 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	773	99%	92%	39%	772	97%	88%	37%
Female	370	99%	92%	36%	378	98%	89%	37%
Male	403	99%	91%	42%	394	96%	88%	37%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	176	99%	86%	27%	182	94%	78%	26%
Hispanic or Latino	320	98%	91%	31%	294	95%	87%	28%
Asian or Native Hawaiian/Other Pacific Islander	33	—	—	—	29	—	—	—
White	243	99%	96%	55%	266	100%	95%	51%
Multiracial								
Small Group Totals	34	100%	100%	65%	30	100%	100%	67%
General-Education Students	688	99%	95%	43%	708	98%	91%	39%
Students with Disabilities	85	95%	60%	7%	64	86%	56%	9%
English Proficient	679	99%	93%	43%	681	98%	89%	40%
Limited English Proficient	94	97%	81%	11%	91	87%	79%	15%
Economically Disadvantaged	356	98%	90%	29%	363	95%	84%	26%
Not Disadvantaged	417	99%	93%	48%	409	99%	92%	46%
Migrant								
Not Migrant	773	99%	92%	39%	772	97%	88%	37%

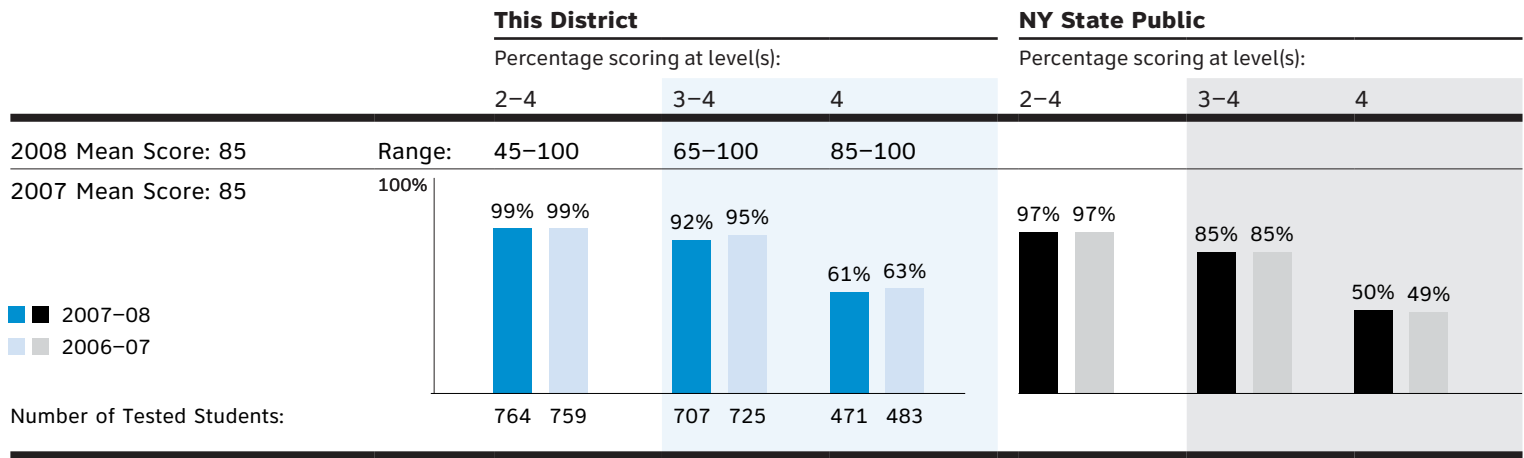
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	9	9	8	7	10	10	10	10

This District's Results in Grade 4 Science



Results by Student Group

	2007-08 School Year				2006-07 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	768	99%	92%	61%	764	99%	95%	63%
Female	366	99%	92%	60%	375	100%	95%	65%
Male	402	100%	92%	62%	389	99%	95%	61%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	173	100%	90%	51%	178	99%	93%	56%
Hispanic or Latino	320	99%	88%	50%	294	99%	92%	50%
Asian or Native Hawaiian/Other Pacific Islander	33	—	—	—	29	—	—	—
White	241	100%	98%	80%	262	100%	99%	82%
Multiracial								
Small Group Totals	34	100%	100%	88%	30	100%	100%	70%
General-Education Students	683	100%	94%	65%	701	100%	96%	66%
Students with Disabilities	85	98%	74%	31%	63	97%	87%	35%
English Proficient	673	100%	94%	65%	671	100%	96%	68%
Limited English Proficient	95	98%	80%	33%	93	97%	84%	28%
Economically Disadvantaged	352	100%	89%	51%	362	99%	92%	51%
Not Disadvantaged	416	99%	94%	70%	402	100%	98%	74%
Migrant								
Not Migrant	768	99%	92%	61%	764	99%	95%	63%

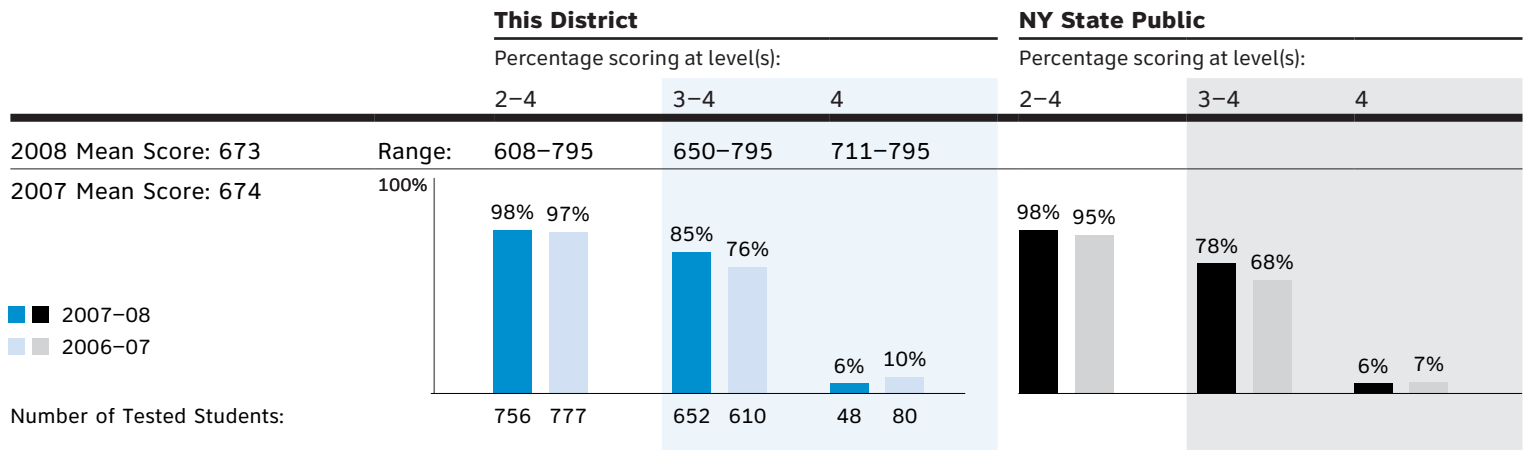
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	9	9	9	9	10	10	10	10

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	768	98%	85%	6%	799	97%	76%	10%
Female	375	100%	85%	6%	372	99%	77%	10%
Male	393	97%	85%	6%	427	96%	75%	10%
American Indian or Alaska Native	2	—	—	—				
Black or African American	187	98%	78%	3%	207	95%	69%	6%
Hispanic or Latino	284	97%	79%	2%	292	98%	73%	5%
Asian or Native Hawaiian/Other Pacific Islander	28	—	—	—	25	100%	76%	20%
White	267	100%	95%	12%	275	98%	85%	17%
Multiracial								
Small Group Totals	30	100%	100%	13%				
General-Education Students	701	99%	87%	7%	687	99%	81%	11%
Students with Disabilities	67	88%	60%	1%	112	87%	46%	3%
English Proficient	710	99%	87%	7%	732	98%	80%	11%
Limited English Proficient	58	86%	60%	2%	67	91%	40%	0%
Economically Disadvantaged	331	97%	75%	1%	368	96%	65%	5%
Not Disadvantaged	437	100%	92%	10%	431	98%	86%	14%
Migrant								
Not Migrant	768	98%	85%	6%	799	97%	76%	10%

NOTES

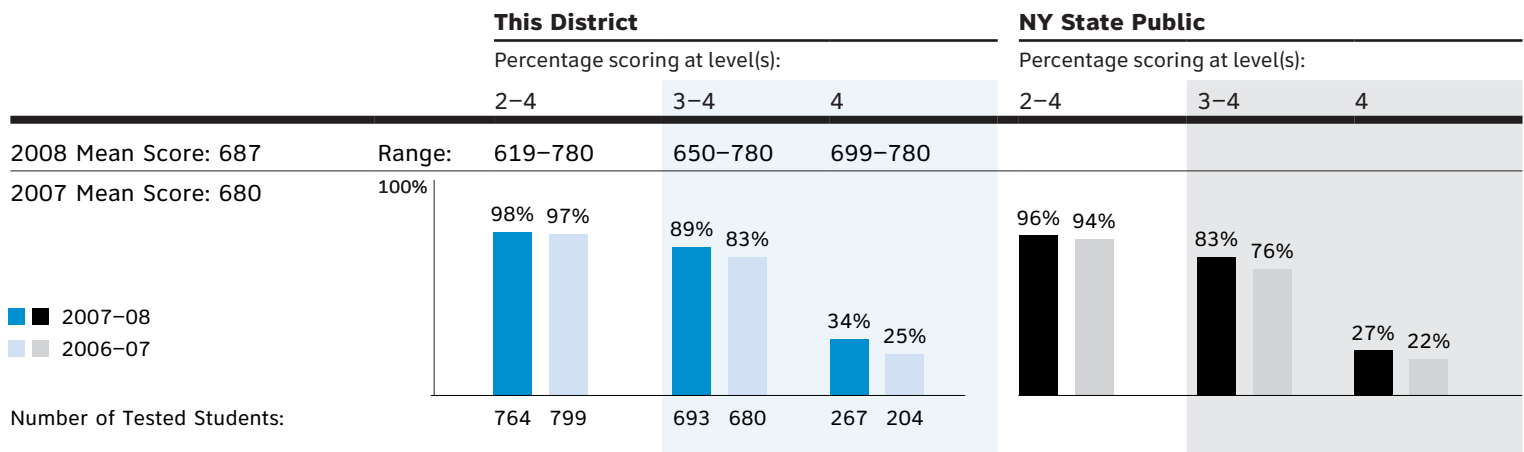
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2007-08 School Year				2006-07 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	7	8	8	7	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	10	N/A	N/A	N/A	12	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

	2007-08 School Year				2006-07 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	779	98%	89%	34%	823	97%	83%	25%
Female	380	99%	91%	33%	386	97%	85%	24%
Male	399	97%	87%	36%	437	97%	80%	26%
American Indian or Alaska Native	2	-	-	-				
Black or African American	189	97%	81%	22%	211	95%	70%	17%
Hispanic or Latino	291	97%	89%	27%	309	98%	83%	21%
Asian or Native Hawaiian/Other Pacific Islander	29	-	-	-	26	92%	77%	27%
White	268	100%	93%	49%	277	98%	92%	35%
Multiracial								
Small Group Totals	31	100%	100%	52%				
General-Education Students	711	99%	92%	37%	711	98%	88%	28%
Students with Disabilities	68	88%	59%	10%	112	88%	49%	6%
English Proficient	713	99%	90%	36%	743	97%	84%	27%
Limited English Proficient	66	89%	73%	18%	80	94%	68%	8%
Economically Disadvantaged	340	96%	84%	25%	383	96%	75%	19%
Not Disadvantaged	439	99%	93%	42%	440	98%	89%	30%
Migrant								
Not Migrant	779	98%	89%	34%	823	97%	83%	25%

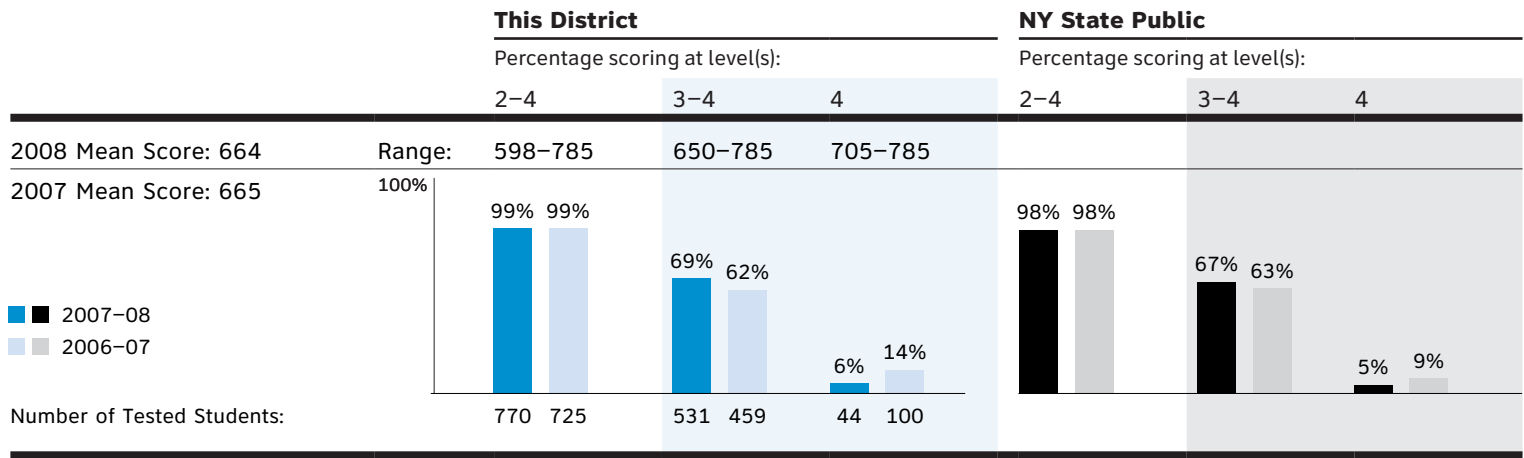
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	6	8	8	7	6

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	774	99%	69%	6%	735	99%	62%	14%
Female	369	99%	72%	6%	377	99%	66%	16%
Male	405	100%	65%	5%	358	98%	59%	11%
American Indian or Alaska Native					2	—	—	—
Black or African American	195	99%	60%	2%	182	98%	51%	8%
Hispanic or Latino	304	100%	62%	2%	261	98%	50%	4%
Asian or Native Hawaiian/Other Pacific Islander	22	95%	73%	14%	34	—	—	—
White	253	100%	83%	12%	256	99%	80%	24%
Multiracial								
Small Group Totals					36	100%	89%	36%
General-Education Students	683	100%	73%	6%	609	100%	71%	16%
Students with Disabilities	91	96%	35%	1%	126	94%	22%	0%
English Proficient	730	99%	71%	6%	690	99%	66%	14%
Limited English Proficient	44	100%	34%	0%	45	100%	13%	0%
Economically Disadvantaged	366	99%	53%	1%	310	99%	48%	5%
Not Disadvantaged	408	100%	82%	10%	425	98%	73%	20%
Migrant								
Not Migrant	774	99%	69%	6%	735	99%	62%	14%

NOTES

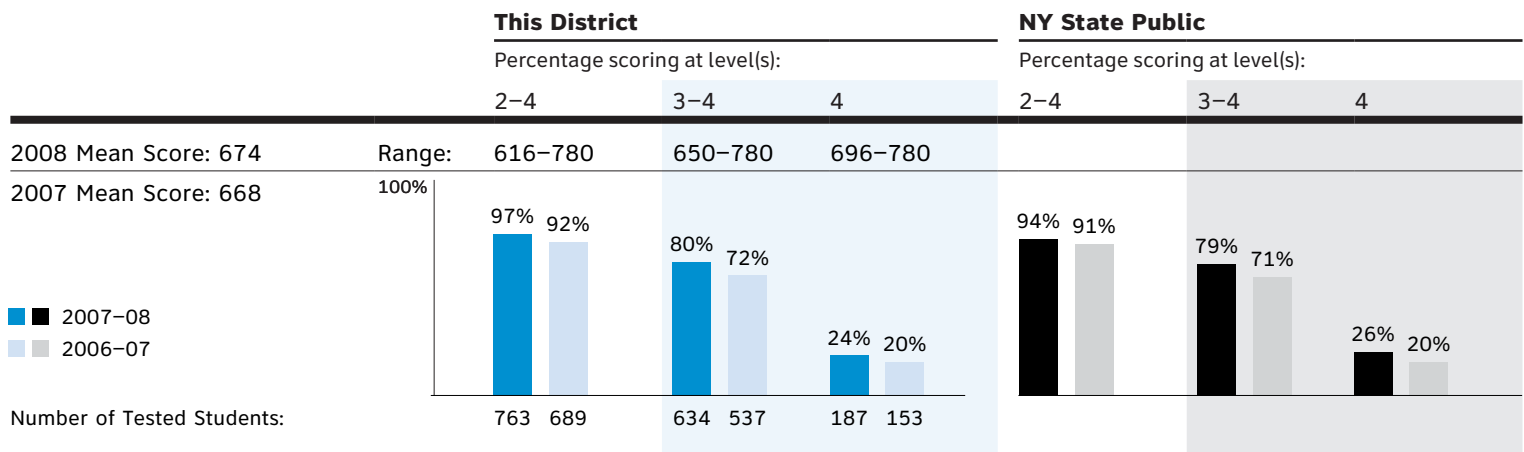
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Other Assessments

	2007-08 School Year				2006-07 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	12	12	12	11	9	9	8	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	12	N/A	N/A	N/A	13	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

	2007-08 School Year				2006-07 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	789	97%	80%	24%	749	92%	72%	20%
Female	375	98%	84%	23%	383	93%	72%	22%
Male	414	96%	77%	24%	366	91%	71%	19%
American Indian or Alaska Native					2	-	-	-
Black or African American	195	95%	72%	18%	183	83%	55%	10%
Hispanic or Latino	318	96%	78%	13%	274	93%	68%	12%
Asian or Native Hawaiian/Other Pacific Islander	23	96%	78%	39%	34	-	-	-
White	253	99%	90%	40%	256	97%	85%	34%
Multiracial								
Small Group Totals					36	97%	92%	44%
General-Education Students	697	97%	84%	27%	622	95%	78%	24%
Students with Disabilities	92	92%	52%	2%	127	75%	42%	2%
English Proficient	733	97%	82%	25%	692	92%	74%	22%
Limited English Proficient	56	93%	63%	7%	57	88%	49%	2%
Economically Disadvantaged	378	94%	70%	9%	326	90%	63%	10%
Not Disadvantaged	411	99%	90%	37%	423	93%	78%	28%
Migrant								
Not Migrant	789	97%	80%	24%	749	92%	72%	20%

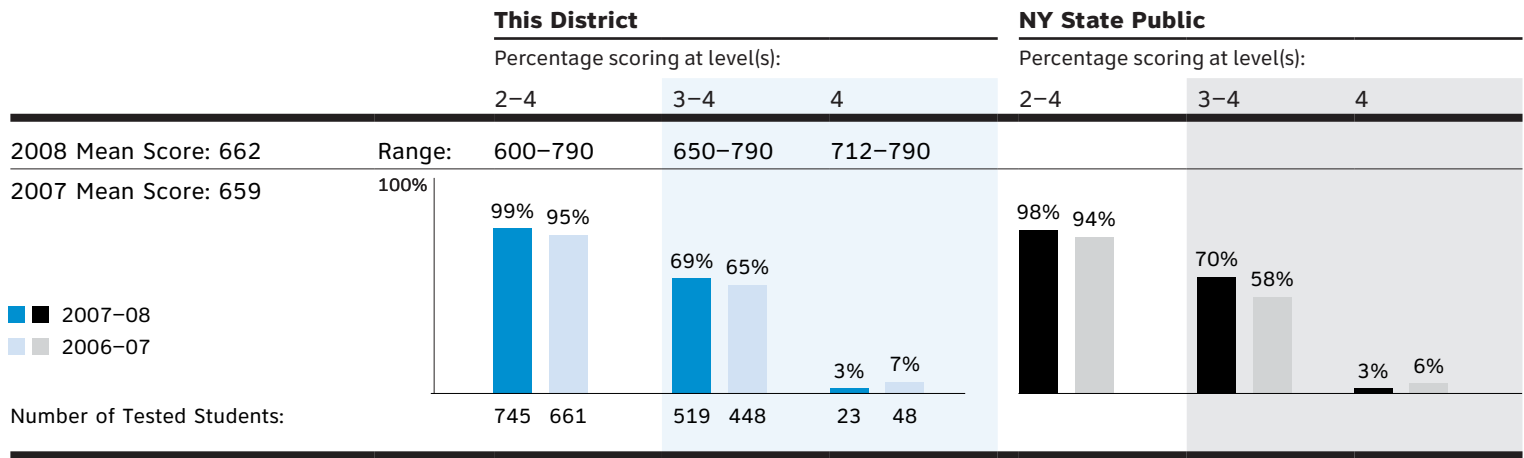
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Other Assessments

	2007-08 School Year				2006-07 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	12	12	10	6	9	9	9	9

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	750	99%	69%	3%	693	95%	65%	7%
Female	381	99%	75%	5%	323	96%	71%	9%
Male	369	99%	63%	1%	370	95%	59%	5%
American Indian or Alaska Native	3	—	—	—	1	—	—	—
Black or African American	194	98%	60%	2%	181	94%	56%	7%
Hispanic or Latino	271	100%	59%	1%	257	92%	54%	2%
Asian or Native Hawaiian/Other Pacific Islander	31	—	—	—	33	—	—	—
White	251	100%	84%	6%	221	99%	81%	14%
Multiracial								
Small Group Totals	34	100%	88%	0%	34	100%	82%	3%
General-Education Students	627	100%	76%	4%	615	97%	68%	8%
Students with Disabilities	123	97%	36%	0%	78	79%	35%	0%
English Proficient	713	99%	72%	3%	654	97%	68%	7%
Limited English Proficient	37	97%	19%	0%	39	64%	8%	0%
Economically Disadvantaged	299	99%	57%	1%	278	93%	50%	3%
Not Disadvantaged	451	99%	77%	5%	415	97%	74%	10%
Migrant								
Not Migrant	750	99%	69%	3%	693	95%	65%	7%

NOTES

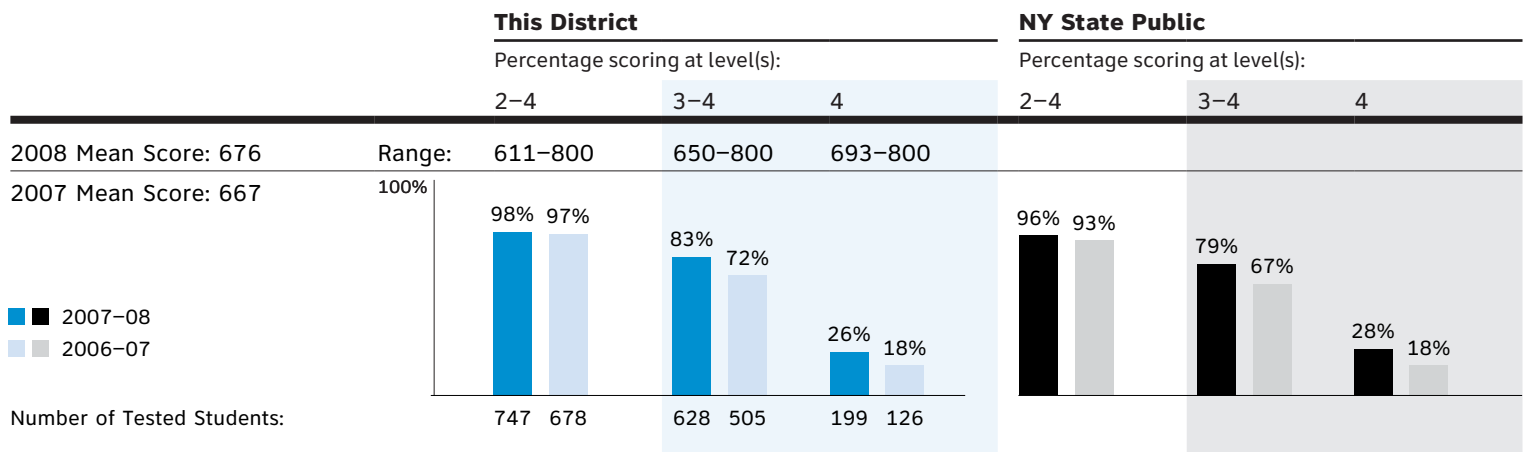
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Other Assessments

	2007-08 School Year				2006-07 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	10	10	9	9	11	11	5	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	10	N/A	N/A	N/A	8	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

	2007-08 School Year				2006-07 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	98%	83%	26%	701	97%	72%	18%
Female	385	99%	84%	28%	326	98%	74%	20%
Male	375	98%	81%	24%	375	95%	70%	16%
American Indian or Alaska Native	3	—	—	—	1	—	—	—
Black or African American	193	97%	72%	13%	181	94%	64%	7%
Hispanic or Latino	283	98%	80%	17%	264	97%	65%	8%
Asian or Native Hawaiian/Other Pacific Islander	32	—	—	—	33	—	—	—
White	249	99%	93%	42%	222	99%	86%	37%
Multiracial								
Small Group Totals	35	100%	94%	60%	34	100%	82%	26%
General-Education Students	637	99%	87%	31%	623	98%	75%	20%
Students with Disabilities	123	93%	60%	2%	78	85%	47%	5%
English Proficient	713	98%	84%	28%	653	98%	75%	19%
Limited English Proficient	47	98%	64%	4%	48	85%	33%	4%
Economically Disadvantaged	304	97%	76%	14%	291	96%	64%	10%
Not Disadvantaged	456	99%	87%	34%	410	97%	78%	24%
Migrant								
Not Migrant	760	98%	83%	26%	701	97%	72%	18%

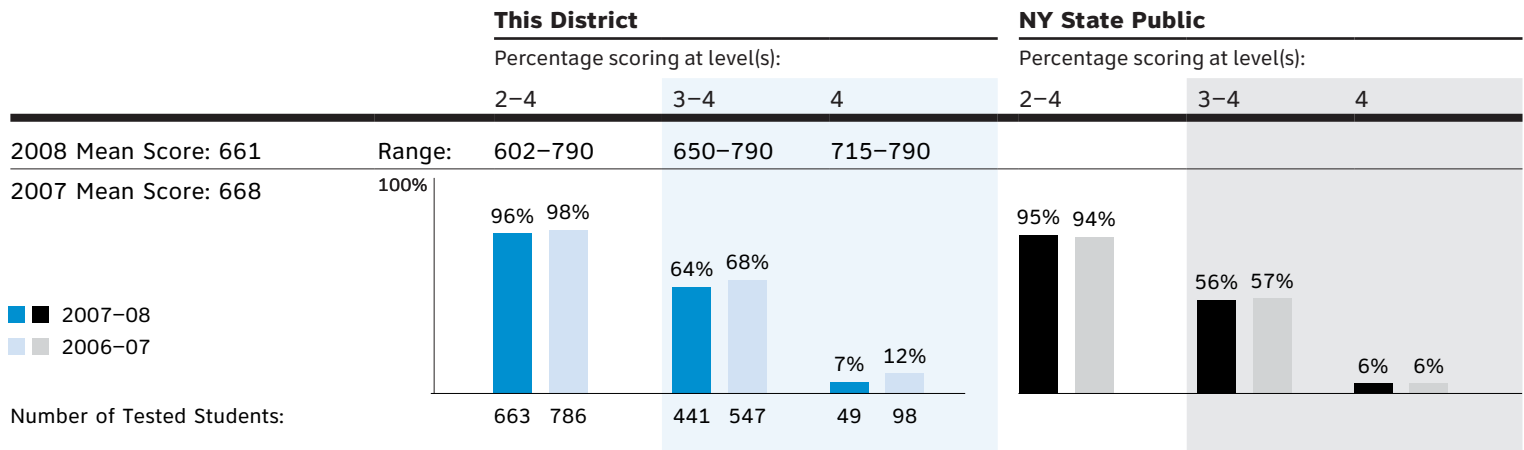
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Other Assessments

	2007-08 School Year				2006-07 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	10	10	10	9	11	11	11	9

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	691	96%	64%	7%	805	98%	68%	12%
Female	320	97%	74%	9%	357	98%	75%	14%
Male	371	95%	55%	5%	448	97%	62%	11%
American Indian or Alaska Native	1	—	—	—				
Black or African American	183	95%	54%	3%	212	95%	58%	6%
Hispanic or Latino	260	95%	54%	3%	267	98%	59%	6%
Asian or Native Hawaiian/Other Pacific Islander	32	—	—	—	35	100%	83%	20%
White	215	98%	81%	15%	291	99%	82%	21%
Multiracial								
Small Group Totals	33	100%	85%	12%				
General-Education Students	613	98%	70%	8%	690	100%	76%	14%
Students with Disabilities	78	79%	17%	0%	115	86%	23%	2%
English Proficient	658	97%	67%	7%	767	98%	71%	13%
Limited English Proficient	33	82%	3%	0%	38	95%	11%	0%
Economically Disadvantaged	249	94%	47%	4%	304	97%	52%	4%
Not Disadvantaged	442	97%	73%	9%	501	98%	78%	17%
Migrant								
Not Migrant	691	96%	64%	7%	805	98%	68%	12%

NOTES

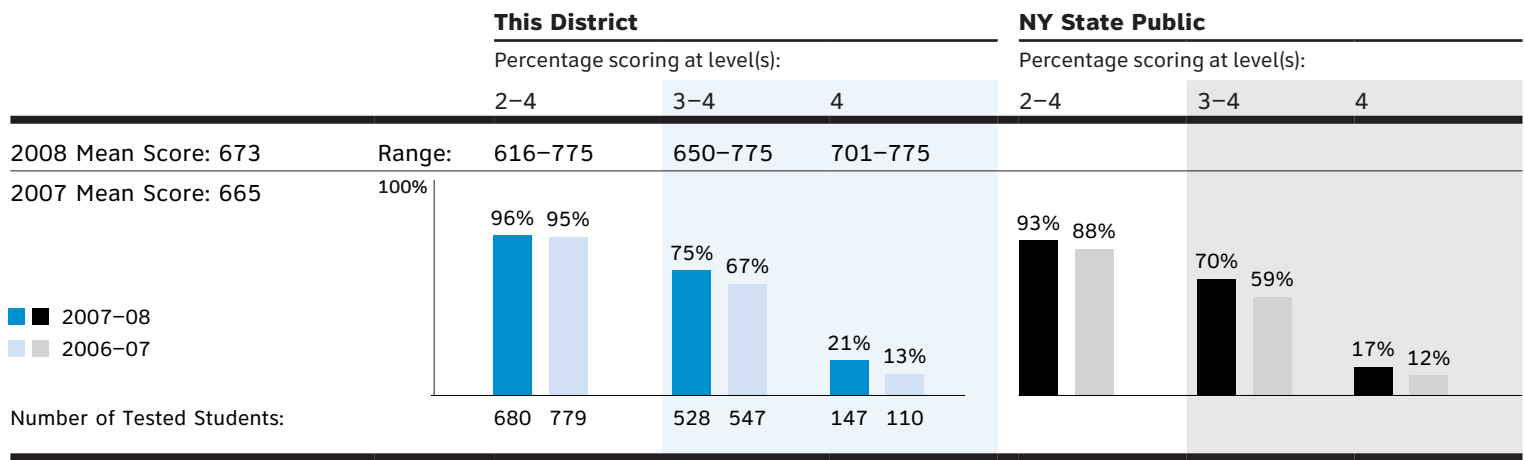
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Other Assessments

	2007-08 School Year				2006-07 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	13	13	13	12	8	8	8	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	11	N/A	N/A	N/A	13	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



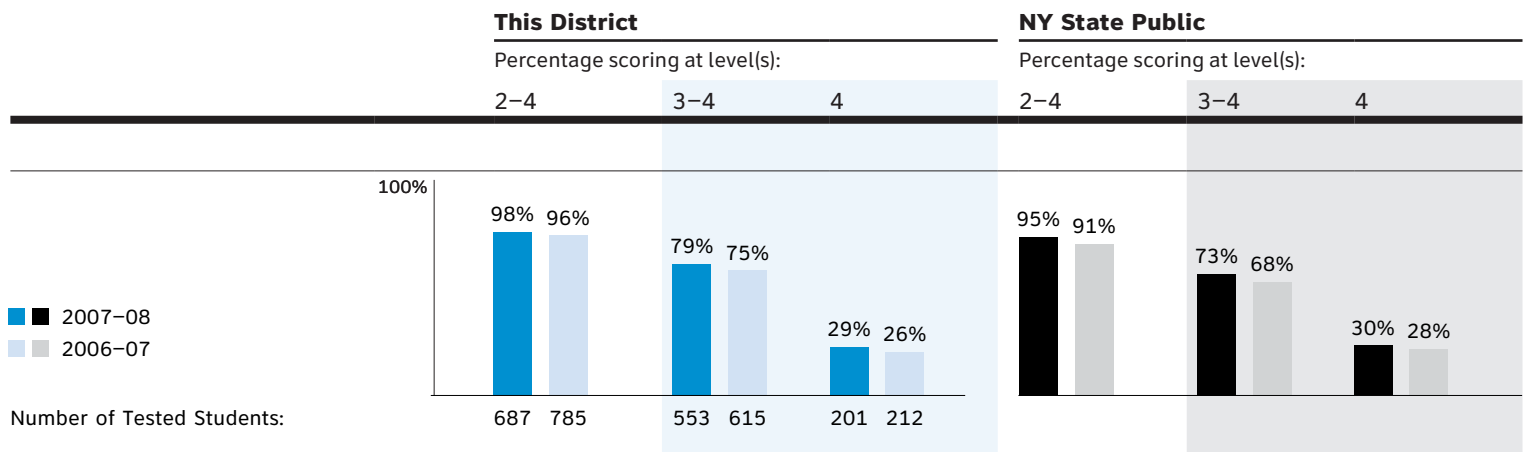
Results by Student Group	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	706	96%	75%	21%	817	95%	67%	13%
Female	329	96%	77%	22%	361	97%	69%	15%
Male	377	97%	73%	20%	456	94%	65%	12%
American Indian or Alaska Native	1	—	—	—				
Black or African American	185	94%	67%	10%	209	92%	56%	8%
Hispanic or Latino	273	96%	71%	14%	280	95%	58%	7%
Asian or Native Hawaiian/Other Pacific Islander	32	—	—	—	36	97%	86%	25%
White	215	98%	84%	36%	292	98%	80%	22%
Multiracial								
Small Group Totals	33	100%	88%	42%				
General-Education Students	630	98%	80%	23%	703	97%	72%	16%
Students with Disabilities	76	84%	36%	1%	114	82%	35%	1%
English Proficient	662	97%	76%	22%	765	96%	70%	14%
Limited English Proficient	44	91%	55%	2%	52	88%	23%	0%
Economically Disadvantaged	259	97%	64%	15%	317	94%	53%	7%
Not Disadvantaged	447	96%	81%	24%	500	96%	76%	18%
Migrant								
Not Migrant	706	96%	75%	21%	817	95%	67%	13%

NOTES

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Other Assessments	2007-08 School Year				2006-07 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	13	13	13	12	8	8	8	8

This District's Results in Grade 8 Science



Results by Student Group

	2007-08 School Year				2006-07 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	512	97%	71%	17%	596	94%	66%	14%
Female	221	98%	71%	13%	241	95%	64%	10%
Male	291	97%	72%	20%	355	94%	67%	17%
American Indian or Alaska Native	1	—	—	—				
Black or African American	154	97%	69%	19%	180	94%	60%	11%
Hispanic or Latino	236	97%	68%	10%	245	92%	60%	11%
Asian or Native Hawaiian/Other Pacific Islander	15	—	—	—	25	100%	80%	36%
White	105	99%	84%	27%	146	96%	81%	21%
Multiracial	1	—	—	—				
Small Group Totals	17	94%	65%	35%				
General-Education Students	438	97%	75%	19%	485	95%	72%	17%
Students with Disabilities	74	97%	50%	7%	111	88%	41%	4%
English Proficient	469	98%	75%	19%	540	96%	70%	16%
Limited English Proficient	43	91%	33%	0%	56	77%	27%	2%
Economically Disadvantaged	220	96%	65%	10%	279	93%	57%	8%
Not Disadvantaged	292	98%	76%	22%	317	95%	74%	20%
Migrant								
Not Migrant	512	97%	71%	17%	596	94%	66%	14%

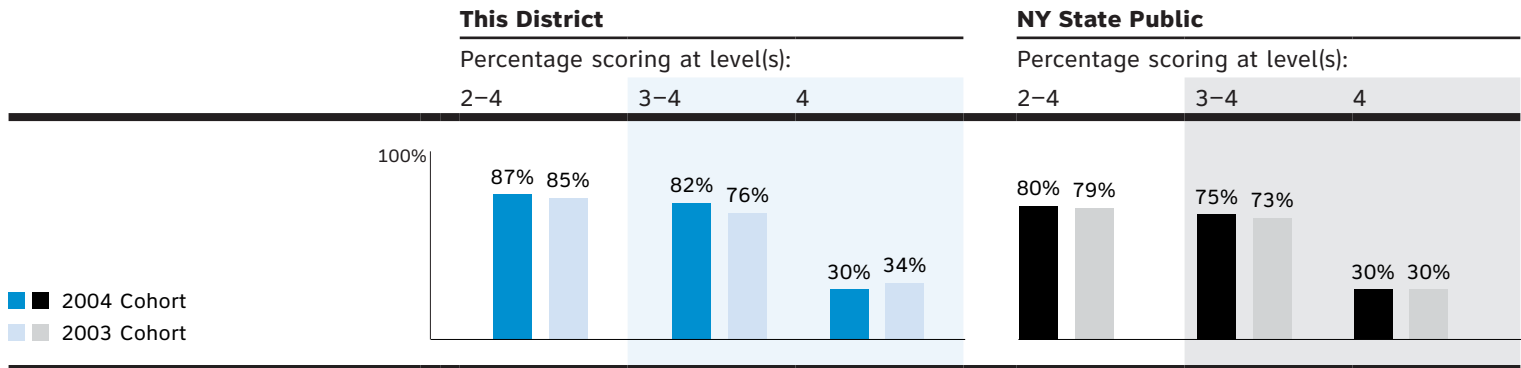
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	13	13	13	12	8	8	8	8
Regents Science	188	188	187	114	224	224	222	127

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



Results by Student Group

	2004 Cohort				2003 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	772	87%	82%	30%	774	85%	76%	34%
Female	364	92%	88%	37%	372	88%	80%	36%
Male	408	83%	77%	25%	402	82%	72%	32%
American Indian or Alaska Native	1	–	–	–				
Black or African American	225	82%	76%	18%	217	82%	72%	18%
Hispanic or Latino	202	85%	75%	14%	188	77%	61%	17%
Asian or Native Hawaiian/Other Pacific Islander	29	–	–	–	35	97%	91%	66%
White	315	92%	90%	47%	334	91%	85%	51%
Multiracial								
Small Group Totals	30	97%	97%	63%				
General-Education Students	664	91%	87%	35%	664	90%	82%	39%
Students with Disabilities	108	63%	53%	2%	110	55%	37%	5%
English Proficient	731	87%	84%	32%	751	86%	77%	35%
Limited English Proficient	41	85%	61%	0%	23	61%	35%	0%
Economically Disadvantaged	232	87%	80%	14%	216	82%	69%	18%
Not Disadvantaged	540	87%	83%	37%	558	86%	78%	40%
Migrant								
Not Migrant	772	87%	82%	30%				

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Other Assessments

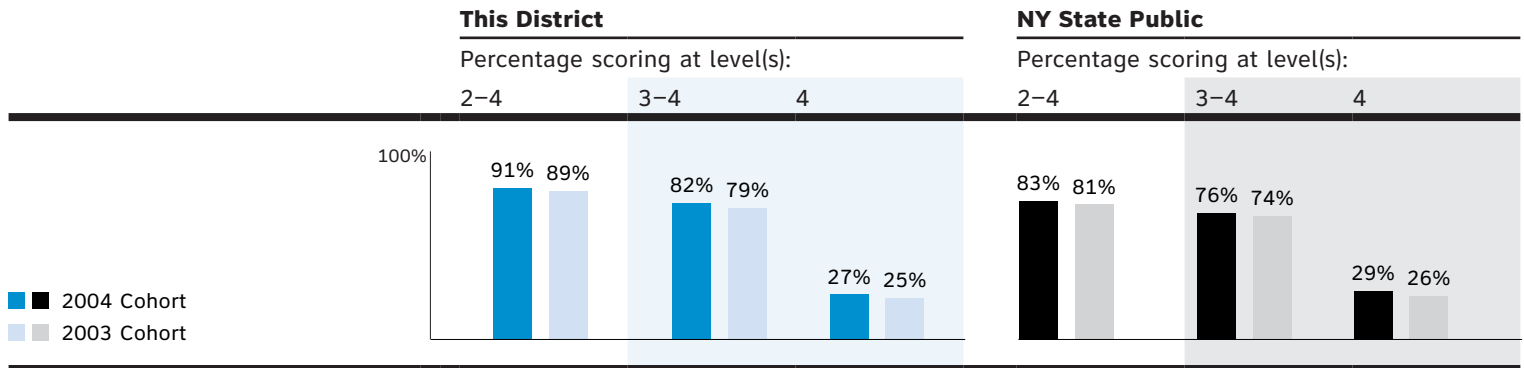
Other Assessments	2004 Cohort				2003 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				0			

* 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.

** 2003 cohort data are those reported in the 2006-07 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

	2004 Cohort				2003 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	772	91%	82%	27%	774	89%	79%	25%
Female	364	93%	84%	30%	372	91%	83%	25%
Male	408	89%	80%	25%	402	87%	76%	26%
American Indian or Alaska Native	1	—	—	—				
Black or African American	225	85%	73%	14%	217	85%	70%	14%
Hispanic or Latino	202	89%	73%	12%	188	83%	72%	14%
Asian or Native Hawaiian/Other Pacific Islander	29	—	—	—	35	100%	94%	63%
White	315	96%	91%	42%	334	95%	88%	35%
Multiracial								
Small Group Totals	30	100%	100%	70%				
General-Education Students	664	95%	87%	31%	664	94%	86%	29%
Students with Disabilities	108	68%	47%	2%	110	63%	35%	3%
English Proficient	731	92%	83%	28%	751	89%	80%	26%
Limited English Proficient	41	85%	61%	5%	23	87%	57%	9%
Economically Disadvantaged	232	90%	75%	13%	216	89%	77%	17%
Not Disadvantaged	540	92%	84%	34%	558	89%	80%	29%
Migrant								
Not Migrant	772	91%	82%	27%				

NOTES

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Other Assessments

Other Assessments	2004 Cohort				2003 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				0			

* 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.

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