



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

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.

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 the district's accountability status.

3 Review an Overview of District Performance.

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

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

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

	2006-07	2007-08	2008-09
Pre-K	307	309	538
Kindergarten	697	700	743
Grade 1	774	766	766
Grade 2	757	755	765
Grade 3	775	745	754
Grade 4	779	774	754
Grade 5	803	777	786
Grade 6	770	782	771
Ungraded Elementary	33	48	52
Grade 7	711	763	818
Grade 8	837	700	762
Grade 9	787	1134	859
Grade 10	824	781	970
Grade 11	805	662	721
Grade 12	808	778	803
Ungraded Secondary	59	58	65
Total K-12	10219	10223	10389

Average Class Size

	2006-07	2007-08	2008-09
Common Branch	21	21	21
Grade 8			
English	21	20	22
Mathematics	21	19	19
Science	21	20	22
Social Studies	21	19	21
Grade 10			
English	25	25	24
Mathematics	21	24	24
Science	27	26	25
Social Studies	23	21	24

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

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	2969	30%	3389	35%	3353	34%
Reduced-Price Lunch	981	10%	1054	11%	917	9%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	1315	13%	1155	11%	1100	11%
Racial/Ethnic Origin						
American Indian or Alaska Native	8	0%	13	0%	25	0%
Black or African American	2543	25%	2523	25%	2567	25%
Hispanic or Latino	3594	35%	3835	38%	4046	39%
Asian or Native Hawaiian/Other Pacific Islander	420	4%	409	4%	407	4%
White	3654	36%	3443	34%	3319	32%
Multiracial	0	0%	0	0%	25	0%

* Available only at the school level.

Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate	96%		91%		95%	
Student Suspensions	513	5%	529	5%	561	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

	2006-07	2007-08	2008-09
Total Number of Teachers	737	749	765
Percent with No Valid Teaching Certificate	1%	0%	0%
Percent Teaching Out of Certification	2%	2%	2%
Percent with Fewer Than Three Years of Experience	4%	4%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	55%	56%	55%
Total Number of Core Classes	1840	1897	1956
Percent Not Taught by Highly Qualified Teachers	2%	1%	1%
Total Number of Classes	2386	2359	2413
Percent Taught by Teachers Without Appropriate Certification	3%	2%	2%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	12%	N/A	13%
Turnover Rate of All Teachers	8%	8%	9%

Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	152	141	136
Total Paraprofessionals*	127	206	202
Assistant Principals	15	16	15
Principals	10	10	11

* 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. 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 2008–09, 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: <http://www.emsc.nysed.gov/irts/accountability/>.



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 2008–09 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 2005 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, if it has 30 or more students, 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 group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2004 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2008 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 2004 graduation-rate total cohort earning a local or Regents diploma by August 31, 2008 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 2005 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, who were enrolled on October 1, 2008 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, 2009, are not included in the 2005 school accountability cohort. The 2005 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 AMOs 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:

$$100 \times \left[\frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

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

$$100 \times \left[\frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

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 2008–09 safe harbor targets were calculated using the following equation:

$$2007-08 \text{ PI} + (200 - \text{the } 2007-08 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI. The 2008–09 target is provided for groups whose PI was below the State Science Standard in 2008–09.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2008–09, 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: <http://www.emsc.nysed.gov/irts/accountability/>.

For the 2009–10 accountability status of component schools in your district, see <http://www.emsc.nysed.gov/irts/accountability/designations/>.

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 (2009–10)

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

2007–08	2008–09	2009–10
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	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1

AYP Status

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

Accountability Status Levels

Federal

- Good Standing
- Improvement (Year 1)
- Improvement (Year 2)
- Improvement (Year 3)
- Improvement (Year 4)
- Improvement (Year 5 & Above)
- Pending – Requires Special Evaluation

State

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

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2009–10)



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 2010-11. [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 2008–09 2009–10
All Students (4710:4597)	✓	✓	100%	✓	183	142	
Ethnicity							
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—
Black or African American (1147:1115)	✓	✓	100%	✓	177	141	
Hispanic or Latino (1897:1831)	✓	✓	100%	✓	178	141	
Asian or Native Hawaiian/Other Pacific Islander (173:170)	✓	✓	100%	✓	195	136	
White (1488:1476)	✓	✓	100%	✓	192	141	
Multiracial (2:2)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (596:577)	✓	✓	99%	✓	146	139	
Limited English Proficient ⁵ (430:699)	✓	✓	99%	✓	168	140	
Economically Disadvantaged (2176:2105)	✓	✓	100%	✓	175	142	
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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, 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 (2009–10)



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 2010-11. [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 2008–09 2009–10
All Students (4703:4610)	✓	✓	100%	✓	189	117	
Ethnicity							
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–
Black or African American (1143:1108)	✓	✓	100%	✓	182	116	
Hispanic or Latino (1898:1854)	✓	✓	100%	✓	189	116	
Asian or Native Hawaiian/Other Pacific Islander (173:170)	✓	✓	100%	✓	198	111	
White (1486:1475)	✓	✓	100%	✓	195	116	
Multiracial (2:2)	–	–	–	–	–	–	–
Other Groups							
Students with Disabilities ⁴ (596:572)	✓	✓	100%	✓	164	114	
Limited English Proficient ⁵ (429:734)	✓	✓	100%	✓	186	115	
Economically Disadvantaged (2178:2125)	✓	✓	100%	✓	186	117	
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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, 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
(2009–10)

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

Prospective Status This district will be in good standing in 2010-11. [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 2008–09 2009–10
All Students (1526:1482)		Qualified		99%		183	100	
Ethnicity								
American Indian or Alaska Native (1:1)		–	–	–	–	–	–	–
Black or African American (383:368)		Qualified		98%		176	100	
Hispanic or Latino (603:585)		Qualified		99%		177	100	
Asian or Native Hawaiian/Other Pacific Islander (61:58)		Qualified		98%		197	100	
White (475:469)		Qualified		99%		195	100	
Multiracial (3:1)		–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (214:204)		Qualified		99%		162	100	
Limited English Proficient ⁴ (126:206)		Qualified		99%		169	100	
Economically Disadvantaged (678:657)		Qualified		99%		176	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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2008–09, data for 2007–08 and 2008–09 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 (2009–10)



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 2010-11. [201]

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

Student Group (12th Graders: 2005 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
All Students (919:733)	✓	✓	99%	✓	180	167	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (278:193)	✓	✓	98%	✓	176	163	
Hispanic or Latino (263:205)	✓	✓	98%	✓	166	163	
Asian or Native Hawaiian/Other Pacific Islander (34:33)	✓	—	—	✓	179	154	
White (342:301)	✓	✓	99%	✓	192	165	
Multiracial (2:1)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (85:74)	✓	✓	99%	✓	161	160	
Limited English Proficient ⁵ (46:23)	✓	✓	98%	—	—	—	—
Economically Disadvantaged (267:249)	✓	✓	99%	✓	173	164	
Final AYP Determination	✓ 8 of 8						

NOTES

¹ These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort 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 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 (2009–10)



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 2010-11. [201]

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

Student Group (12th Graders: 2005 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
All Students (919:733)	✓	✓	99%	✓	179	162		
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (278:193)	✓	✓	99%	✓	173	158		
Hispanic or Latino (263:205)	✓	✓	99%	✓	171	158		
Asian or Native Hawaiian/Other Pacific Islander (34:33)	✓	—	—	✓	188	149		
White (342:301)	✓	✓	100%	✓	189	160		
Multiracial (2:1)	—	—	—	—	—	—		—
Other Groups								
Students with Disabilities ⁴ (85:74)	✓	✓	100%	✗	139	155	148	145
Limited English Proficient ⁵ (46:23)	✓	✓	98%	—	—	—		—
Economically Disadvantaged (267:249)	✓	✓	100%	✓	178	159		
Final AYP Determination	✓ 8 of 8							

NOTES

¹ These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort 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 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
(2009–10)

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

Prospective Status This district will be in good standing in 2010-11. [201]

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

Student Group (Cohort Count)	Graduation		Objectives		
	AYP	Met Criterion	Graduation Rate ¹	State Standard	Progress Target 2008–09 2009–10
All Students (772)			75%	55%	
Ethnicity					
American Indian or Alaska Native (1)		–	–	–	
Black or African American (223)			70%	55%	
Hispanic or Latino (203)			61%	55%	
Asian or Native Hawaiian/Other Pacific Islander (30)			93%	55%	
White (315)			87%	55%	
Multiracial (0)					
Other Groups					
Students with Disabilities (108)			55%	55%	
Limited English Proficient ² (61)			39%	55%	1% 40%
Economically Disadvantaged (234)			68%	55%	
Final AYP Determination		1 of 1			

NOTES

¹ Percentage of the 2004 cohort that earned a local or Regents diploma by August 31, 2008.

² 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 2004 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2008 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2008–09.

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 2004 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2009–10 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2008 is below the Graduation-Rate Standard in 2008–09 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

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

Summary of 2008–09 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	84%			740
Grade 4	88%			743
Grade 5	88%			778
Grade 6	87%			762
Grade 7	82%			805
Grade 8	73%			755

Mathematics

Grade 3	97%		753
Grade 4	93%		750
Grade 5	92%		786
Grade 6	84%		764
Grade 7	91%		820
Grade 8	84%		756

Science

Grade 4	94%		739
Grade 8	63%		512

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	82%			784
Mathematics	80%			784

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.

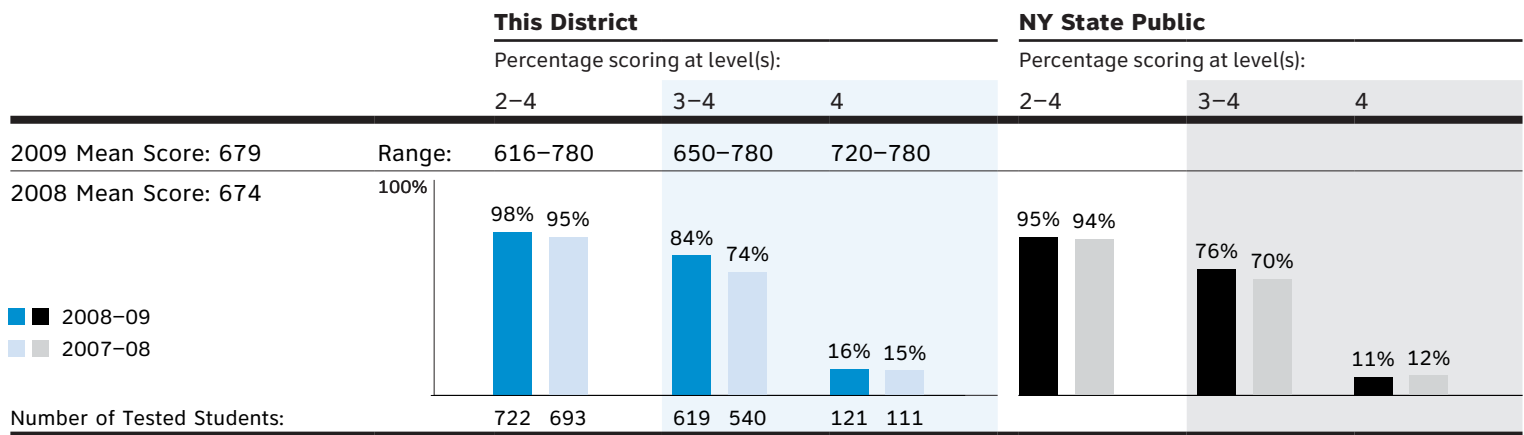
In this section, this district's performance is compared with that of public schools statewide.

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

	2008-09 School Year				2007-08 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	740	98%	84%	16%	732	95%	74%	15%
Female	327	99%	86%	18%	365	97%	78%	15%
Male	413	97%	82%	15%	367	92%	69%	15%
American Indian or Alaska Native	1	—	—	—				
Black or African American	165	96%	76%	8%	175	90%	67%	9%
Hispanic or Latino	316	97%	80%	10%	311	94%	65%	4%
Asian or Native Hawaiian/Other Pacific Islander	29	—	—	—	27	100%	93%	33%
White	229	100%	93%	29%	219	99%	89%	33%
Multiracial								
Small Group Totals	30	100%	93%	23%				
General-Education Students	674	99%	88%	18%	679	97%	77%	16%
Students with Disabilities	66	83%	41%	5%	53	60%	26%	0%
English Proficient	610	98%	88%	19%	620	95%	80%	18%
Limited English Proficient	130	95%	63%	3%	112	91%	38%	2%
Economically Disadvantaged	374	96%	76%	9%	367	92%	60%	2%
Not Disadvantaged	366	99%	91%	24%	365	98%	87%	28%
Migrant								
Not Migrant	740	98%	84%	16%	732	95%	74%	15%

NOTES

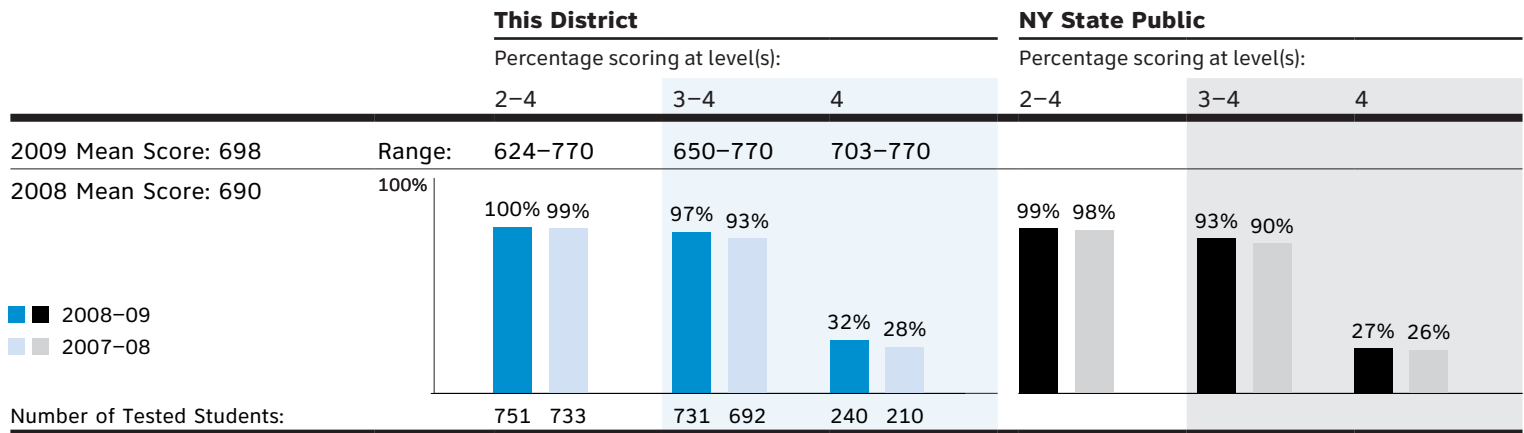
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2008-09 School Year				2007-08 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	11	11	11	11	10
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	11	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

	2008-09 School Year				2007-08 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	753	100%	97%	32%	744	99%	93%	28%
Female	333	100%	97%	31%	372	99%	93%	28%
Male	420	100%	97%	32%	372	98%	93%	28%
American Indian or Alaska Native								
Black or African American	169	99%	93%	18%	174	99%	87%	14%
Hispanic or Latino	325	100%	97%	26%	321	98%	92%	20%
Asian or Native Hawaiian/Other Pacific Islander	29	100%	100%	55%	28	100%	100%	64%
White	230	100%	100%	47%	221	99%	98%	47%
Multiracial								
Small Group Totals								
General-Education Students	686	100%	98%	34%	690	99%	94%	30%
Students with Disabilities	67	99%	90%	12%	54	94%	76%	4%
English Proficient	612	100%	98%	35%	621	99%	95%	32%
Limited English Proficient	141	100%	95%	16%	123	94%	83%	11%
Economically Disadvantaged	383	100%	95%	22%	376	98%	89%	14%
Not Disadvantaged	370	100%	99%	42%	368	99%	97%	43%
Migrant								
Not Migrant	753	100%	97%	32%	744	99%	93%	28%

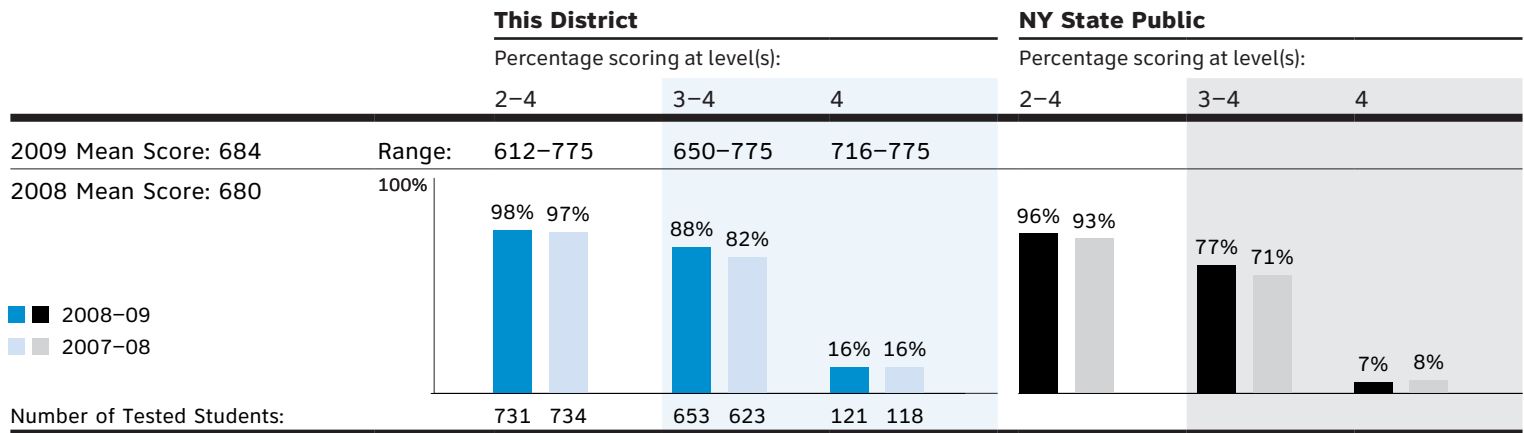
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Other Assessments

	2008-09 School Year				2007-08 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	11	10	10	10	10

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	743	98%	88%	16%	759	97%	82%	16%
Female	366	99%	91%	19%	361	98%	85%	20%
Male	377	98%	85%	14%	398	96%	79%	12%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	177	98%	85%	11%	177	95%	76%	11%
Hispanic or Latino	315	97%	82%	4%	307	95%	76%	8%
Asian or Native Hawaiian/Other	26	—	—	—	33	—	—	—
Pacific Islander	223	100%	97%	36%	241	99%	93%	27%
White	1	—	—	—				
Multiracial	28	100%	100%	32%	34	100%	97%	26%
Small Group Totals	678	99%	91%	18%	675	99%	87%	17%
General-Education Students	65	89%	54%	0%	84	82%	42%	1%
Students with Disabilities	657	99%	91%	18%	677	98%	86%	17%
English Proficient	86	93%	60%	0%	82	89%	51%	0%
Limited English Proficient	362	98%	81%	4%	343	95%	74%	6%
Economically Disadvantaged	381	99%	94%	28%	416	98%	89%	23%
Not Disadvantaged								
Migrant	743	98%	88%	16%	759	97%	82%	16%
Not Migrant								

NOTES

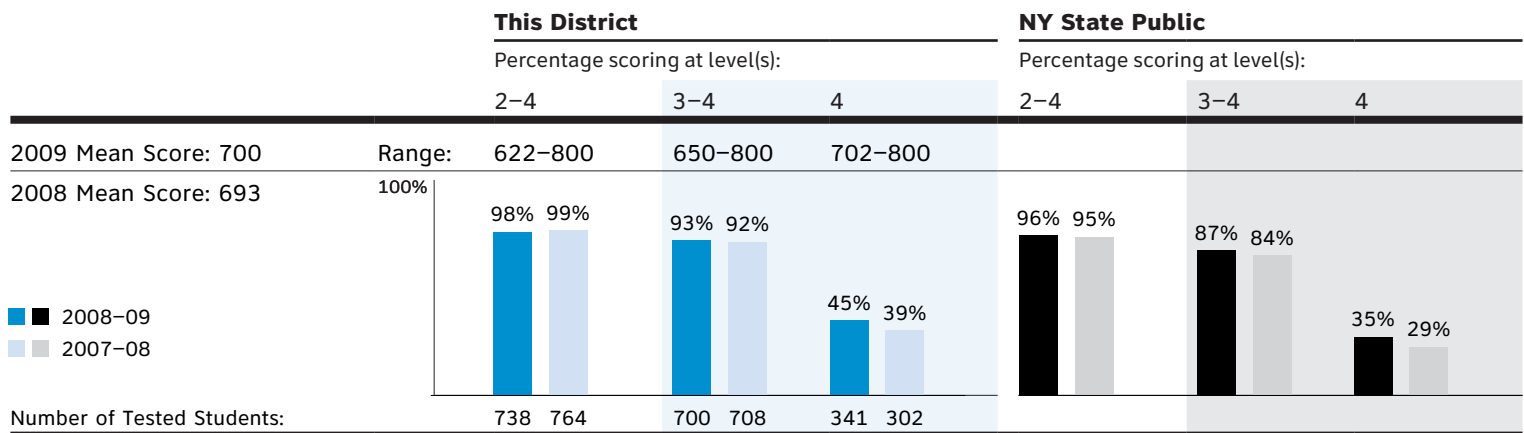
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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	11	10	10	10	9	9	8	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	7	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

	2008-09 School Year				2007-08 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	98%	93%	45%	773	99%	92%	39%
Female	373	99%	94%	47%	370	99%	92%	36%
Male	377	98%	93%	44%	403	99%	91%	42%
American Indian or Alaska Native					1	-	-	-
Black or African American	175	98%	87%	29%	176	99%	86%	27%
Hispanic or Latino	324	98%	93%	39%	320	98%	91%	31%
Asian or Native Hawaiian/Other								
Pacific Islander	27	-	-	-	33	-	-	-
White	223	100%	98%	66%	243	99%	96%	55%
Multiracial	1	-	-	-				
Small Group Totals	28	96%	96%	64%	34	100%	100%	65%
General-Education Students	687	99%	95%	48%	688	99%	95%	43%
Students with Disabilities	63	90%	71%	13%	85	95%	60%	7%
English Proficient	657	99%	95%	49%	679	99%	93%	43%
Limited English Proficient	93	96%	85%	17%	94	97%	81%	11%
Economically Disadvantaged	370	98%	90%	35%	356	98%	90%	29%
Not Disadvantaged	380	99%	97%	56%	417	99%	93%	48%
Migrant								
Not Migrant	750	98%	93%	45%	773	99%	92%	39%

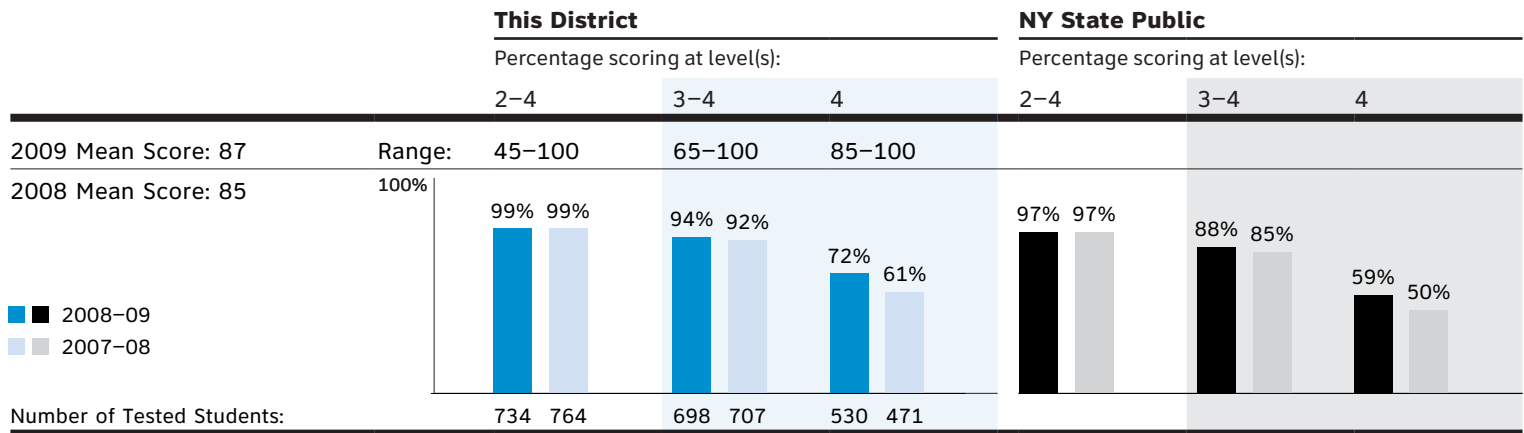
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	11	11	11	10	9	9	8	7

This District's Results in Grade 4 Science



Results by Student Group

	2008-09 School Year				2007-08 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	739	99%	94%	72%	768	99%	92%	61%
Female	369	99%	95%	70%	366	99%	92%	60%
Male	370	99%	94%	73%	402	100%	92%	62%
American Indian or Alaska Native					1	—	—	—
Black or African American	172	99%	92%	59%	173	100%	90%	51%
Hispanic or Latino	317	99%	92%	63%	320	99%	88%	50%
Asian or Native Hawaiian/Other								
Pacific Islander	26	—	—	—	33	—	—	—
White	221	100%	99%	90%	241	100%	98%	80%
Multiracial	3	—	—	—				
Small Group Totals	29	100%	97%	93%	34	100%	100%	88%
General-Education Students	676	99%	95%	75%	683	100%	94%	65%
Students with Disabilities	63	100%	84%	40%	85	98%	74%	31%
English Proficient	649	100%	96%	76%	673	100%	94%	65%
Limited English Proficient	90	97%	83%	41%	95	98%	80%	33%
Economically Disadvantaged	364	99%	92%	59%	352	100%	89%	51%
Not Disadvantaged	375	100%	97%	84%	416	99%	94%	70%
Migrant								
Not Migrant	739	99%	94%	72%	768	99%	92%	61%

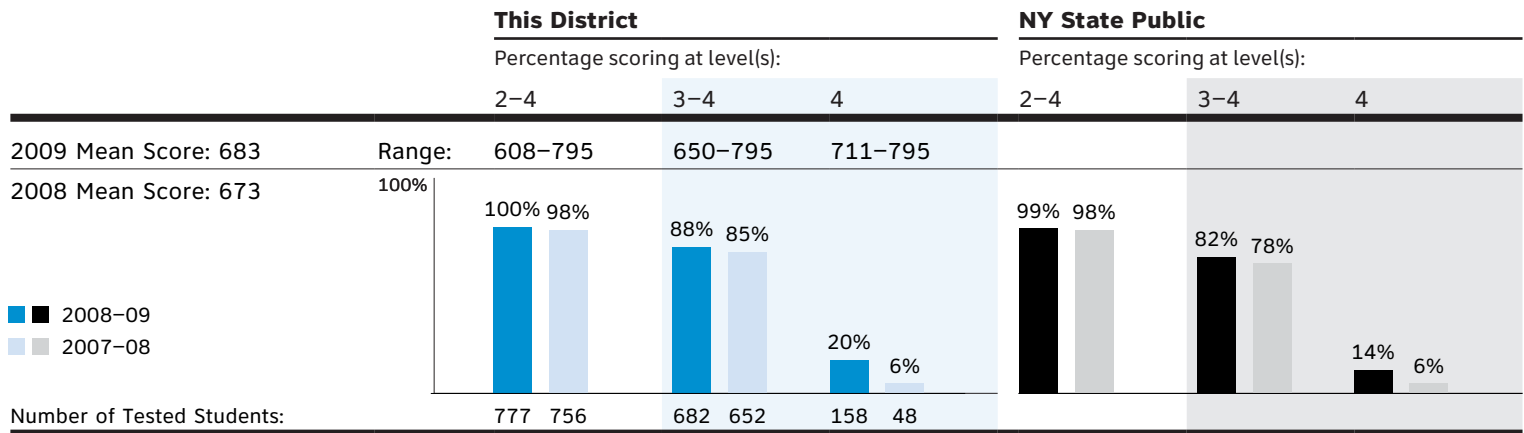
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	11	11	11	10	9	9	9	9

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	778	100%	88%	20%	768	98%	85%	6%
Female	372	100%	91%	23%	375	100%	85%	6%
Male	406	100%	85%	18%	393	97%	85%	6%
American Indian or Alaska Native					2	—	—	—
Black or African American	183	100%	84%	13%	187	98%	78%	3%
Hispanic or Latino	321	100%	83%	11%	284	97%	79%	2%
Asian or Native Hawaiian/Other Pacific Islander	33	100%	97%	30%	28	—	—	—
White	241	100%	95%	37%	267	100%	95%	12%
Multiracial								
Small Group Totals					30	100%	100%	13%
General-Education Students	679	100%	92%	22%	701	99%	87%	7%
Students with Disabilities	99	99%	60%	7%	67	88%	60%	1%
English Proficient	711	100%	91%	22%	710	99%	87%	7%
Limited English Proficient	67	100%	55%	3%	58	86%	60%	2%
Economically Disadvantaged	367	100%	82%	10%	331	97%	75%	1%
Not Disadvantaged	411	100%	92%	29%	437	100%	92%	10%
Migrant								
Not Migrant	778	100%	88%	20%	768	98%	85%	6%

NOTES

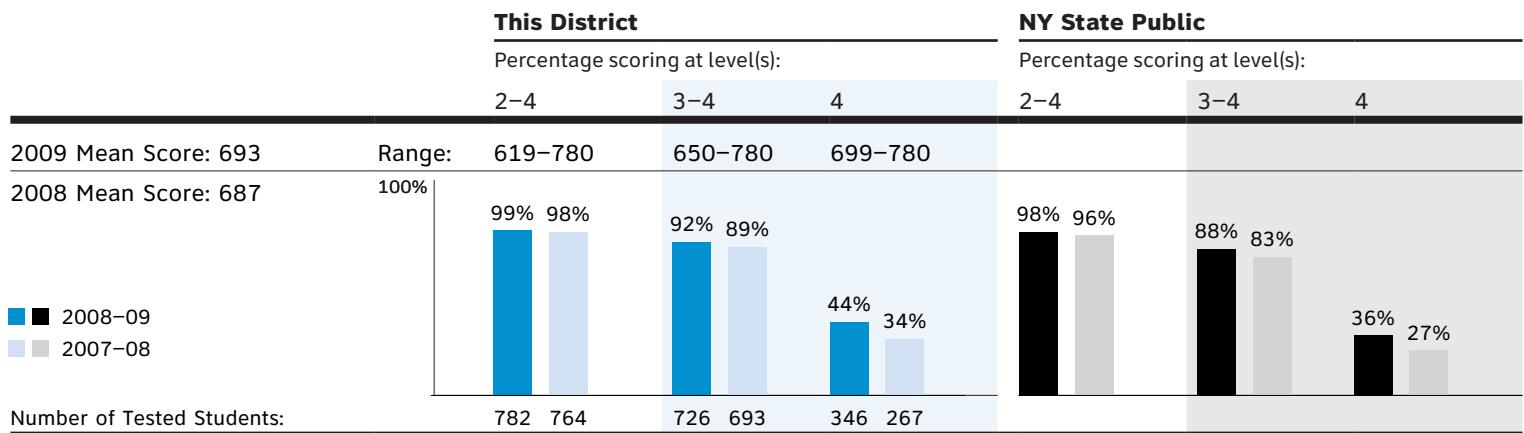
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Other Assessments

	2008-09 School Year				2007-08 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	9	9	9	9	8	8	8	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	6	N/A	N/A	N/A	10	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

	2008-09 School Year				2007-08 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	786	99%	92%	44%	779	98%	89%	34%
Female	377	99%	92%	43%	380	99%	91%	33%
Male	409	100%	93%	45%	399	97%	87%	36%
American Indian or Alaska Native					2	-	-	-
Black or African American	183	100%	87%	28%	189	97%	81%	22%
Hispanic or Latino	327	99%	92%	36%	291	97%	89%	27%
Asian or Native Hawaiian/Other Pacific Islander	33	100%	100%	67%	29	-	-	-
White	243	100%	96%	63%	268	100%	93%	49%
Multiracial								
Small Group Totals					31	100%	100%	52%
General-Education Students	685	100%	96%	48%	711	99%	92%	37%
Students with Disabilities	101	99%	70%	15%	68	88%	59%	10%
English Proficient	712	100%	93%	46%	713	99%	90%	36%
Limited English Proficient	74	99%	85%	27%	66	89%	73%	18%
Economically Disadvantaged	373	100%	90%	34%	340	96%	84%	25%
Not Disadvantaged	413	99%	94%	53%	439	99%	93%	42%
Migrant								
Not Migrant	786	99%	92%	44%	779	98%	89%	34%

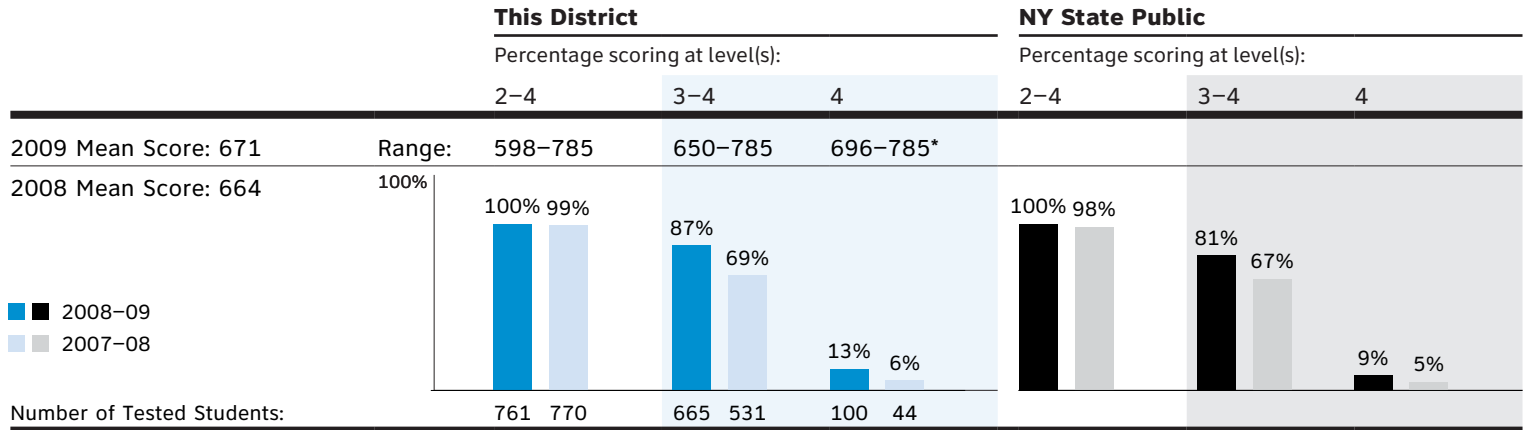
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	9	9	9	9	8	8	8	6

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	762	100%	87%	13%	774	99%	69%	6%
Female	377	100%	91%	15%	369	99%	72%	6%
Male	385	100%	83%	11%	405	100%	65%	5%
American Indian or Alaska Native								
Black or African American	190	100%	84%	11%	195	99%	60%	2%
Hispanic or Latino	287	100%	82%	6%	304	100%	62%	2%
Asian or Native Hawaiian/Other Pacific Islander	25	—	—	—	22	95%	73%	14%
White	259	100%	95%	22%	253	100%	83%	12%
Multiracial	1	—	—	—				
Small Group Totals	26	100%	100%	23%				
General-Education Students	691	100%	90%	14%	683	100%	73%	6%
Students with Disabilities	71	99%	58%	1%	91	96%	35%	1%
English Proficient	722	100%	90%	14%	730	99%	71%	6%
Limited English Proficient	40	100%	43%	0%	44	100%	34%	0%
Economically Disadvantaged	332	100%	79%	4%	366	99%	53%	1%
Not Disadvantaged	430	100%	93%	20%	408	100%	82%	10%
Migrant								
Not Migrant	762	100%	87%	13%	774	99%	69%	6%

NOTES

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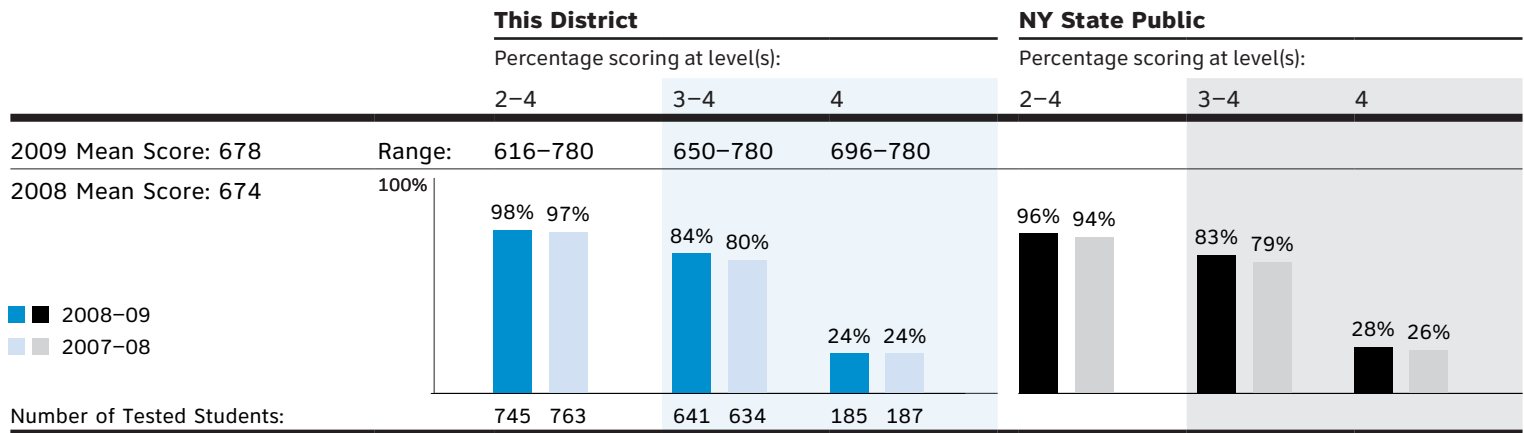
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

Other Assessments

	2008-09 School Year				2007-08 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	10	9	8	12	12	12	11
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	9	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 6 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 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	764	98%	84%	24%	789	97%	80%	24%
Female	377	98%	87%	24%	375	98%	84%	23%
Male	387	97%	81%	24%	414	96%	77%	24%
American Indian or Alaska Native								
Black or African American	190	96%	75%	14%	195	95%	72%	18%
Hispanic or Latino	291	98%	80%	16%	318	96%	78%	13%
Asian or Native Hawaiian/Other								
Pacific Islander	25	—	—	—	23	96%	78%	39%
White	257	98%	93%	38%	253	99%	90%	40%
Multiracial	1	—	—	—				
Small Group Totals	26	100%	96%	50%				
General-Education Students	694	98%	87%	26%	697	97%	84%	27%
Students with Disabilities	70	89%	54%	3%	92	92%	52%	2%
English Proficient	716	98%	85%	25%	733	97%	82%	25%
Limited English Proficient	48	92%	63%	8%	56	93%	63%	7%
Economically Disadvantaged	339	96%	76%	12%	378	94%	70%	9%
Not Disadvantaged	425	99%	90%	34%	411	99%	90%	37%
Migrant								
Not Migrant	764	98%	84%	24%	789	97%	80%	24%

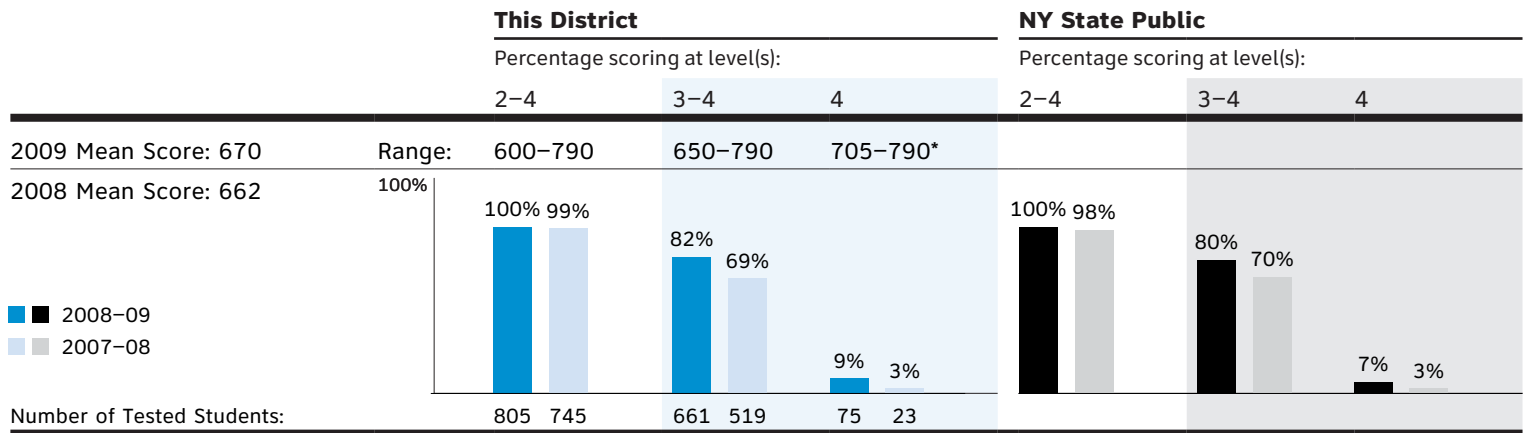
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Other Assessments

	2008-09 School Year				2007-08 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	12	12	10	6

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	805	100%	82%	9%	750	99%	69%	3%
Female	386	100%	86%	9%	381	99%	75%	5%
Male	419	100%	78%	10%	369	99%	63%	1%
American Indian or Alaska Native					3	-	-	-
Black or African American	201	100%	74%	7%	194	98%	60%	2%
Hispanic or Latino	320	100%	79%	3%	271	100%	59%	1%
Asian or Native Hawaiian/Other Pacific Islander	24	100%	88%	17%	31	-	-	-
White	260	100%	91%	18%	251	100%	84%	6%
Multiracial								
Small Group Totals					34	100%	88%	0%
General-Education Students	710	100%	87%	11%	627	100%	76%	4%
Students with Disabilities	95	100%	47%	0%	123	97%	36%	0%
English Proficient	787	100%	84%	10%	713	99%	72%	3%
Limited English Proficient	18	100%	11%	0%	37	97%	19%	0%
Economically Disadvantaged	360	100%	71%	3%	299	99%	57%	1%
Not Disadvantaged	445	100%	91%	15%	451	99%	77%	5%
Migrant								
Not Migrant	805	100%	82%	9%	750	99%	69%	3%

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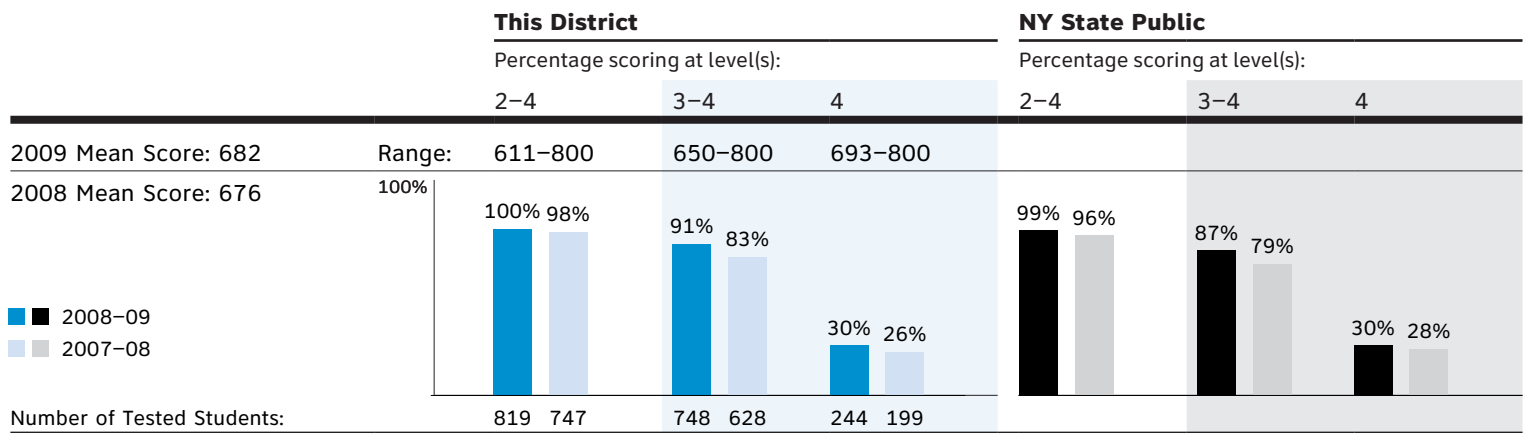
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

Other Assessments

	2008-09 School Year				2007-08 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	9	9	10	10	9	9
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	9	N/A	N/A	N/A	10	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

	2008-09 School Year				2007-08 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	820	100%	91%	30%	760	98%	83%	26%
Female	388	100%	93%	30%	385	99%	84%	28%
Male	432	100%	90%	30%	375	98%	81%	24%
American Indian or Alaska Native					3	-	-	-
Black or African American	206	100%	85%	18%	193	97%	72%	13%
Hispanic or Latino	329	100%	91%	25%	283	98%	80%	17%
Asian or Native Hawaiian/Other								
Pacific Islander	24	100%	92%	38%	32	-	-	-
White	261	100%	96%	45%	249	99%	93%	42%
Multiracial								
Small Group Totals					35	100%	94%	60%
General-Education Students	722	100%	94%	33%	637	99%	87%	31%
Students with Disabilities	98	99%	70%	6%	123	93%	60%	2%
English Proficient	793	100%	92%	31%	713	98%	84%	28%
Limited English Proficient	27	100%	70%	7%	47	98%	64%	4%
Economically Disadvantaged	371	100%	88%	21%	304	97%	76%	14%
Not Disadvantaged	449	100%	94%	37%	456	99%	87%	34%
Migrant								
Not Migrant	820	100%	91%	30%	760	98%	83%	26%

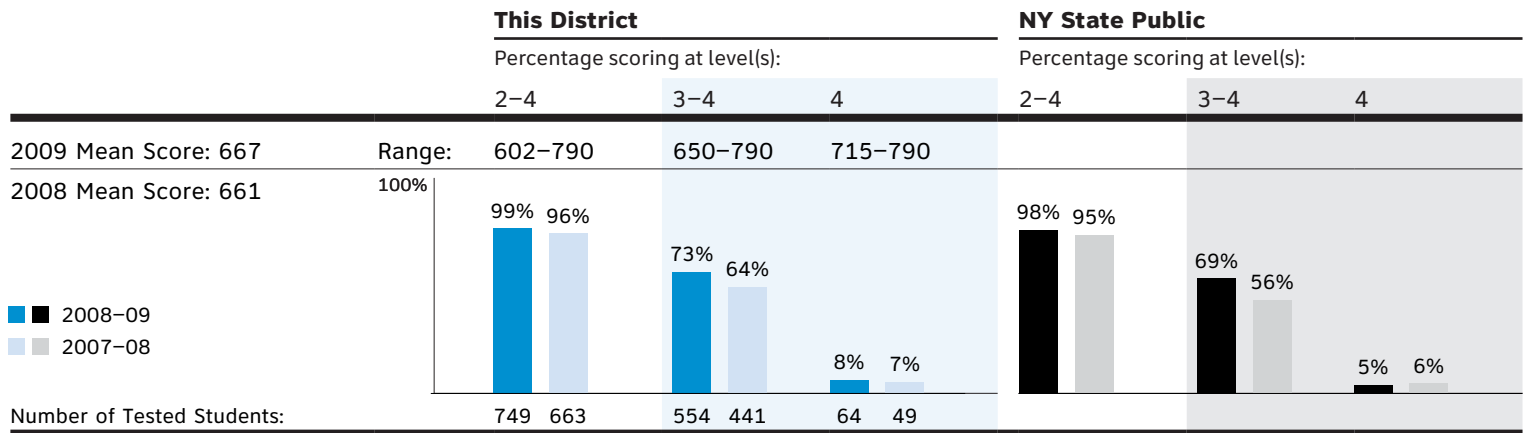
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Other Assessments

	2008-09 School Year				2007-08 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	10	10	10	9

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	755	99%	73%	8%	691	96%	64%	7%
Female	386	100%	80%	11%	320	97%	74%	9%
Male	369	99%	67%	6%	371	95%	55%	5%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	200	99%	66%	5%	183	95%	54%	3%
Hispanic or Latino	273	99%	65%	3%	260	95%	54%	3%
Asian or Native Hawaiian/Other Pacific Islander	33	—	—	—	32	—	—	—
White	248	100%	86%	16%	215	98%	81%	15%
Multiracial								
Small Group Totals	34	100%	94%	21%	33	100%	85%	12%
General-Education Students	624	100%	82%	10%	613	98%	70%	8%
Students with Disabilities	131	95%	34%	0%	78	79%	17%	0%
English Proficient	729	99%	75%	9%	658	97%	67%	7%
Limited English Proficient	26	96%	23%	0%	33	82%	3%	0%
Economically Disadvantaged	302	100%	62%	2%	249	94%	47%	4%
Not Disadvantaged	453	99%	81%	13%	442	97%	73%	9%
Migrant								
Not Migrant	755	99%	73%	8%	691	96%	64%	7%

NOTES

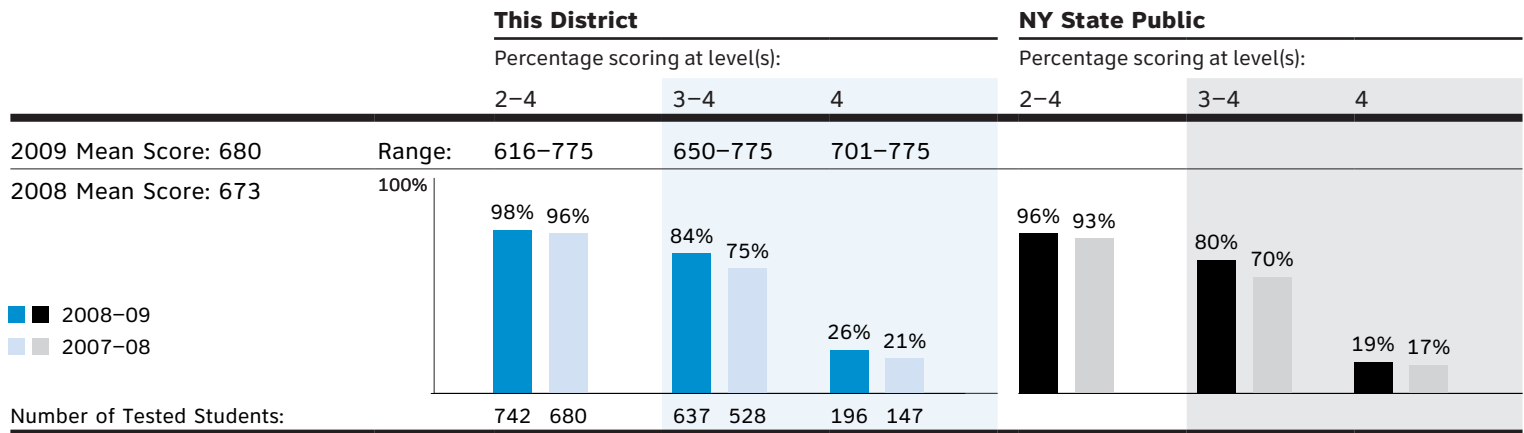
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Other Assessments

	2008-09 School Year				2007-08 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	10	10	9	9	13	13	13	12
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	6	N/A	N/A	N/A	11	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

	2008-09 School Year				2007-08 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	756	98%	84%	26%	706	96%	75%	21%
Female	387	99%	87%	29%	329	96%	77%	22%
Male	369	98%	82%	23%	377	97%	73%	20%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	199	95%	74%	14%	185	94%	67%	10%
Hispanic or Latino	274	99%	81%	19%	273	96%	71%	14%
Asian or Native Hawaiian/Other Pacific Islander	34	—	—	—	32	—	—	—
White	248	100%	94%	38%	215	98%	84%	36%
Multiracial								
Small Group Totals	35	100%	97%	69%	33	100%	88%	42%
General-Education Students	626	99%	90%	31%	630	98%	80%	23%
Students with Disabilities	130	92%	55%	1%	76	84%	36%	1%
English Proficient	723	98%	85%	27%	662	97%	76%	22%
Limited English Proficient	33	97%	61%	6%	44	91%	55%	2%
Economically Disadvantaged	304	98%	78%	16%	259	97%	64%	15%
Not Disadvantaged	452	98%	88%	33%	447	96%	81%	24%
Migrant								
Not Migrant	756	98%	84%	26%	706	96%	75%	21%

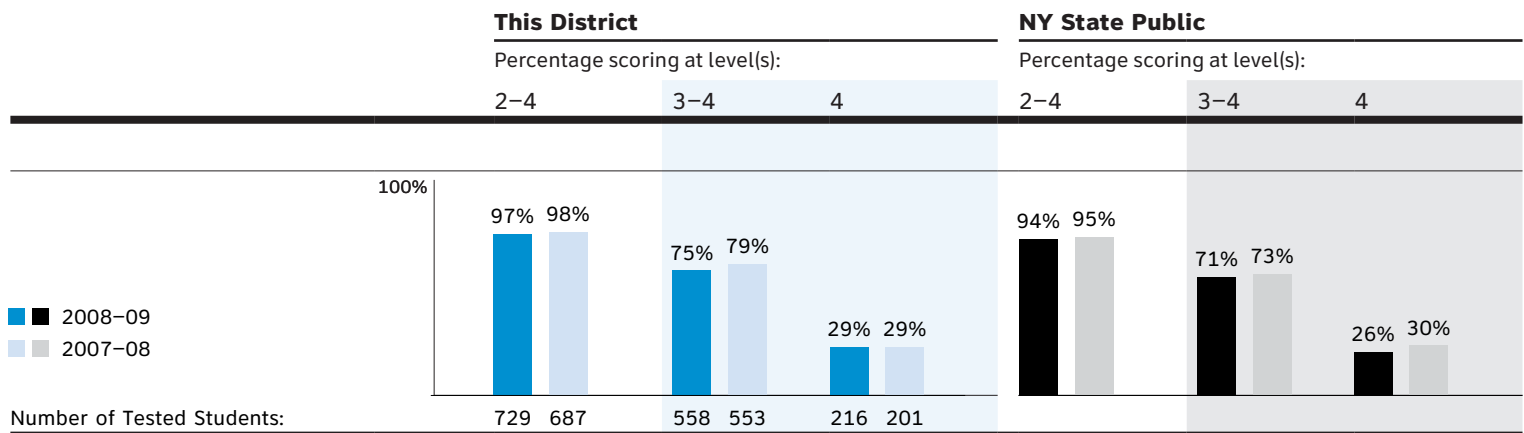
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	10	10	10	9	13	13	13	12

This District's Results in Grade 8 Science



Results by Student Group

	2008-09 School Year				2007-08 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	96%	63%	7%	512	97%	71%	17%
Female	247	98%	60%	6%	221	98%	71%	13%
Male	265	95%	66%	8%	291	97%	72%	20%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	157	96%	55%	5%	154	97%	69%	19%
Hispanic or Latino	221	95%	55%	5%	236	97%	68%	10%
Asian or Native Hawaiian/Other	8	—	—	—	15	—	—	—
Pacific Islander	125	99%	84%	14%	105	99%	84%	27%
White	1	—	—	—	1	—	—	—
Multiracial	9	89%	89%	0%	17	94%	65%	35%
Small Group Totals	385	96%	68%	8%	438	97%	75%	19%
General-Education Students	127	97%	48%	3%	74	97%	50%	7%
Students with Disabilities	481	97%	65%	7%	469	98%	75%	19%
English Proficient	31	90%	29%	0%	43	91%	33%	0%
Limited English Proficient	246	96%	53%	4%	220	96%	65%	10%
Economically Disadvantaged	266	97%	72%	10%	292	98%	76%	22%
Not Disadvantaged								
Migrant								
Not Migrant	512	96%	63%	7%	512	97%	71%	17%

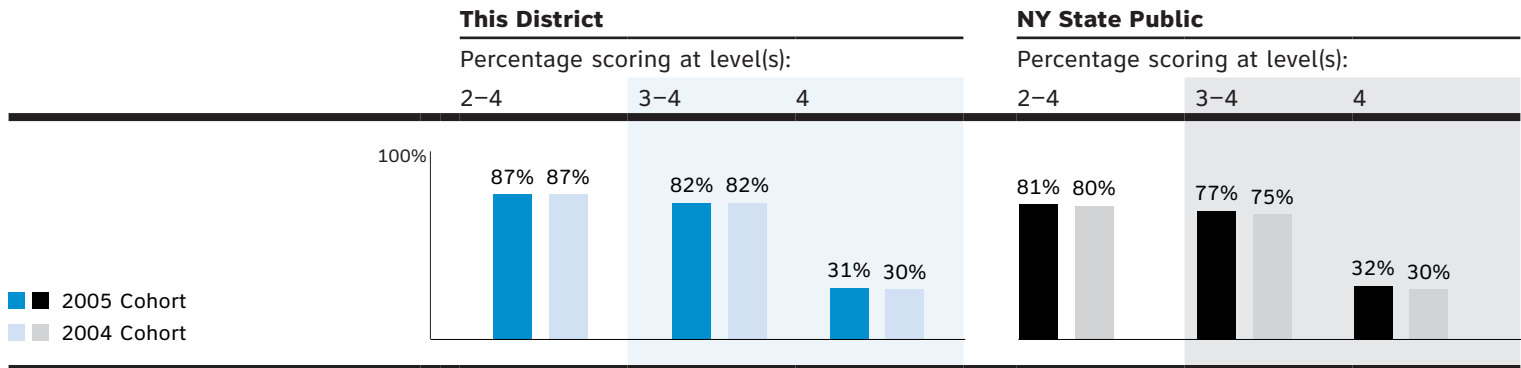
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	10	10	10	9	13	13	13	12
Regents Science	236	236	236	180	188	188	187	114

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



Results by Student Group

	2005 Cohort				2004 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	784	87%	82%	31%	772	87%	82%	30%
Female	387	91%	85%	35%	364	92%	88%	37%
Male	397	83%	78%	26%	408	83%	77%	25%
American Indian or Alaska Native					1	—	—	—
Black or African American	206	86%	77%	16%	225	82%	76%	18%
Hispanic or Latino	229	78%	72%	15%	202	85%	75%	14%
Asian or Native Hawaiian/Other Pacific Islander	33	—	—	—	29	—	—	—
White	315	94%	91%	52%	315	92%	90%	47%
Multiracial	1	—	—	—				
Small Group Totals	34	91%	88%	35%	30	97%	97%	63%
General-Education Students	698	89%	85%	34%	664	91%	87%	35%
Students with Disabilities	86	72%	58%	5%	108	63%	53%	2%
English Proficient	756	88%	83%	32%	731	87%	84%	32%
Limited English Proficient	28	57%	43%	0%	41	85%	61%	0%
Economically Disadvantaged	261	86%	78%	13%	232	87%	80%	14%
Not Disadvantaged	523	88%	84%	40%	540	87%	83%	37%
Migrant								
Not Migrant	784	87%	82%	31%	772	87%	82%	30%

NOTES

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Other Assessments

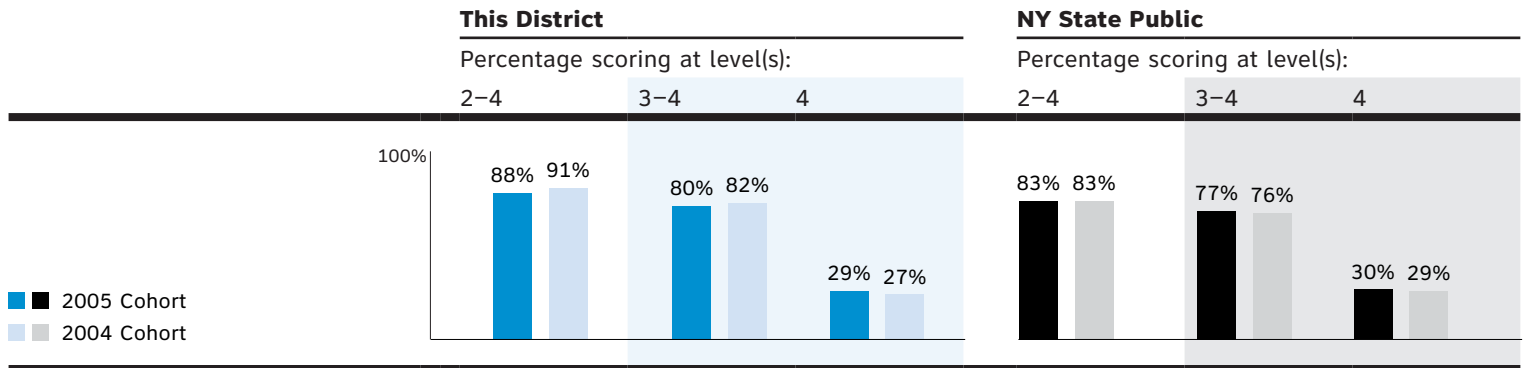
	2005 Cohort				2004 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***								

* 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.

** 2004 cohort data are those reported in the 2007-08 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

	2005 Cohort				2004 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	784	88%	80%	29%	772	91%	82%	27%
Female	387	89%	82%	30%	364	93%	84%	30%
Male	397	87%	77%	28%	408	89%	80%	25%
American Indian or Alaska Native					1	—	—	—
Black or African American	206	83%	74%	16%	225	85%	73%	14%
Hispanic or Latino	229	84%	70%	13%	202	89%	73%	12%
Asian or Native Hawaiian/Other Pacific Islander	33	—	—	—	29	—	—	—
White	315	94%	89%	46%	315	96%	91%	42%
Multiracial	1	—	—	—				
Small Group Totals	34	97%	91%	62%	30	100%	100%	70%
General-Education Students	698	92%	85%	32%	664	95%	87%	31%
Students with Disabilities	86	57%	38%	6%	108	68%	47%	2%
English Proficient	756	89%	81%	30%	731	92%	83%	28%
Limited English Proficient	28	68%	46%	4%	41	85%	61%	5%
Economically Disadvantaged	261	87%	79%	16%	232	90%	75%	13%
Not Disadvantaged	523	89%	80%	36%	540	92%	84%	34%
Migrant								
Not Migrant	784	88%	80%	29%	772	91%	82%	27%

NOTES

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Other Assessments

	2005 Cohort				2004 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 ***								

* 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.

** 2004 cohort data are those reported in the 2007-08 Accountability and Overview Report.

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