



The New York State District Report Card

**Accountability
and Overview Report
2010 – 11**

District **NEW ROCHELLE CITY SCHOOL
DISTRICT**

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

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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: dataquest@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 the district's accountability status.

3

View School Accountability Status.

This section lists all schools in your district by 2011–12 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.

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

	2008-09	2009-10	2010-11
Pre-K	538	519	503
Kindergarten	743	814	824
Grade 1	766	791	819
Grade 2	765	770	800
Grade 3	754	768	762
Grade 4	754	775	782
Grade 5	786	767	776
Grade 6	771	740	775
Ungraded Elementary	52	44	49
Grade 7	818	791	790
Grade 8	762	826	796
Grade 9	859	979	1081
Grade 10	970	752	830
Grade 11	721	870	689
Grade 12	803	804	769
Ungraded Secondary	65	60	54
Total K-12	10389	10551	10596

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	21	22	22
Grade 8			
English	22	21	21
Mathematics	19	21	21
Science	22	22	23
Social Studies	21	22	22
Grade 10			
English	24	24	22
Mathematics	24	24	23
Science	25	29	20
Social Studies	24	21	22

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

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	3353	34%	3491	33%	4363	41%
Reduced-Price Lunch	917	9%	917	9%	1269	12%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1100	11%	1024	10%	993	9%
Racial/Ethnic Origin						
American Indian or Alaska Native	25	0%	9	0%	9	0%
Black or African American	2567	25%	2586	25%	2540	24%
Hispanic or Latino	4046	39%	4203	40%	4348	41%
Asian or Native Hawaiian/Other Pacific Islander	407	4%	434	4%	448	4%
White	3319	32%	3297	31%	3237	31%
Multiracial	25	0%	22	0%	14	0%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate		95%		92%		92%
Student Suspensions	561	5%	551	5%	538	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

	2008-09	2009-10	2010-11
Total Number of Teachers	765	768	758
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	2%	1%	0%
Percent with Fewer Than Three Years of Experience	5%	4%	1%
Percentage with Master's Degree Plus 30 Hours or Doctorate	55%	56%	58%
Total Number of Core Classes	1956	1915	1887
Percent Not Taught by Highly Qualified Teachers in This District	1%	1%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	2413	2467	2469
Percent Taught by Teachers Without Appropriate Certification	2%	1%	0%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	13%	19%	21%
Turnover Rate of All Teachers	9%	9%	10%

Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	136	119	139
Total Paraprofessionals*	202	208	178
Assistant Principals	15	17	13
Principals	11	11	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. 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. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

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 2010–11, 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.p12.nysed.gov/irs/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 2010–11 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 2007 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 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

12th Graders

The count of 12th graders enrolled during the 2010–11 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2007 Cohort

The count of students in the 2007 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 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, 2011, are not included in the 2007 school accountability cohort. The 2007 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 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.)

Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

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 is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make 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.p12.nysed.gov/irs.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at www.p12.nysed.gov/irs.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.

Useful Terms for Understanding Accountability (continued)

Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2010–11, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2009–10 and 2010–11 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

Performance Index (PI)

A 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:

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

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

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

A list of tests used to measure student performance for accountability is available at www.p12.nysed.gov/irs.

Progress Targets

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

Science: The current year's Science Progress Target is calculated by adding one point to the previous year's Performance Index (PI). Example: The 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year's graduation-rate cohort and the state standard. Example: The 2010–11 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}) \times 0.20] + \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}$.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2010–11 safe harbor targets are calculated using the following equation:

$$2009-10 \text{ PI} + (200 - \text{the } 2009-10 \text{ PI}) \times 0.10$$

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “*” symbol after the 2010–11 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2010–11, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

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.p12.nysed.gov/irs/accountability/>.

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 (2011–12)

▲ 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

2009–10

2010–11

2011–12

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	✗ 7 of 8	✗ 7 of 8	✓ 1 of 1	✓ 7 of 7	✗ 6 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  Good Standing
for This Subject
(2011–12)




Accountability Measures 7 of 8 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status This district will be in good standing in 2012-13. [201]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (4767:4619)			100%		151	120	
Ethnicity							
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—
Black or African American (1152:1106)			99%		143	119	
Hispanic or Latino (1965:1898)			100%		138	119	
Asian or Native Hawaiian/Other Pacific Islander (191:181)			100%		171	114	
White (1443:1421)			100%		173	119	
Multiracial (13:10)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities (584:597)			99%		96	118	115 106
Limited English Proficient (397:653)			100%		118	118	
Economically Disadvantaged (2259:2186)			100%		133	120	
Final AYP Determination	 7 of 8						
Non-Accountability Groups							
Female (2251:2181)			100%		156	120	
Male (2516:2438)			100%		146	120	
Migrant (0:0)							


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2011–12)




Accountability Measures 7 of 8 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status A district that fails to make AYP in mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2010–11	2011–12
Accountability Groups								
All Students (4765:4624)	✓	✓	100%	✓	164	135		
Ethnicity								
American Indian or Alaska Native (3:3)	–	–	–	–	–	–		–
Black or African American (1152:1105)	✓	✓	99%	✓	150	134		
Hispanic or Latino (1964:1901)	✓	✓	100%	✓	159	135		
Asian or Native Hawaiian/Other Pacific Islander (191:184)	✓	✓	100%	✓	189	129		
White (1442:1421)	✓	✓	100%	✓	179	134		
Multiracial (13:10)	–	–	–	–	–	–		–
Other Groups								
Students with Disabilities (583:594)	✗	✓	98%	✗	126	133	132	133
Limited English Proficient (397:669)	✓	✓	99%	✓	148	133		
Economically Disadvantaged (2258:2189)	✓	✓	99%	✓	153	135		
Final AYP Determination	✗ 7 of 8							
Non-Accountability Groups								
Female (2251:2188)			100%		164	135		
Male (2514:2436)			99%		164	135		
Migrant (0:0)								

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Elementary/Middle-Level Science

Accountability Status for This Subject (2011–12)



Good Standing

Accountability Measures

1 of 1

Student groups making AYP in science



Made AYP

Prospective Status

This district will be in good standing in 2012-13. [201]

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives		
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2010–11	2011–12
Accountability Groups									
All Students (1599:1542)	✓	Qualified	✓	99%	✓	185	100		
Ethnicity									
American Indian or Alaska Native (0:0)									
Black or African American (395:372)		Qualified	✓	98%	✓	181	100		
Hispanic or Latino (640:616)		Qualified	✓	98%	✓	181	100		
Asian or Native Hawaiian/Other Pacific Islander (67:64)		Qualified	✓	99%	✓	192	100		
White (493:487)		Qualified	✓	100%	✓	193	100		
Multiracial (4:3)		—	—	—	—	—	—		—
Other Groups									
Students with Disabilities (178:188)		Qualified	✓	98%	✓	164	100		
Limited English Proficient (133:198)		Qualified	✓	99%	✓	172	100		
Economically Disadvantaged (713:679)		Qualified	✓	98%	✓	179	100		
Final AYP Determination	✓ 1 of 1								
Non-Accountability Groups									
Female (761:733)				99%		184	100		
Male (838:809)				99%		186	100		
Migrant (0:0)									

Symbols



Made AYP



Did not make AYP




Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.























Secondary-Level English Language Arts

Accountability Status  Good Standing
for This Subject
(2011–12)

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 2012-13. [201]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (943:807)			99%		190	179	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (271:212)			99%		188	175	
Hispanic or Latino (317:278)			99%		185	176	
Asian or Native Hawaiian/Other Pacific Islander (42:39)			100%		200	167	
White (313:278)			99%		194	176	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (94:95)			99%		179	173	
Limited English Proficient (28:19)	—	—	—	—	—	—	—
Economically Disadvantaged (319:298)			99%		188	177	
Final AYP Determination	 7 of 7						
Non-Accountability Groups							
Female (420:362)			99%		194	177	
Male (523:445)			99%		186	178	
Migrant (0:0)							


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.























Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2011–12)

Accountability Measures 6 of 7 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status A district that fails to make AYP in mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (943:807)			99%		182	176	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (271:212)			99%		175	172	
Hispanic or Latino (317:278)			99%		176	173	
Asian or Native Hawaiian/Other Pacific Islander (42:39)			100%		192	164	
White (313:278)			100%		192	173	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (94:95)			98%		143	170	152 [‡] 149
Limited English Proficient (28:19)	—	—	—	—	—	—	—
Economically Disadvantaged (319:298)			100%		179	174	
Final AYP Determination	 6 of 7						
Non-Accountability Groups							
Female (420:362)			99%		187	174	
Male (523:445)			100%		178	175	
Migrant (0:0)							

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- [‡] Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Graduation Rate

Accountability Status for This Indicator (2011–12)

Good Standing

Accountability Measures

1 of 1

Student groups making AYP in graduation rate



Made AYP

Prospective Status

This district will be in good standing in 2012-13. [201]

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

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
Accountability Groups					
All Students (812)	✓	✓	80%	80%	
Ethnicity					
American Indian or Alaska Native (0)					
Black or African American (243)		✓	79%	80%	74%
Hispanic or Latino (234)		✓	66%	80%	65%
Asian or Native Hawaiian/Other Pacific Islander (33)		✓	97%	80%	
White (300)		✓	89%	80%	
Multiracial (2)		—	—	—	
Other Groups					
Students with Disabilities (112)		✗	56%	80%	67%
Limited English Proficient (29)		—	—	—	
Economically Disadvantaged (324)		✗	73%	80%	74%
Final AYP Determination	✓ 1 of 1				
Non-Accountability Groups					
Female (385)			86%	80%	
Male (427)			74%	80%	
Migrant (0)					

Symbols



Made AYP



Did not make AYP



Fewer than 30 Graduation-Rate Total Cohort

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2006 total cohort through June 2011 (after 5 years) for this district is **85%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

2011–12 Accountability Status of Schools in Your District

This section lists all schools in your district by 2011–12 accountability status.

In Good Standing

9 schools identified 90% of total

COLUMBUS ELEMENTARY SCHOOL
DANIEL WEBSTER ELEMENTARY SCHOOL
GEORGE M DAVIS ELEMENTARY SCHOOL
HENRY BARNARD SCHOOL
ISAAC E YOUNG MIDDLE SCHOOL
JEFFERSON ELEMENTARY SCHOOL
NEW ROCHELLE HIGH SCHOOL
TRINITY ELEMENTARY SCHOOL
WILLIAM B WARD ELEMENTARY SCHOOL

Improvement (year 1) Basic

1 school identified 10% of total

ALBERT LEONARD MIDDLE SCHOOL







4 Overview of District Performance

District **NEW ROCHELLE CITY SCHOOL DISTRICT**






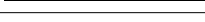
District ID **66-11-00-01-0000**

Summary of 2010–11 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	64%			747
Grade 4	71%			758
Grade 5	64%			786
Grade 6	58%			772
Grade 7	43%			782
Grade 8	47%			789

Mathematics

Grade 3	70%		750
Grade 4	77%		763
Grade 5	78%		789
Grade 6	61%		778
Grade 7	68%		784
Grade 8	53%		796

Science

Grade 4	95%		760
Grade 8	66%		536

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	89%			871
Mathematics	83%			871

About the Performance Level Descriptors

English Language Arts

Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this 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.p12.nysed.gov/irs.

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

This District's N/RC Category:

Average Need Districts

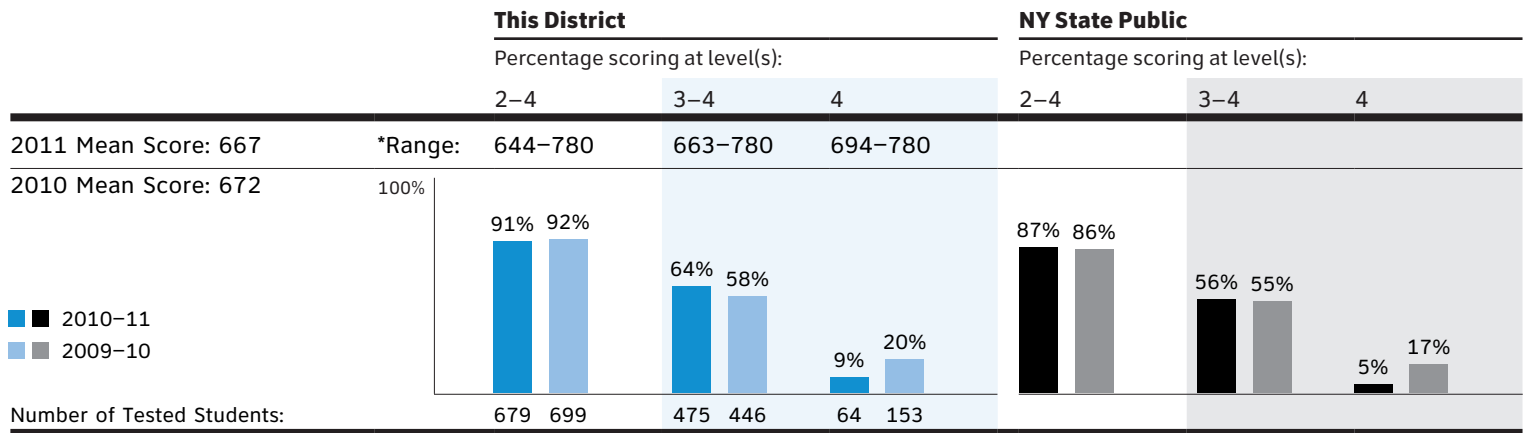
This is a school district with average student needs in relation to district resource capacity.

4 Overview of District Performance

District **NEW ROCHELLE CITY SCHOOL DISTRICT**

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

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	747	91%	64%	9%	763	92%	58%	20%
Female	344	91%	65%	10%	360	94%	58%	25%
Male	403	91%	62%	7%	403	89%	59%	15%
American Indian or Alaska Native								
Black or African American	169	91%	54%	6%	176	89%	49%	13%
Hispanic or Latino	308	87%	56%	3%	326	90%	54%	16%
Asian or Native Hawaiian/Other Pacific Islander	37	95%	68%	14%	32	94%	72%	25%
White	233	95%	80%	17%	229	95%	70%	30%
Multiracial								
Small Group Totals								
General-Education Students	671	95%	69%	9%	688	95%	62%	22%
Students with Disabilities	76	53%	16%	1%	75	64%	23%	5%
English Proficient	656	93%	68%	10%	646	93%	63%	22%
Limited English Proficient	91	74%	30%	1%	117	83%	35%	8%
Economically Disadvantaged	370	86%	49%	3%	423	87%	49%	13%
Not Disadvantaged	377	95%	78%	14%	340	97%	70%	29%
Migrant								
Not Migrant	747	91%	64%	9%	763	92%	58%	20%

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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	13	11	11	11	19	18	17	17
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	5	N/A	N/A	N/A	6	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	5	N/A	N/A	N/A	6	N/A	N/A	N/A

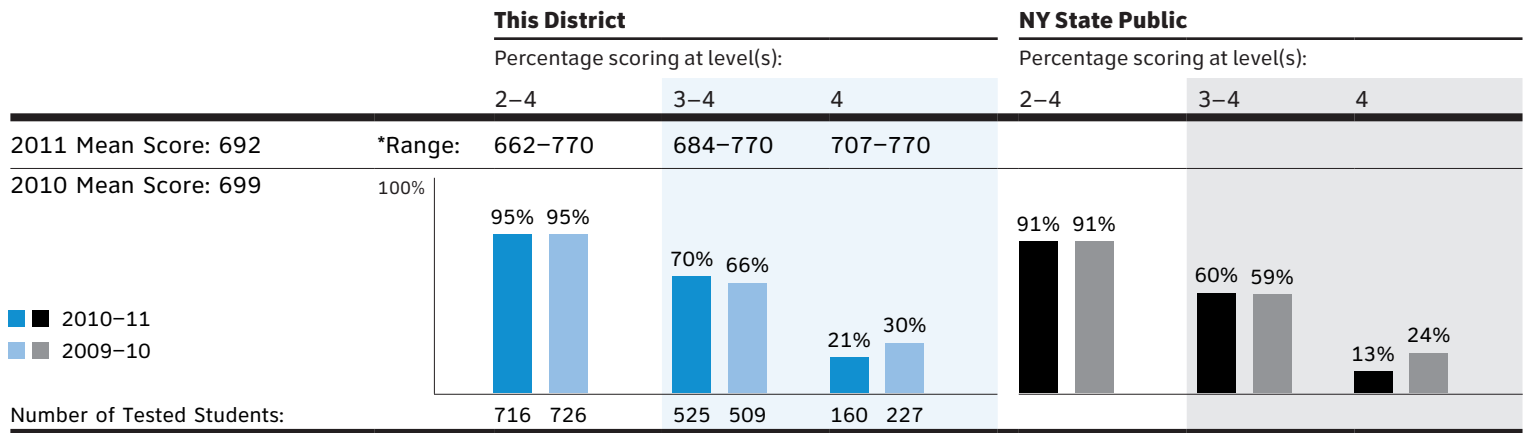
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW ROCHELLE CITY SCHOOL DISTRICT**

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

This District's Results in Grade 3 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	95%	70%	21%	768	95%	66%	30%
Female	348	94%	64%	18%	360	94%	66%	28%
Male	402	97%	75%	25%	408	95%	66%	31%
American Indian or Alaska Native								
Black or African American	168	94%	60%	15%	176	91%	49%	15%
Hispanic or Latino	311	95%	64%	13%	331	95%	64%	28%
Asian or Native Hawaiian/Other Pacific Islander	37	97%	84%	27%	32	94%	78%	44%
White	234	97%	83%	36%	229	96%	81%	41%
Multiracial								
Small Group Totals								
General-Education Students	674	97%	74%	23%	693	97%	70%	32%
Students with Disabilities	76	79%	36%	4%	75	75%	35%	9%
English Proficient	655	96%	73%	24%	645	95%	68%	31%
Limited English Proficient	95	89%	47%	3%	123	93%	56%	21%
Economically Disadvantaged	373	94%	61%	10%	428	92%	56%	23%
Not Disadvantaged	377	97%	79%	32%	340	98%	79%	38%
Migrant								
Not Migrant	750	95%	70%	21%	768	95%	66%	30%

NOTES

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* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

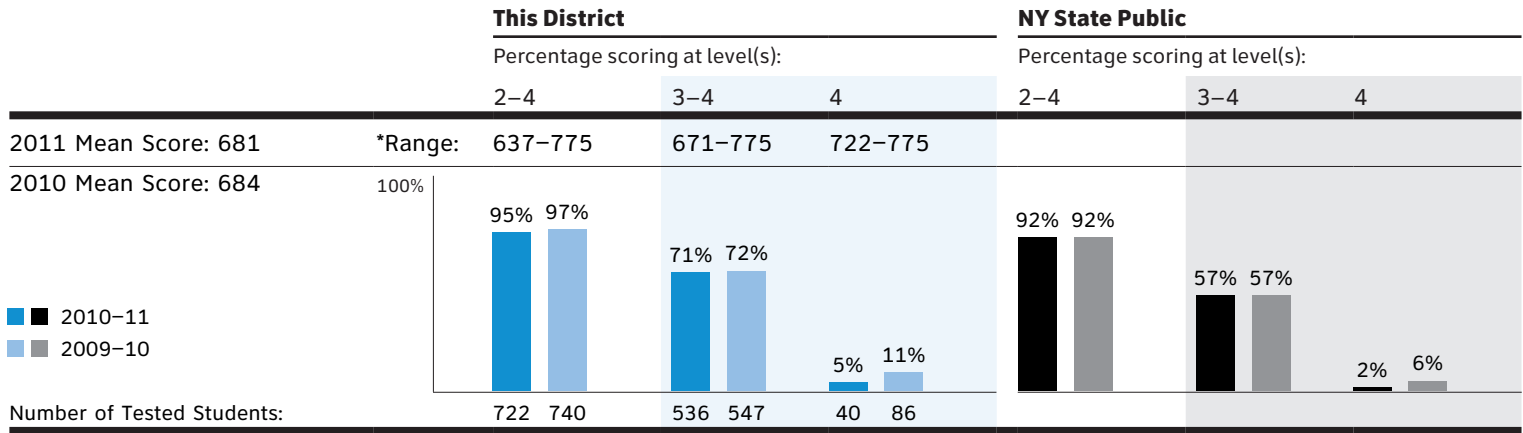
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	14	14	12	12	19	19	16	16

4 Overview of District Performance

District **NEW ROCHELLE CITY SCHOOL DISTRICT**

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

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	758	95%	71%	5%	765	97%	72%	11%
Female	364	97%	78%	8%	338	98%	75%	14%
Male	394	94%	64%	3%	427	96%	69%	9%
American Indian or Alaska Native					1	-	-	-
Black or African American	179	95%	66%	3%	183	97%	64%	8%
Hispanic or Latino	322	95%	64%	2%	318	95%	63%	6%
Asian or Native Hawaiian/Other Pacific Islander	36	92%	69%	3%	30	-	-	-
White	221	96%	84%	11%	233	98%	87%	20%
Multiracial								
Small Group Totals					31	100%	87%	19%
General-Education Students	688	98%	75%	6%	681	98%	76%	12%
Students with Disabilities	70	69%	27%	1%	84	86%	38%	5%
English Proficient	678	96%	75%	6%	681	98%	76%	12%
Limited English Proficient	80	85%	34%	0%	84	88%	33%	1%
Economically Disadvantaged	377	93%	60%	2%	429	95%	62%	5%
Not Disadvantaged	381	98%	81%	9%	336	99%	84%	19%
Migrant								
Not Migrant	758	95%	71%	5%	765	97%	72%	11%

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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	17	16	14	14	14	13	13	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	7	N/A	N/A	N/A	5	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	7	N/A	N/A	N/A	5	N/A	N/A	N/A

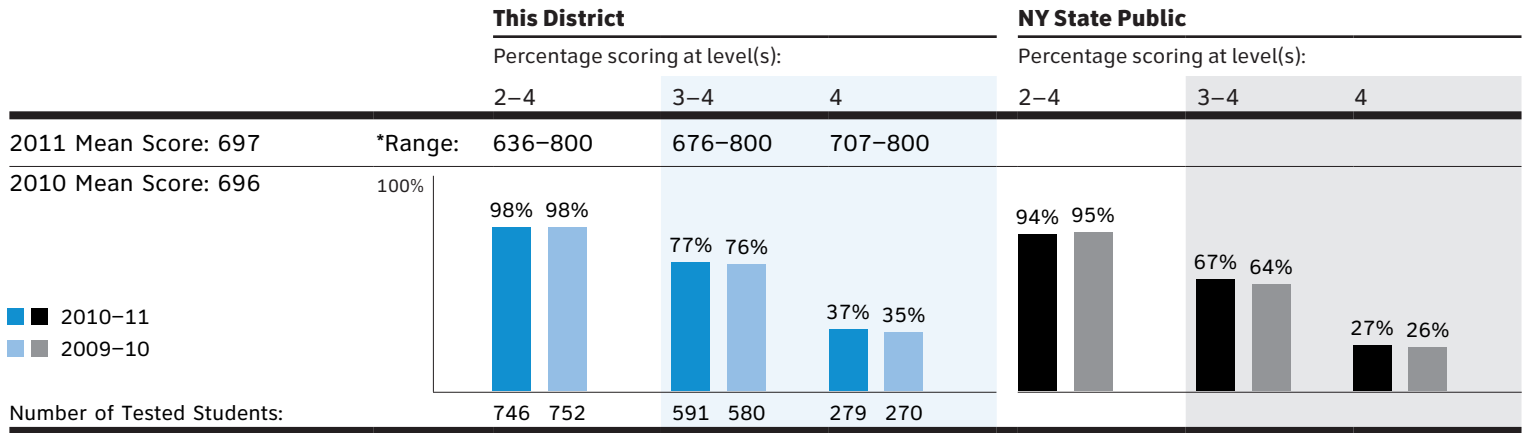
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW ROCHELLE CITY SCHOOL DISTRICT**

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

This District's Results in Grade 4 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	763	98%	77%	37%	768	98%	76%	35%
Female	365	98%	76%	35%	341	98%	78%	35%
Male	398	97%	79%	38%	427	98%	74%	35%
American Indian or Alaska Native					1	-	-	-
Black or African American	182	96%	64%	21%	183	97%	66%	23%
Hispanic or Latino	323	98%	77%	33%	321	97%	73%	26%
Asian or Native Hawaiian/Other Pacific Islander	39	100%	85%	44%	31	-	-	-
White	219	99%	88%	53%	232	100%	84%	53%
Multiracial								
Small Group Totals					32	100%	88%	63%
General-Education Students	696	99%	81%	39%	684	98%	79%	38%
Students with Disabilities	67	87%	43%	15%	84	96%	45%	13%
English Proficient	676	98%	80%	39%	679	98%	78%	39%
Limited English Proficient	87	94%	55%	14%	89	97%	54%	9%
Economically Disadvantaged	379	97%	70%	28%	431	97%	70%	23%
Not Disadvantaged	384	99%	85%	45%	337	99%	82%	51%
Migrant								
Not Migrant	763	98%	77%	37%	768	98%	76%	35%

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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

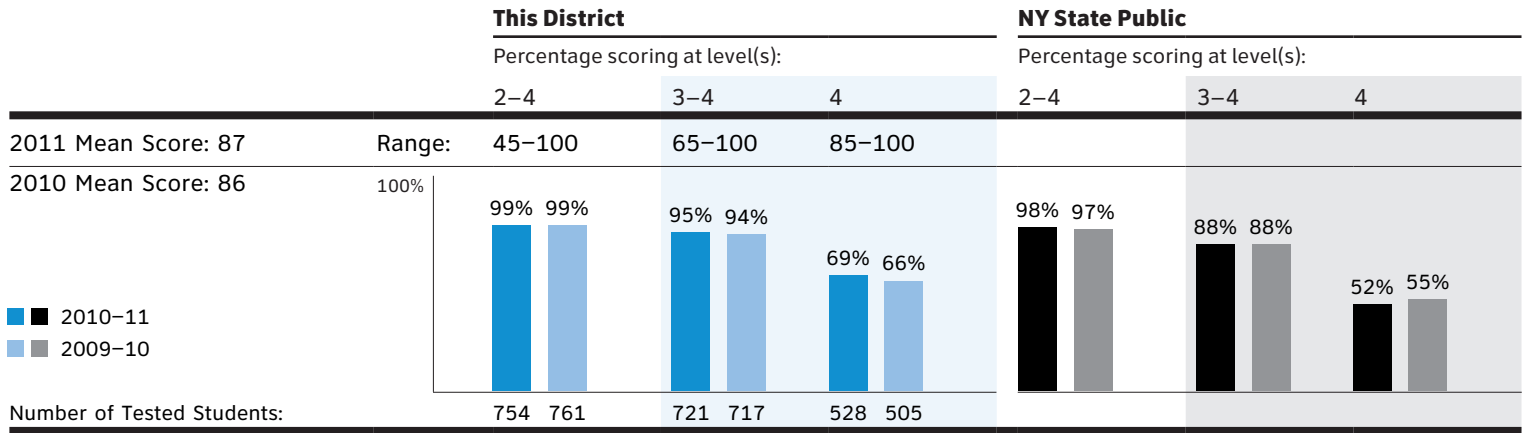
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	17	16	14	14	14	14	14	14

4 Overview of District Performance

District **NEW ROCHELLE CITY SCHOOL DISTRICT**

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

This District's Results in Grade 4 Science



Results by Student Group

	2010-11 School Year				2009-10 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	99%	95%	69%	766	99%	94%	66%
Female	364	99%	95%	68%	342	99%	94%	67%
Male	396	99%	94%	70%	424	100%	93%	65%
American Indian or Alaska Native					1	-	-	-
Black or African American	178	98%	93%	62%	181	98%	91%	54%
Hispanic or Latino	322	100%	94%	65%	323	99%	92%	60%
Asian or Native Hawaiian/Other Pacific Islander	39	100%	92%	67%	30	-	-	-
White	221	99%	98%	82%	231	100%	98%	83%
Multiracial								
Small Group Totals					31	100%	100%	74%
General-Education Students	691	100%	97%	73%	683	99%	95%	68%
Students with Disabilities	69	96%	78%	38%	83	100%	81%	47%
English Proficient	673	99%	96%	74%	676	100%	96%	70%
Limited English Proficient	87	99%	84%	36%	90	98%	74%	33%
Economically Disadvantaged	376	99%	92%	61%	428	99%	91%	55%
Not Disadvantaged	384	100%	97%	78%	338	100%	97%	79%
Migrant								
Not Migrant	760	99%	95%	69%	766	99%	94%	66%

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

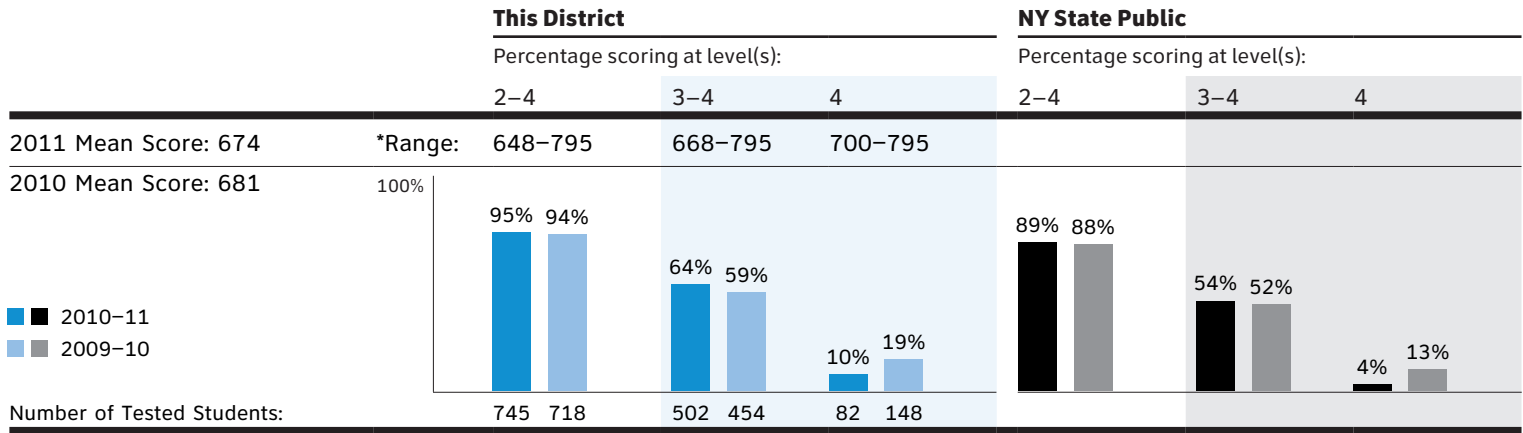
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	17	17	16	14	14	14	14	14

4 Overview of District Performance

District **NEW ROCHELLE CITY SCHOOL DISTRICT**

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

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	95%	64%	10%	765	94%	59%	19%
Female	363	96%	65%	11%	388	96%	61%	22%
Male	423	94%	63%	10%	377	91%	57%	17%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	189	94%	57%	6%	179	91%	53%	13%
Hispanic or Latino	329	94%	53%	3%	329	91%	47%	10%
Asian or Native Hawaiian/Other Pacific Islander	30	-	-	-	27	-	-	-
White	237	96%	81%	23%	227	99%	80%	36%
Multiracial					2	-	-	-
Small Group Totals	31	100%	84%	19%	30	100%	80%	37%
General-Education Students	696	97%	68%	12%	697	96%	62%	21%
Students with Disabilities	90	74%	32%	1%	68	68%	28%	6%
English Proficient	726	97%	67%	11%	708	95%	63%	21%
Limited English Proficient	60	73%	22%	0%	57	75%	14%	0%
Economically Disadvantaged	404	93%	52%	4%	406	90%	46%	8%
Not Disadvantaged	382	97%	76%	18%	359	98%	74%	32%
Migrant								
Not Migrant	786	95%	64%	10%	765	94%	59%	19%

NOTES

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* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	14	14	14	14	13	13	13	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	5	N/A	N/A	N/A	5	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	5	N/A	N/A	N/A	5	N/A	N/A	N/A

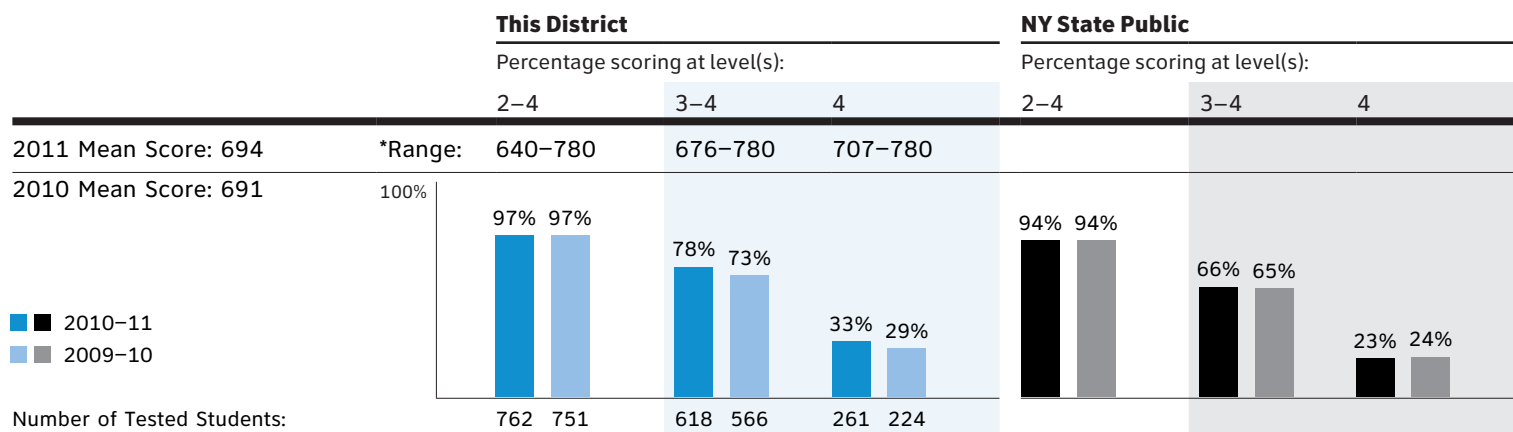
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW ROCHELLE CITY SCHOOL DISTRICT**

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

This District's Results in Grade 5 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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%	78%	33%	771	97%	73%	29%
Female	364	96%	79%	32%	391	97%	72%	30%
Male	425	97%	78%	34%	380	98%	75%	28%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	189	93%	71%	21%	179	97%	60%	16%
Hispanic or Latino	331	97%	77%	26%	332	96%	68%	20%
Asian or Native Hawaiian/Other Pacific Islander	30	-	-	-	27	-	-	-
White	238	98%	83%	49%	230	99%	90%	50%
Multiracial	2	-	-	-	2	-	-	-
Small Group Totals	31	100%	100%	55%	30	100%	87%	40%
General-Education Students	699	98%	83%	36%	703	98%	77%	32%
Students with Disabilities	90	84%	44%	11%	68	93%	35%	3%
English Proficient	725	97%	81%	35%	709	98%	76%	31%
Limited English Proficient	64	94%	53%	6%	62	85%	39%	6%
Economically Disadvantaged	406	95%	73%	23%	410	96%	64%	19%
Not Disadvantaged	383	98%	84%	44%	361	99%	84%	41%
Migrant								
Not Migrant	789	97%	78%	33%	771	97%	73%	29%

NOTES

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Other Assessments

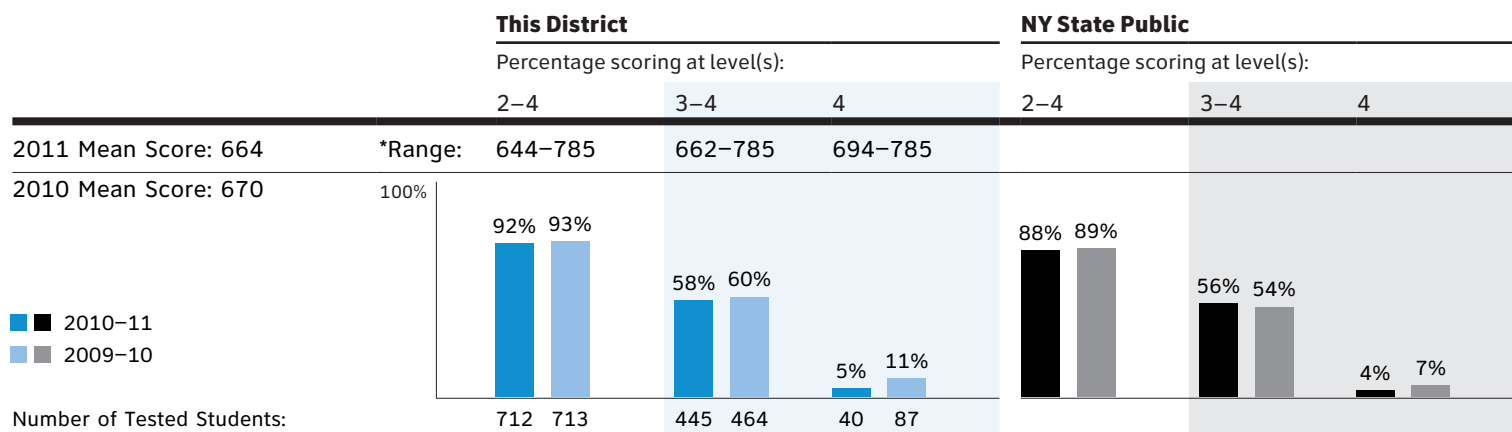
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	15	15	15	15	13	13	13	11

4 Overview of District Performance

District **NEW ROCHELLE CITY SCHOOL DISTRICT**

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

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	772	92%	58%	5%	770	93%	60%	11%
Female	394	95%	60%	7%	365	94%	63%	14%
Male	378	90%	55%	4%	405	92%	58%	9%
American Indian or Alaska Native	1	—	—	—	1	—	—	—
Black or African American	194	89%	53%	2%	186	89%	52%	7%
Hispanic or Latino	331	90%	42%	1%	313	90%	47%	4%
Asian or Native Hawaiian/Other Pacific Islander	26	—	—	—	33	—	—	—
White	218	97%	83%	14%	237	98%	81%	24%
Multiracial	2	—	—	—				
Small Group Totals	29	97%	83%	10%	34	97%	82%	18%
General-Education Students	696	96%	62%	6%	670	96%	66%	13%
Students with Disabilities	76	62%	18%	0%	100	69%	19%	1%
English Proficient	734	94%	60%	5%	718	94%	63%	12%
Limited English Proficient	38	61%	8%	0%	52	75%	19%	0%
Economically Disadvantaged	375	87%	40%	1%	417	90%	45%	3%
Not Disadvantaged	397	97%	75%	9%	353	96%	78%	22%
Migrant								
Not Migrant	772	92%	58%	5%	770	93%	60%	11%

NOTES

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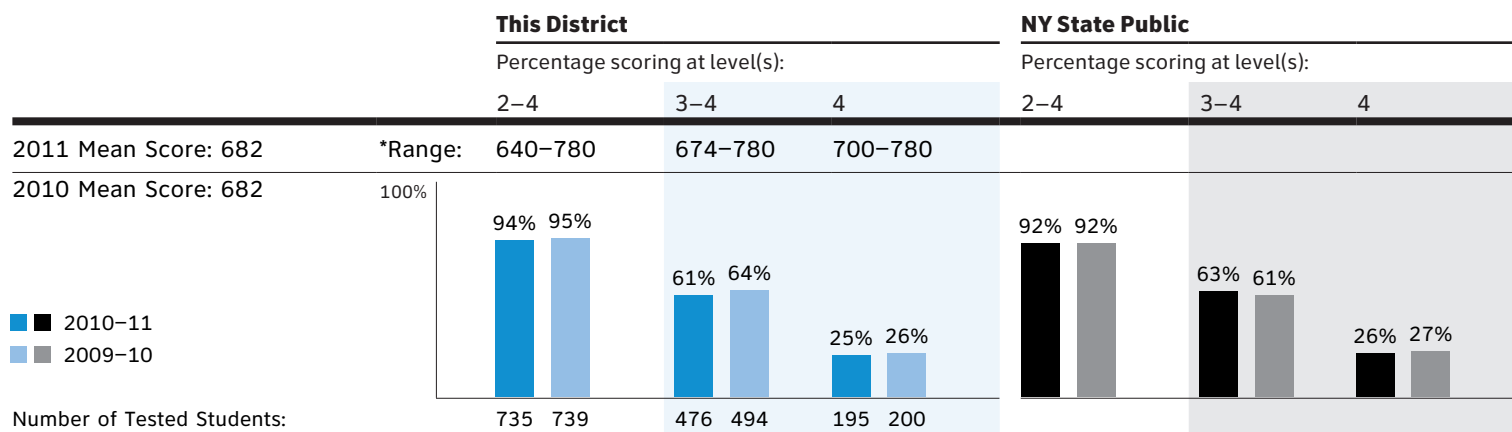
* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	11	11	11	11	11	11	11
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	8	N/A	N/A	N/A	5	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	8	N/A	N/A	N/A	4	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

	2010-11 School Year				2009-10 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	94%	61%	25%	777	95%	64%	26%
Female	395	96%	65%	25%	367	96%	64%	26%
Male	383	93%	57%	26%	410	95%	63%	25%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	193	90%	48%	11%	189	90%	43%	14%
Hispanic or Latino	335	93%	53%	16%	317	96%	58%	15%
Asian or Native Hawaiian/Other Pacific Islander	26	-	-	-	33	-	-	-
White	221	100%	81%	47%	237	97%	84%	46%
Multiracial	2	-	-	-				
Small Group Totals	29	100%	90%	62%	34	100%	88%	47%
General-Education Students	701	96%	65%	28%	676	97%	69%	29%
Students with Disabilities	77	77%	25%	1%	101	80%	30%	4%
English Proficient	732	96%	63%	27%	720	96%	66%	28%
Limited English Proficient	46	76%	26%	2%	57	89%	39%	4%
Economically Disadvantaged	378	92%	49%	13%	419	95%	54%	14%
Not Disadvantaged	400	97%	73%	36%	358	96%	75%	40%
Migrant								
Not Migrant	778	94%	61%	25%	777	95%	64%	26%

NOTES

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Other Assessments

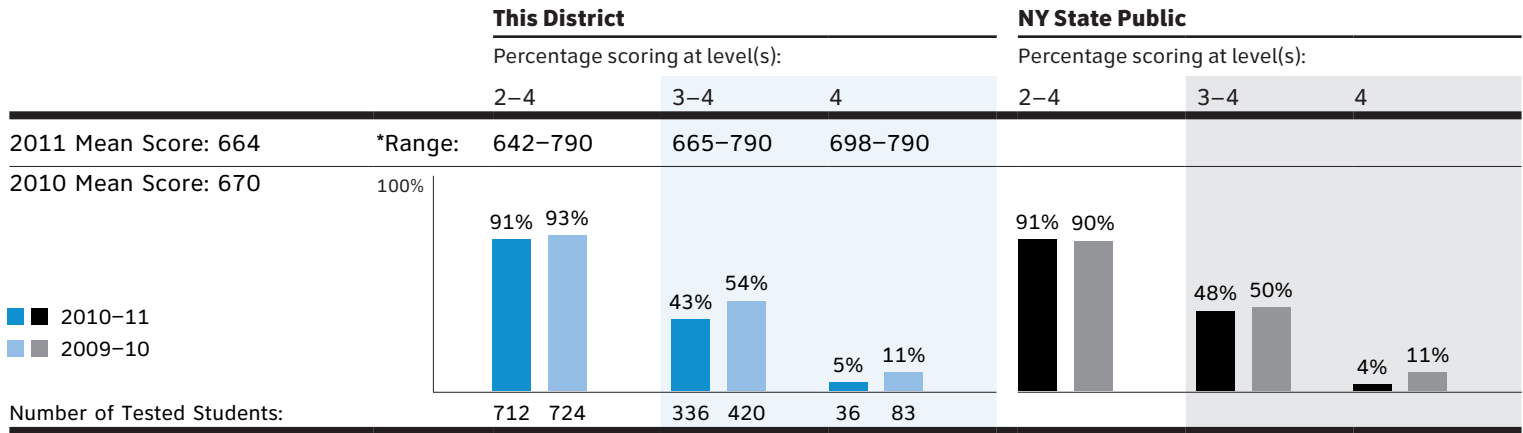
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	13	13	13	13	11	11	10	10

4 Overview of District Performance

District **NEW ROCHELLE CITY SCHOOL DISTRICT**

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

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	782	91%	43%	5%	780	93%	54%	11%
Female	363	95%	46%	4%	376	95%	59%	12%
Male	419	88%	40%	5%	404	91%	49%	10%
American Indian or Alaska Native	1	-	-	-				
Black or African American	188	88%	35%	2%	199	88%	43%	8%
Hispanic or Latino	318	89%	28%	1%	296	91%	42%	3%
Asian or Native Hawaiian/Other Pacific Islander	31	100%	58%	3%	25	-	-	-
White	237	95%	68%	12%	259	98%	73%	21%
Multiracial	7	-	-	-	1	-	-	-
Small Group Totals	8	88%	38%	0%	26	100%	73%	23%
General-Education Students	678	95%	48%	5%	704	95%	58%	12%
Students with Disabilities	104	65%	9%	0%	76	75%	13%	1%
English Proficient	740	93%	45%	5%	746	95%	56%	11%
Limited English Proficient	42	64%	5%	0%	34	56%	12%	0%
Economically Disadvantaged	356	87%	27%	0%	377	88%	37%	3%
Not Disadvantaged	426	94%	57%	8%	403	98%	70%	18%
Migrant								
Not Migrant	782	91%	43%	5%	780	93%	54%	11%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 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	12	12	12	11	13	13	12	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	6	N/A	N/A	N/A	10	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	5	N/A	N/A	N/A	9	N/A	N/A	N/A

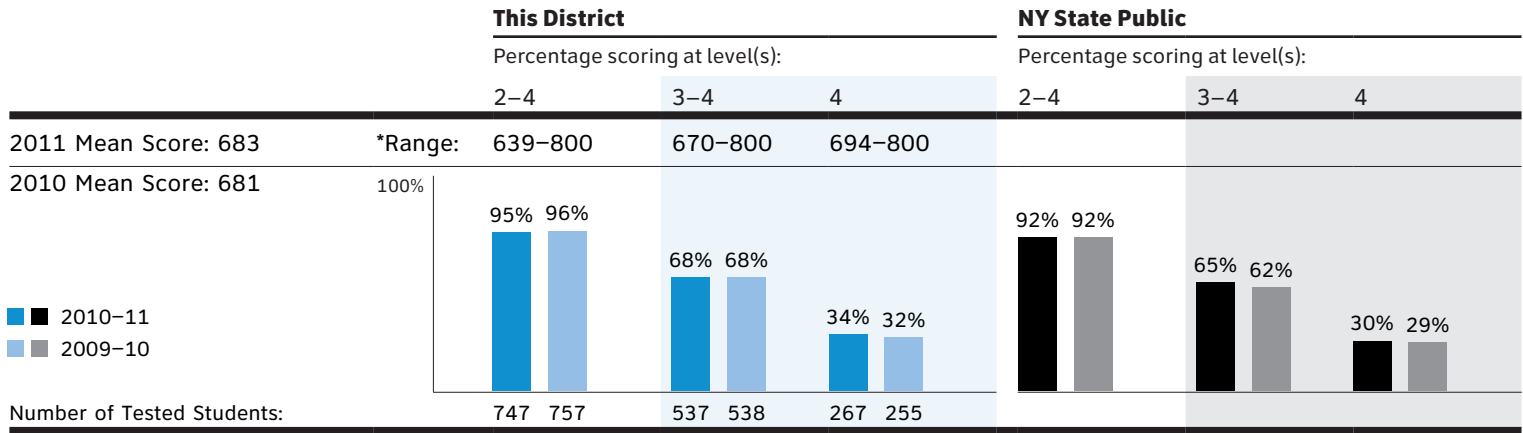
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW ROCHELLE CITY SCHOOL DISTRICT**

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

This District's Results in Grade 7 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	784	95%	68%	34%	789	96%	68%	32%
Female	366	95%	68%	34%	383	96%	69%	33%
Male	418	96%	69%	34%	406	96%	67%	32%
American Indian or Alaska Native	1	—	—	—				
Black or African American	187	94%	57%	22%	200	94%	55%	22%
Hispanic or Latino	324	94%	62%	20%	302	96%	64%	23%
Asian or Native Hawaiian/Other Pacific Islander	31	100%	90%	71%	26	—	—	—
White	234	97%	83%	59%	260	98%	81%	48%
Multiracial	7	—	—	—	1	—	—	—
Small Group Totals	8	100%	75%	25%	27	96%	93%	63%
General-Education Students	682	97%	73%	39%	712	97%	73%	36%
Students with Disabilities	102	83%	40%	3%	77	87%	25%	0%
English Proficient	736	96%	71%	36%	746	97%	71%	34%
Limited English Proficient	48	90%	38%	2%	43	79%	26%	2%
Economically Disadvantaged	356	94%	59%	18%	381	95%	59%	21%
Not Disadvantaged	428	97%	77%	47%	408	97%	76%	43%
Migrant								
Not Migrant	784	95%	68%	34%	789	96%	68%	32%

NOTES

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Other Assessments

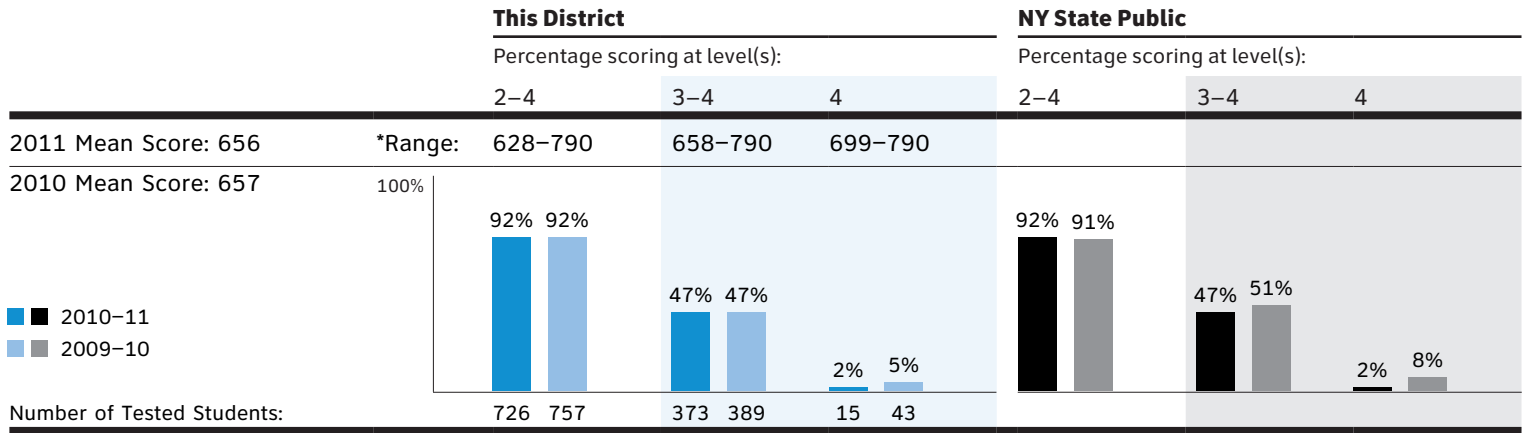
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	12	12	12	12	13	12	12	12

4 Overview of District Performance

District **NEW ROCHELLE CITY SCHOOL DISTRICT**

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

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	92%	47%	2%	822	92%	47%	5%
Female	378	94%	52%	3%	385	96%	53%	6%
Male	411	90%	43%	1%	437	88%	42%	4%
American Indian or Alaska Native								
Black or African American	204	91%	39%	1%	207	88%	39%	3%
Hispanic or Latino	296	89%	32%	0%	327	92%	37%	2%
Asian or Native Hawaiian/Other Pacific Islander	23	-	-	-	24	100%	63%	4%
White	262	95%	69%	4%	264	95%	65%	11%
Multiracial	4	-	-	-				
Small Group Totals	27	100%	67%	11%				
General-Education Students	710	95%	52%	2%	713	96%	53%	6%
Students with Disabilities	79	62%	6%	0%	109	67%	10%	0%
English Proficient	759	93%	49%	2%	801	93%	49%	5%
Limited English Proficient	30	57%	0%	0%	21	48%	0%	0%
Economically Disadvantaged	309	86%	29%	0%	417	88%	32%	2%
Not Disadvantaged	480	96%	59%	3%	405	96%	63%	9%
Migrant								
Not Migrant	789	92%	47%	2%	822	92%	47%	5%

NOTES

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Other Assessments

	2010-11 School Year				2009-10 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	11	11	10	10	12	12	10	9
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	11	N/A	N/A	N/A	9	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	11	N/A	N/A	N/A	9	N/A	N/A	N/A

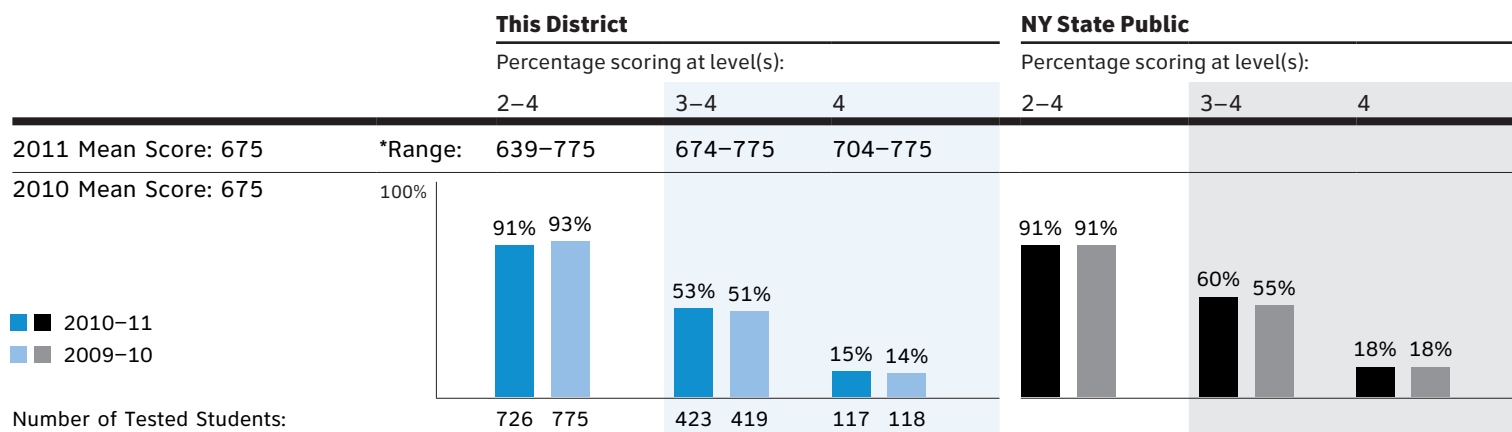
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **NEW ROCHELLE CITY SCHOOL DISTRICT**

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

This District's Results in Grade 8 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	796	91%	53%	15%	829	93%	51%	14%
Female	383	92%	56%	13%	390	96%	53%	16%
Male	413	90%	51%	16%	439	91%	48%	12%
American Indian or Alaska Native								
Black or African American	204	87%	40%	8%	207	94%	38%	9%
Hispanic or Latino	301	88%	44%	8%	333	89%	42%	8%
Asian or Native Hawaiian/Other Pacific Islander	25	-	-	-	25	100%	68%	32%
White	262	97%	71%	26%	264	98%	69%	25%
Multiracial	4	-	-	-				
Small Group Totals	29	100%	83%	34%				
General-Education Students	718	92%	57%	16%	722	96%	56%	16%
Students with Disabilities	78	82%	17%	0%	107	79%	12%	1%
English Proficient	755	93%	55%	15%	799	94%	52%	15%
Limited English Proficient	41	66%	22%	2%	30	77%	10%	3%
Economically Disadvantaged	314	85%	38%	7%	422	91%	38%	7%
Not Disadvantaged	482	95%	63%	20%	407	96%	63%	22%
Migrant								
Not Migrant	796	91%	53%	15%	829	93%	51%	14%

NOTES

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Other Assessments

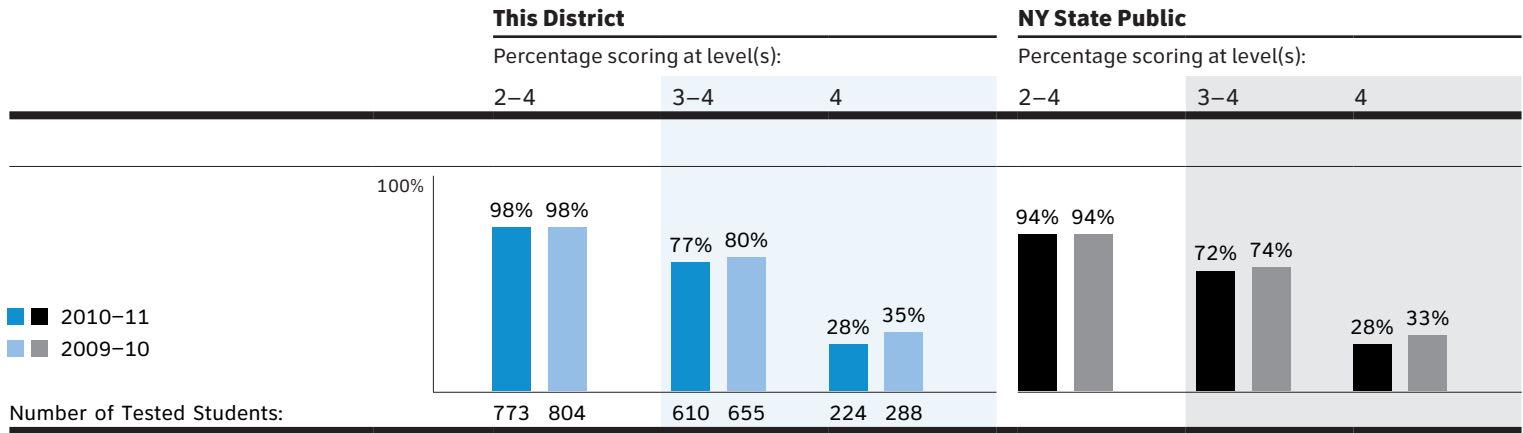
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	11	9	8	7	12	11	10	9

4 Overview of District Performance

District **NEW ROCHELLE CITY SCHOOL DISTRICT**

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

This District's Results in Grade 8 Science



Results by Student Group

	2010-11 School Year				2009-10 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	536	97%	66%	9%	584	97%	72%	18%
Female	241	97%	61%	5%	260	99%	72%	18%
Male	295	97%	71%	11%	324	96%	72%	19%
American Indian or Alaska Native								
Black or African American	153	97%	64%	7%	163	98%	64%	7%
Hispanic or Latino	247	96%	62%	5%	264	96%	70%	16%
Asian or Native Hawaiian/Other Pacific Islander	9	—	—	—	13	100%	85%	23%
White	124	98%	79%	18%	144	99%	83%	36%
Multiracial	3	—	—	—				
Small Group Totals	12	100%	67%	17%				
General-Education Students	460	97%	70%	9%	478	98%	76%	21%
Students with Disabilities	76	95%	43%	4%	106	93%	52%	6%
English Proficient	496	98%	70%	9%	555	98%	74%	19%
Limited English Proficient	40	80%	25%	3%	29	86%	24%	7%
Economically Disadvantaged	265	97%	58%	5%	345	97%	66%	13%
Not Disadvantaged	271	97%	75%	13%	239	98%	80%	26%
Migrant								
Not Migrant	536	97%	66%	9%	584	97%	72%	18%

NOTES

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Other Assessments

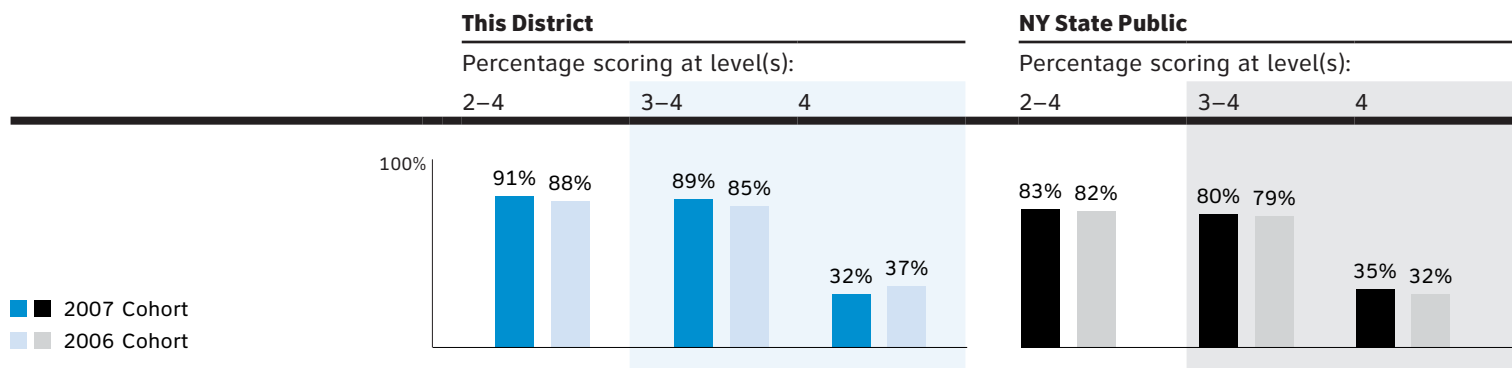
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	11	11	11	10	12	12	9	9
Regents Science	254	254	254	178	236	236	236	180

4 Overview of District Performance

District **NEW ROCHELLE CITY SCHOOL DISTRICT**

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

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



Results by Student Group

	2007 Cohort				2006 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	871	91%	89%	32%	809	88%	85%	37%
Female	389	94%	92%	40%	384	92%	89%	43%
Male	482	89%	86%	26%	425	85%	80%	32%
American Indian or Alaska Native	1	—	—	—				
Black or African American	239	90%	87%	19%	241	87%	83%	25%
Hispanic or Latino	304	88%	85%	16%	233	81%	77%	21%
Asian or Native Hawaiian/Other Pacific Islander	39	—	—	—	33	—	—	—
White	288	95%	94%	56%	300	94%	91%	57%
Multiracial		—	—	—	2	—	—	—
Small Group Totals	40	98%	98%	63%	35	97%	91%	51%
General-Education Students	769	93%	91%	36%	707	91%	89%	42%
Students with Disabilities	102	75%	70%	9%	102	67%	53%	4%
English Proficient	842	92%	90%	33%	780	89%	85%	38%
Limited English Proficient	29	59%	48%	0%	29	66%	62%	0%
Economically Disadvantaged	313	93%	90%	19%	321	87%	81%	22%
Not Disadvantaged	558	90%	88%	40%	488	89%	87%	47%
Migrant								
Not Migrant	871	91%	89%	32%	809	88%	85%	37%

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.

* 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.

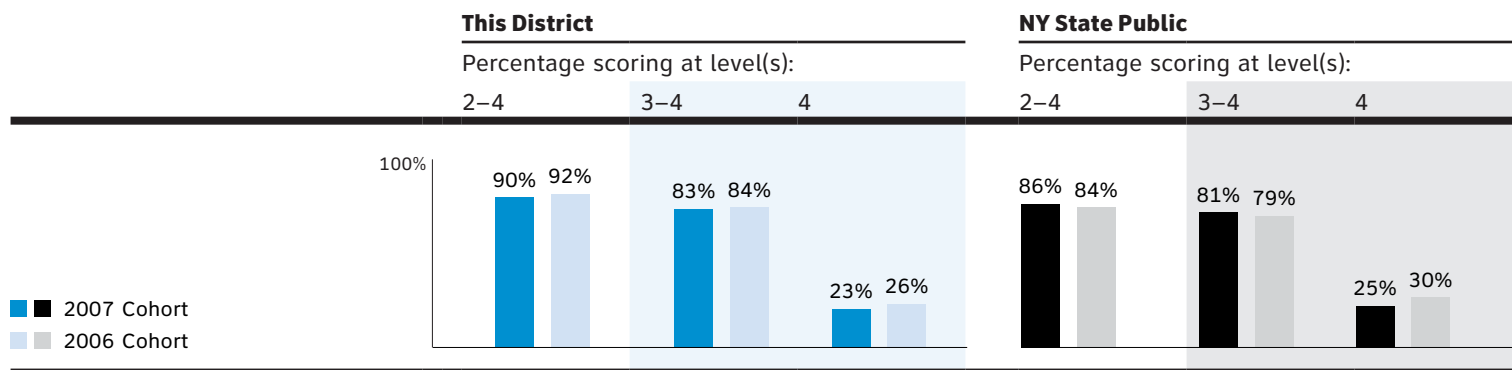
** 2006 cohort data are those reported in the 2009–10 *Accountability and Overview Report*.

4 Overview of District Performance

District **NEW ROCHELLE CITY SCHOOL DISTRICT**

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

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



Results by Student Group

	2007 Cohort				2006 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	871	90%	83%	23%	809	92%	84%	26%
Female	389	92%	86%	27%	384	94%	86%	26%
Male	482	88%	81%	21%	425	90%	81%	26%
American Indian or Alaska Native	1	—	—	—				
Black or African American	239	87%	78%	10%	241	90%	80%	14%
Hispanic or Latino	304	87%	78%	12%	233	88%	75%	13%
Asian or Native Hawaiian/Other Pacific Islander	39	—	—	—	33	—	—	—
White	288	94%	92%	44%	300	97%	93%	44%
Multiracial					2	—	—	—
Small Group Totals	40	95%	93%	38%	35	94%	94%	46%
General-Education Students	769	94%	89%	26%	707	95%	88%	29%
Students with Disabilities	102	60%	44%	4%	102	68%	54%	4%
English Proficient	842	91%	85%	24%	780	92%	85%	27%
Limited English Proficient	29	59%	45%	0%	29	79%	55%	3%
Economically Disadvantaged	313	92%	82%	12%	321	91%	80%	12%
Not Disadvantaged	558	89%	84%	30%	488	93%	86%	35%
Migrant								
Not Migrant	871	90%	83%	23%	809	92%	84%	26%

NOTES

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** 2006 cohort data are those reported in the 2009–10 *Accountability and Overview Report*.