



The New York State Accountability Report 2011-12

DISTRICT: NEW ROCHELLE CITY SCHOOL
DISTRICT
DISTRICT ID: 661100010000
SUPERINTENDENT: RICHARD ORGANISCIAK
PHONE: 914-576-4200

Data in this report are those reported by districts in the Student Information Repository System as of August 24, 2012.

On May 29, 2012, the United States Department of Education (USDE) approved New York's Elementary and Secondary Education Act (ESEA) waiver. This waiver provides New York with increased flexibility to help close the achievement gap and assist students in becoming college and career ready. New York's waiver introduced a system of identifying districts and/or schools as **Reward**, **Focus**, or **Priority**, based on performance in English language arts (ELA), mathematics, and science at the elementary/middle level and in ELA, mathematics, and graduation rate at the secondary level. More information on the waiver is available at <http://www.p12.nysed.gov/esea-waiver/>.

Data in The New York State Accountability Report are those used to determine **Performance Indices (PIs)** and make **Adequate Yearly Progress (AYP)** determinations which, in turn, are used to assist in identifying districts and schools as Reward, Focus, and Priority. Explanations of how the data are used to make the determinations are available at <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.

More Information:
Office of Accountability
New York State Education Department
55 Hanson Place
Brooklyn, NY 11217
Email: accountinfo@mail.nysed.gov

Adequate Yearly Progress and Performance Indices

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

- 1) Elementary/middle-level (grades 3 - 8) English Language Arts (ELA)
- 2) Elementary/middle-level (grades 3 - 8) Mathematics
- 3) Elementary/middle-level (grades 4 and 8) Science
- 4) Secondary-level (grades 9-12) ELA
- 5) Secondary-level (grades 9-12) Mathematics
- 6) Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

Standards for English Language Arts, Mathematics, and Science

Participation: In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

Performance: In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target**." In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target**."

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see "Determining AYP in 2011-12" under Understanding Accountability in New York State at <http://www.p12.nysed.gov/irs/accountability/>.

Elementary/Middle-Level ELA: AYP

DISTRICT: NEW ROCHELLE CITY SCHOOL DISTRICT

DISTRICT ID: 661100010000

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	✓
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level ELA: Participation

DISTRICT: NEW ROCHELLE CITY SCHOOL DISTRICT

DISTRICT ID: 661100010000

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	4783	100%
American Indian or Alaska Native	—	3	—
Black or African American	✓	1152	99%
Hispanic or Latino	✓	2020	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	200	100%
White	✓	1393	100%
Multiracial	—	15	—
Students With Disabilities	✓	622	98%
Limited English Proficient	✓	396	99%
Economically Disadvantaged	✓	2496	100%

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level ELA: Performance

DISTRICT: NEW ROCHELLE CITY SCHOOL DISTRICT

DISTRICT ID: 661100010000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Performance Results

Student Group	PI \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	4657	159	148	148
American Indian or Alaska Native	—	3	—	—	—
Black or African American	✓	1099	148	127	127
Hispanic or Latino	✓	1971	149	130	130
Asian or Native Hawaiian/Other Pacific Islander	✓	195	178	157	157
White	✓	1375	180	161	161
Multiracial	—	14	—	—	—
Students With Disabilities	✓	626†	110†	97	97
Limited English Proficient	✓	603‡	127‡	106	106
Economically Disadvantaged	✓	2432	144	132	132

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $\frac{[2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level ELA: Non-AYP Groups

DISTRICT: NEW ROCHELLE CITY SCHOOL DISTRICT

DISTRICT ID: 661100010000

Participation and performance for the following groups are **NOT** used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	4780	100%
Not Black or African American	3631	100%
Not Hispanic or Latino	2763	100%
Not Asian or Native Hawaiian/Other Pacific Islander	4583	100%
Not White	3390	100%
Not Multiracial	4768	100%
General Education	4161	100%
English Proficient	4387	100%
Not Economically Disadvantaged	2287	99%
Male	2529	99%
Female	2254	100%
Migrant	1	—
Not Migrant	4782	100%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	4654	159
Not Black or African American	3558	162
Not Hispanic or Latino	2686	166
Not Asian or Native Hawaiian/Other Pacific Islander	4462	158
Not White	3282	150
Not Multiracial	4643	159
General Education	4063	167
English Proficient	4303	163
Not Economically Disadvantaged	2225	175
Male	2460	154
Female	2197	164
Migrant	0	—
Not Migrant	4657	159

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Elementary/Middle-Level Math: AYP

DISTRICT: NEW ROCHELLE CITY SCHOOL DISTRICT

DISTRICT ID: 661100010000

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	✓
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Math: Participation

DISTRICT: NEW ROCHELLE CITY SCHOOL DISTRICT

DISTRICT ID: 661100010000

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) Math Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	4786	100%
American Indian or Alaska Native	—	3	—
Black or African American	✓	1153	100%
Hispanic or Latino	✓	2022	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	200	100%
White	✓	1393	100%
Multiracial	—	15	—
Students With Disabilities	✓	623	99%
Limited English Proficient	✓	396	99%
Economically Disadvantaged	✓	2496	100%

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Math: Performance

DISTRICT: NEW ROCHELLE CITY SCHOOL DISTRICT

DISTRICT ID: 661100010000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Elementary/Middle-Level (Grades 3 - 8) Math Performance Results

Student Group	PI \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	4685	170	162	162
American Indian or Alaska Native	—	3	—	—	—
Black or African American	✓	1106	154	139	139
Hispanic or Latino	✓	1986	166	148	148
Asian or Native Hawaiian/Other Pacific Islander	✓	195	188	177	177
White	✓	1381	185	171	171
Multiracial	—	14	—	—	—
Students With Disabilities	✓	639†	128†	118	118
Limited English Proficient	✓	617‡	156‡	136	136
Economically Disadvantaged	✓	2448	159	149	149

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $\frac{[2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})]}{[\text{Count of Tested Students}]} \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level Math: Non-AYP Groups

DISTRICT: NEW ROCHELLE CITY SCHOOL DISTRICT

DISTRICT ID: 661100010000

Participation and performance for the following groups are **NOT** used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	4783	100%
Not Black or African American	3633	100%
Not Hispanic or Latino	2764	100%
Not Asian or Native Hawaiian/Other Pacific Islander	4586	100%
Not White	3393	100%
Not Multiracial	4771	100%
General Education	4163	100%
English Proficient	4390	100%
Not Economically Disadvantaged	2290	100%
Male	2529	100%
Female	2257	100%
Migrant	1	—
Not Migrant	4785	100%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	4682	170
Not Black or African American	3579	174
Not Hispanic or Latino	2699	172
Not Asian or Native Hawaiian/Other Pacific Islander	4490	169
Not White	3304	163
Not Multiracial	4671	170
General Education	4079	176
English Proficient	4317	172
Not Economically Disadvantaged	2237	182
Male	2479	169
Female	2206	171
Migrant	0	—
Not Migrant	4685	170

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Elementary/Middle-Level Science: AYP

DISTRICT: NEW ROCHELLE CITY SCHOOL DISTRICT

DISTRICT ID: 661100010000

Adequate Yearly Progress: In elementary/middle-level (grades 4 & 8) science, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 80% of students in each accountability group with 40 or more members must be tested on an appropriate science assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Progress Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	✓
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Science: Participation

DISTRICT: NEW ROCHELLE CITY SCHOOL DISTRICT

DISTRICT ID: 661100010000

All accountability groups with 40 or more members tested at least 80% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Participation Results

Student Group	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	1585	99%
American Indian or Alaska Native	—	1	—
Black or African American	✓	376	99%
Hispanic or Latino	✓	655	99%
Asian or Native Hawaiian/Other Pacific Islander	✓	66	100%
White	✓	478	99%
Multiracial	—	9	—
Students With Disabilities	✓	227	96%
Limited English Proficient	✓	114	98%
Economically Disadvantaged	✓	798	99%

✓ At least 80% of students enrolled during the test administration period were tested.

✗ Less than 80% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Science: Performance

DISTRICT: NEW ROCHELLE CITY SCHOOL DISTRICT

DISTRICT ID: 661100010000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Progress Target: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Performance Results

Student Group	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Progress Target
All Students	✓	1535	184	176	176
American Indian or Alaska Native	—	1	—	—	—
Black or African American	✓	360	179	155	155
Hispanic or Latino	✓	632	177	161	161
Asian or Native Hawaiian/Other Pacific Islander	✓	65	197	175	175
White	✓	470	194	186	186
Multiracial	—	7	—	—	—
Students With Disabilities	✓	217†	167†	146	146
Limited English Proficient	✓	162‡	164‡	142	142
Economically Disadvantaged	✓	773	176	164	164

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Progress Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{((\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4}))}{[\text{Count of Tested Students}]} \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Progress Target: A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Progress Target is calculated by adding 1 point to the previous year's PI.

Elementary/Middle-Level Science: Non-AYP Groups

DISTRICT: NEW ROCHELLE CITY SCHOOL DISTRICT

DISTRICT ID: 661100010000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	1584	99%
Not Black or African American	1209	99%
Not Hispanic or Latino	930	99%
Not Asian or Native Hawaiian/Other Pacific Islander	1519	99%
Not White	1107	99%
Not Multiracial	1576	99%
General Education	1358	99%
English Proficient	1471	99%
Not Economically Disadvantaged	787	99%
Male	863	98%
Female	722	99%
Migrant	0	—
Not Migrant	1585	99%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	1534	184
Not Black or African American	1175	185
Not Hispanic or Latino	903	188
Not Asian or Native Hawaiian/Other Pacific Islander	1470	183
Not White	1065	179
Not Multiracial	1528	184
General Education	1324	186
English Proficient	1434	186
Not Economically Disadvantaged	762	191
Male	831	186
Female	704	181
Migrant	0	—
Not Migrant	1535	184

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Secondary-Level ELA: AYP

DISTRICT: NEW ROCHELLE CITY SCHOOL DISTRICT

DISTRICT ID: 661100010000

Adequate Yearly Progress: In secondary-level English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level ELA: Participation

DISTRICT: NEW ROCHELLE CITY SCHOOL DISTRICT

DISTRICT ID: 661100010000

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

Secondary-Level English Language Arts (ELA) Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✓	753	99%
American Indian or Alaska Native	—	0	—
Black or African American	✓	218	98%
Hispanic or Latino	✓	277	99%
Asian or Native Hawaiian/Other Pacific Islander	—	37	—
White	✓	220	99%
Multiracial	—	1	—
Students With Disabilities	✓	75	99%
Limited English Proficient	—	26	—
Economically Disadvantaged	✓	295	98%

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.

Secondary-Level ELA: Performance

DISTRICT: NEW ROCHELLE CITY SCHOOL DISTRICT

DISTRICT ID: 661100010000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Secondary-Level English Language Arts (ELA) Performance Results

Student Group	PI \geq EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	712	167	155	155
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	208	158	126	126
Hispanic or Latino	✓	262	158	130	130
Asian or Native Hawaiian/Other Pacific Islander	✓	35	186	156	156
White	✓	205	185	166	166
Multiracial	—	2	—	—	—
Students With Disabilities	✓	94†	120†	87	87
Limited English Proficient	—	15	—	—	—
Economically Disadvantaged	✓	320	158	135	135

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2008 Accountability Cohort: The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation:
$$\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}]}{\times 100}$$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:
$$2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$$

Secondary-Level ELA: Non-AYP Groups

DISTRICT: NEW ROCHELLE CITY SCHOOL DISTRICT

DISTRICT ID: 661100010000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	753	99%
Not Black or African American	535	99%
Not Hispanic or Latino	476	99%
Not Asian or Native Hawaiian/Other Pacific Islander	716	99%
Not White	533	99%
Not Multiracial	752	99%
General Education	678	99%
English Proficient	727	99%
Not Economically Disadvantaged	458	99%
Male	370	98%
Female	383	99%
Migrant	0	—
Not Migrant	753	99%

— There were fewer than 40 12th graders in the group.

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	712	167
Not Black or African American	504	171
Not Hispanic or Latino	450	172
Not Asian or Native Hawaiian/Other Pacific Islander	677	166
Not White	507	160
Not Multiracial	710	167
General Education	626	173
English Proficient	697	169
Not Economically Disadvantaged	392	174
Male	357	160
Female	355	174
Migrant	0	—
Not Migrant	712	167

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

DISTRICT: NEW ROCHELLE CITY SCHOOL DISTRICT

DISTRICT ID: 661100010000

Adequate Yearly Progress: In secondary-level mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): NO

Student Group	Made AYP
All Students	✗
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level Math: Participation

DISTRICT: NEW ROCHELLE CITY SCHOOL DISTRICT

DISTRICT ID: 661100010000

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

Secondary-Level Math Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✓	753	99%
American Indian or Alaska Native	—	0	—
Black or African American	✓	218	99%
Hispanic or Latino	✓	277	100%
Asian or Native Hawaiian/Other Pacific Islander	—	37	—
White	✓	220	100%
Multiracial	—	1	—
Students With Disabilities	✓	75	100%
Limited English Proficient	—	26	—
Economically Disadvantaged	✓	295	100%

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.

Secondary-Level Math: Performance

DISTRICT: NEW ROCHELLE CITY SCHOOL DISTRICT

DISTRICT ID: 661100010000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

Secondary-Level Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✗	712	127	132	132
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	208	111	95	95
Hispanic or Latino	✓	262	114	101	101
Asian or Native Hawaiian/Other Pacific Islander	✓	35	160	148	148
White	✓	205	157	146	146
Multiracial	—	2	—	—	—
Students With Disabilities	✓	94†	98†	72	72
Limited English Proficient	—	15	—	—	—
Economically Disadvantaged	✓	320	115	109	109

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2008 Accountability Cohort: The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation:
$$\frac{[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}]}{\times 100}$$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula:
$$2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$$

Secondary-Level Math: Non-AYP Groups

DISTRICT: NEW ROCHELLE CITY SCHOOL DISTRICT

DISTRICT ID: 661100010000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	753	99%
Not Black or African American	535	100%
Not Hispanic or Latino	476	99%
Not Asian or Native Hawaiian/Other Pacific Islander	716	99%
Not White	533	99%
Not Multiracial	752	99%
General Education	678	99%
English Proficient	727	99%
Not Economically Disadvantaged	458	99%
Male	370	99%
Female	383	100%
Migrant	0	—
Not Migrant	753	99%

— There were fewer than 40 12th graders in the group.

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	712	127
Not Black or African American	504	134
Not Hispanic or Latino	450	135
Not Asian or Native Hawaiian/Other Pacific Islander	677	126
Not White	507	116
Not Multiracial	710	127
General Education	626	131
English Proficient	697	128
Not Economically Disadvantaged	392	138
Male	357	127
Female	355	128
Migrant	0	—
Not Migrant	712	127

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

DISTRICT: NEW ROCHELLE CITY SCHOOL DISTRICT

DISTRICT ID: 661100010000

Unweighted Combined ELA and Math Performance Indices (PIs)

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	159	170	167	127	156
American Indian or Alaska Native	—	—	—	—	—
Black or African American	148	154	158	111	143
Hispanic or Latino	149	166	158	114	147
Asian or Native Hawaiian/Other Pacific Islander	178	188	186	160	178
White	180	185	185	157	177
Multiracial	—	—	—	—	—
Students With Disabilities	110	128	120	98	114
Limited English Proficient	127	156	—	—	142
Economically Disadvantaged	144	159	158	115	144

— There was not enough students to determine a Performance Index.

Graduation Rate: AYP

DISTRICT: NEW ROCHELLE CITY SCHOOL DISTRICT

DISTRICT ID: 661100010000

Adequate Yearly Progress: To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort **OR** the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target.

All accountability groups made AYP: YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Graduation Rate: 4-Year Graduation-Rate Total Cohort

DISTRICT: NEW ROCHELLE CITY SCHOOL DISTRICT

DISTRICT ID: 661100010000

All accountability groups with 30 or more members met the graduation-rate criterion for the four-year graduation-rate total cohort: **NO**

Four-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	872	82%	80%	80%
American Indian or Alaska Native	—	1	—	—	—
Black or African American	✓	240	80%	80%	80%
Hispanic or Latino	✓	304	72%	80%	67%
Asian or Native Hawaiian/Other Pacific Islander	✓	39	97%	80%	80%
White	✓	288	93%	80%	80%
Multiracial	—	0	—	—	—
Students With Disabilities	✗	113†	56%†	80%	58%
Limited English Proficient	—	29	—	—	—
Economically Disadvantaged	✓	314	82%	80%	74%

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2007 Four-Year Graduation-Rate Total Cohort

The 2007 four-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2007 and June 30, 2008. Four-year graduation-rate results for these students are captured as of August 31, 2011.

Graduation Rate

The graduation rate for the 2007 four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

Progress Target

The Progress Target for the 2007 four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the 2006 four-year graduation-rate total cohort as of August 31, 2010. The following equation is used to determine the 2007 four-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2006 four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the 2006 four-year graduation-rate total cohort}$

Graduation Rate: 5-Year Graduation-Rate Total Cohort

DISTRICT: NEW ROCHELLE CITY SCHOOL DISTRICT

DISTRICT ID: 661100010000

All accountability groups with 30 or more members met the graduation-rate criterion for the five-year graduation-rate total cohort: **YES**

Five-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	823	85%	80%	80%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	249	84%	80%	80%
Hispanic or Latino	✓	234	75%	80%	70%
Asian or Native Hawaiian/Other Pacific Islander	✓	34	94%	80%	80%
White	✓	305	91%	80%	80%
Multiracial	—	1	—	—	—
Students With Disabilities	✓	106†	67%†	80%	66%
Limited English Proficient	—	28	—	—	—
Economically Disadvantaged	✓	277	88%	80%	78%

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2006 Five-Year Graduation-Rate Total Cohort

The 2006 five-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2006 and June 30, 2007. Five-year graduation-rate results for these students are captured as of August 31, 2011.

Graduation Rate

The graduation rate for the 2006 five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

Progress Target

The Progress Target for the 2006 five-year graduation-rate total cohort is a 20% gap reduction in the graduation rate of the 2005 five-year graduation-rate total cohort as of June 30, 2010. The following equation is used to determine the 2006 five-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2005 five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the 2005 five-year graduation-rate total cohort}$

Graduation Rate: Non-AYP

DISTRICT: NEW ROCHELLE CITY SCHOOL DISTRICT

DISTRICT ID: 661100010000

Graduation Rates for the following groups are **NOT** used to determine AYP.

Student Group	Four-Year Graduation-Rate Total Cohort		Five-Year Graduation-Rate Total Cohort	
	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native	871	82%	823	85%
Not Black or African American	632	83%	574	85%
Not Hispanic or Latino	568	88%	589	89%
Not Asian or Native Hawaiian/Other Pacific Islander	833	81%	789	84%
Not White	584	77%	518	81%
Not Multiracial	872	82%	822	85%
General Education	770	86%	729	87%
English Proficient	843	84%	795	86%
Not Economically Disadvantaged	558	82%	546	83%
Male	482	78%	436	82%
Female	390	87%	387	88%
Migrant	0	—	0	—
Not Migrant	872	82%	823	85%

— There were fewer than 30 students in the cohort.

Graduation Rates for Select Diploma Types

Regents with Advanced Designation

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with an Advanced Designation is 30%, which did not exceed the State average of 31%.

Regents with CTE Endorsement

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with CTE Endorsement is 5%, which exceeded the State average of 3%.