

The University of the State of New York
The State Education Department



**ANALYSES BY STUDENT SUBGROUP OF SCHOOL
PERFORMANCE IN ENGLISH LANGUAGE ARTS
AND MATHEMATICS**
for
New Rochelle City School District

Historically, on State assessments the average performance of Black, Hispanic, and Native American students has been lower than that of White and Asian students. Similarly, students from low-income families have not performed as well as those from higher income families. A high priority of the Board of Regents is to eliminate these gaps in student performance. In addition, Title 1 of the federal Elementary and Secondary Education Act includes explicit requirements “to ensure that students served by Title 1 are given the same opportunity to achieve to high standards and are held to the same high expectations as all students in each State.” Beginning with this report card, New York State will report performance data by gender, disability status, racial/ethnic group, English proficiency status, migrant status, and income level. District reports do not show high school performance data by gender, racial/ethnic group, migrant status, or income level because data were available only from high schools that received Title 1 funding.

The purpose of the analyses on the following pages is to determine if students who perform below the standards in this district tend to fall into particular groups, such as minority students, English language learners, or economically disadvantaged students. If these analyses provide evidence that students in one of the groups achieve at a lower level than other students, the district and community should examine the reasons for this lower performance and make necessary changes in curriculum, instruction and student support services to remedy these performance gaps.

It is important that programmatic changes be based on valid and reliable data. If a district does not have 20 students in a group in a given year, the district should evaluate results for students in this group over a period of years to make programmatic decisions. To protect the privacy of students, the Department’s policy is never to publish data for groups with fewer than five students, nor to publish data that would allow readers to easily determine the performance of a group smaller than five. If the number of students in small group racial/ethnic groups exceeds four, the aggregate performance of students in these groups is shown in the last row (Small Group Totals) of Results by Race/Ethnicity.

Elementary English Language Arts

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0%	0%
Black	3	1	3	19	62	75	34	190	90%	57%
Hispanic	3	77	9	7	55	77	10	149	95%	58%
Asian or Pacific Islander	0	3	0	0	4	9	10	23	100%	83%
White	2	1	7	11	50	126	103	290	96%	79%
Total	8	82	19	37	171	287	157	652	94%	68%
Small Group Totals (s)	0	0	0	0	0	0	0	0	0%	0%
Results by Gender										
Female	2	35	7	17	85	141	87	330	95%	69%
Male	6	47	12	20	86	146	70	322	94%	67%
Total	8	82	19	37	171	287	157	652	94%	68%
Results by English Proficiency Status										
English Proficient	7	0	17	37	167	286	157	647	94%	68%
Limited English Proficient	1	82	2	0	4	1	0	5	100%	20%
Total	8	82	19	37	171	287	157	652	94%	68%
Results by Income Level										
Economically Disadvantaged	4	60	7	19	68	75	20	182	90%	52%
Not Disadvantaged	4	22	12	18	103	212	137	470	96%	74%
Total	8	82	19	37	171	287	157	652	94%	68%
Results by Migrant Status										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	8	82	19	37	171	287	157	652	94%	68%
Total	8	82	19	37	171	287	157	652	94%	68%

Note. ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

Elementary Mathematics

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	0	0	0	0	0	0	0%	0%
Black	1	0	10	10	45	80	50	185	95%	70%
Hispanic	4	2	13	12	62	105	42	221	95%	67%
Asian or Pacific Islander	0	0	0	0	2	10	13	25	100%	92%
White	1	0	7	4	32	82	169	287	99%	87%
Total	6	2	30	26	141	277	274	718	96%	77%
Small Group Totals (s)	0	0	0	0	0	0	0	0	0%	0%
Results by Gender										
Female	2	0	12	15	77	136	135	363	96%	75%
Male	4	2	18	11	64	141	139	355	97%	79%
Total	6	2	30	26	141	277	274	718	96%	77%
Results by English Proficiency Status										
English Proficient	6	0	20	15	104	249	267	635	98%	81%
Limited English Proficient	0	2	10	11	37	28	7	83	87%	42%
Total	6	2	30	26	141	277	274	718	96%	77%
Results by Income Level										
Economically Disadvantaged	3	2	9	11	74	109	46	240	95%	65%
Not Disadvantaged	3	0	21	15	67	168	228	478	97%	83%
Total	6	2	30	26	141	277	274	718	96%	77%
Results by Migrant Status										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	6	2	30	26	141	277	274	718	96%	77%
Total	6	2	30	26	141	277	274	718	96%	77%

Note. ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

Middle-Level English Language Arts

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	0	s	s	s	s	1	s	s
Black	4	5	3	45	89	56	12	202	78%	34%
Hispanic	3	46	9	11	73	42	8	134	92%	37%
Asian or Pacific Islander	0	0	0	s	s	s	s	17	s	s
White	2	0	3	13	74	165	81	333	96%	74%
Total	9	51	15	70	239	274	104	687	90%	55%
Small Group Totals (s)	0	0	0	1	3	11	3	18	94%	78%
Results by Gender										
Female	2	18	6	22	100	139	62	323	93%	62%
Male	7	33	9	48	139	135	42	364	87%	49%
Total	9	51	15	70	239	274	104	687	90%	55%
Results by English Proficiency Status										
English Proficient	8	0	12	69	230	271	104	674	90%	56%
Limited English Proficient	1	51	3	1	9	3	0	13	92%	23%
Total	9	51	15	70	239	274	104	687	90%	55%
Results by Income Level										
Economically Disadvantaged	5	15	6	37	122	82	10	251	85%	37%
Not Disadvantaged	4	36	9	33	117	192	94	436	92%	66%
Total	9	51	15	70	239	274	104	687	90%	55%
Results by Migrant Status										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	9	51	15	70	239	274	104	687	90%	55%
Total	9	51	15	70	239	274	104	687	90%	55%

Note. ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

Middle-Level Mathematics

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	0	s	s	s	s	1	s	s
Black	5	2	11	77	75	35	9	196	61%	22%
Hispanic	3	4	2	59	76	42	6	183	68%	26%
Asian or Pacific Islander	0	0	0	s	s	s	s	17	s	s
White	1	0	3	35	89	137	73	334	90%	63%
Total	9	6	16	172	246	224	89	731	76%	43%
Small Group Totals (s)	0	0	0	1	6	10	1	18	94%	61%
Results by Gender										
Female	5	1	9	69	123	105	37	334	79%	43%
Male	4	5	7	103	123	119	52	397	74%	43%
Total	9	6	16	172	246	224	89	731	76%	43%
Results by English Proficiency Status										
English Proficient	8	0	15	135	228	219	89	671	80%	46%
Limited English Proficient	1	6	1	37	18	5	0	60	38%	8%
Total	9	6	16	172	246	224	89	731	76%	43%
Results by Income Level										
Economically Disadvantaged	5	1	5	88	111	57	10	266	67%	25%
Not Disadvantaged	4	5	11	84	135	167	79	465	82%	53%
Total	9	6	16	172	246	224	89	731	76%	43%
Results by Migrant Status										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	9	6	16	172	246	224	89	731	76%	43%
Total	9	6	16	172	246	224	89	731	76%	43%

Note. ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

1997 High School Cohort

General-education students who first entered ninth grade in 1997 must score 55 or higher on Regents English and mathematics examinations to graduate. During the phase-in of the Regents examination graduation requirements, all students (with local Board approval) may qualify for a local diploma by earning a score of 55-64 on the required Regents examinations; a score of 65 or higher is required for a Regents diploma. Students with disabilities and certain Section 504 students may qualify for a local diploma by passing Regents competency tests. Data on this page are based on the *Special Regents Examination Report* for the 1997 Cohort.

Performance on the English Graduation Assessment Requirement

Student Subgroup	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs	
		55-64	65-100		
General Education	497	89	389	0	96%
Students with Disabilities	69	14	21	13	70%
Total	566	103	410	13	93%
Results by English Language Proficiency					
English Proficient	521	78	396	13	93%
Limited English Proficient	45	25	14	0	87%
Total	566	103	410	13	93%

Performance on the Mathematics Graduation Assessment Requirement

Student Subgroup	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs	
		55-64	65-100		
General Education	497	75	358	0	87%
Students with Disabilities	69	5	22	27	78%
Total	566	80	380	27	86%

Students Not Counted in the Cohort

Student Group	First-Time Ninth-Graders in Fall 1997	Students in Cohort in June 2001	Students Eliminated after October 1999			
			Eligible for Alternate Assessment	ELL Students Entering US at 17 or over	Transferred to GED or Another High School	Died or Left the USA
Total	586	566	26	1	76	4