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The New York State School District Report Card
for
Rochester City School District

An Overview of Academic Performance



March 2002



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

March 26, 2002

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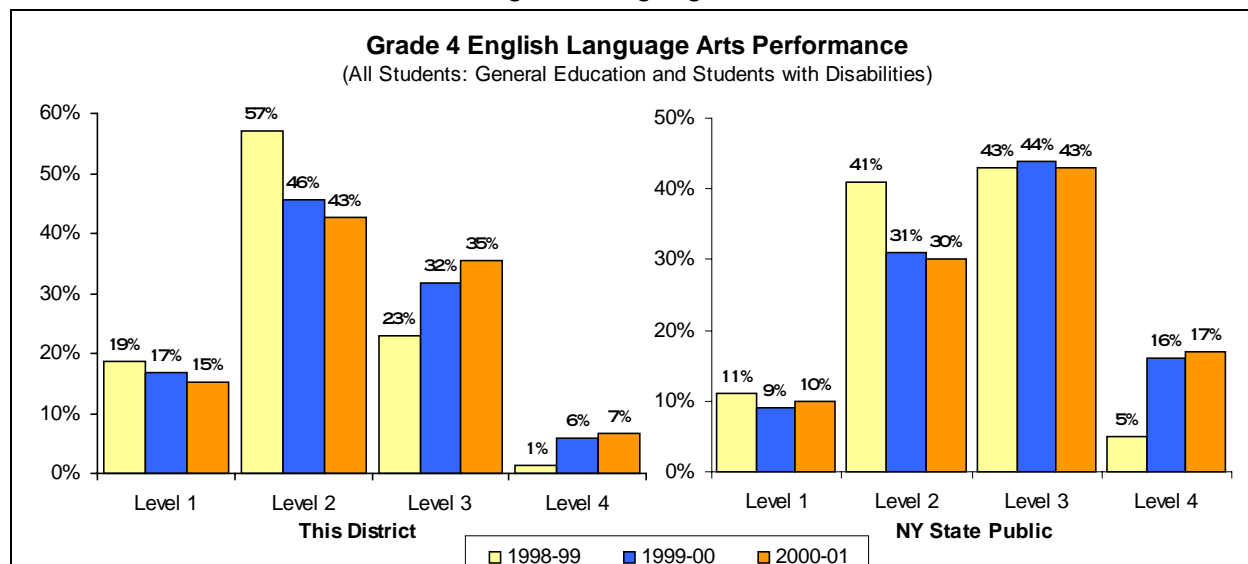
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Elementary Level English Language Arts



Performance at This District		Counts of Students							Mean Score	
		Not Tested			Tested					
		AA ¹	ELL ²	Absent ³	Level 1	Level 2	Level 3	Level 4		Total
Jan 1999	General Education		0	27	300	1,489	651	42	2,482	630
	Students with Disabilities	0	0	34	256	213	38	0	507	591
	All Students	0	0	61	556	1,702	689	42	2,989	623
Jan 2000	General Education		85	62	286	1,261	950	185	2,682	641
	Students with Disabilities	0	9	69	250	203	62	5	520	601
	All Students	0	94	131	536	1,464	1,012	190	3,202	635
Jan 2001	General Education		106	72	263	1,108	967	190	2,528	643
	Students with Disabilities	0	35	109	188	164	85	9	446	610
	All Students	0	141	181	451	1,272	1,052	199	2,974	638

Grade 4 English Language Arts Levels - Listening, Reading, and Writing Standards

Level 4	These students exceed the standards and are moving toward high performance on the Regents examination. All students scoring from 692 to 800 are in this level.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination. All students scoring from 645 to 691 are in this level.
Level 2	These students need extra help to meet the standards and pass the Regents examination. All students scoring from 603 to 644 are in this level.
Level 1	These students have serious academic deficiencies . All students scoring from 455 to 602 are in this level.

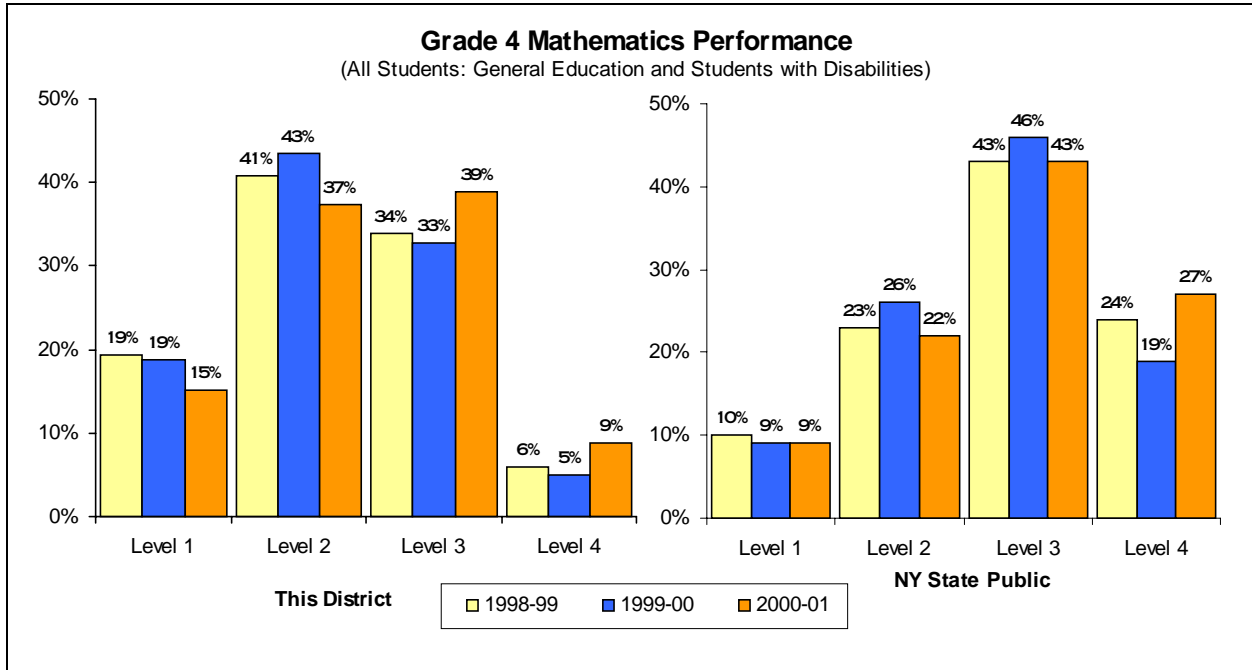
Performance of English Language Learners (ELL)

ELL are students for whom English is a second language. Schools teach these students English so they can participate effectively in the academic program. ELL students without sufficient proficiency in English are not required to take the grade 4 ELA test. Their progress in learning English is measured, using standardized tests, and reported.

Grade 4	English Proficiency Below Effective Participation Level	Making Appropriate Progress
January 2001	141	0

- 1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.
 - 2 These students were not required to take the grade 4 ELA test because they were English Language Learners (ELL) who performed below the 30th percentile on another appropriate English reading assessment.
 - 3 These students were enrolled at the time of testing, but were not present to complete some part of the ELA assessment.
- # To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Elementary Level Mathematics



Performance at This District		Counts of Students							Mean Score	
		Not Tested			Tested					
		AA ¹	ELL ²	Absent ³	Level 1	Level 2	Level 3	Level 4		Total
June 1999	General Education		0	36	353	1,096	962	178	2,589	633
	Students with Disabilities	0	0	23	255	194	111	8	568	605
	All Students	0	0	59	608	1,290	1,073	186	3,157	628
May 2000	General Education		0	62	381	1,224	1,001	161	2,767	631
	Students with Disabilities	0	0	27	244	226	93	8	571	605
	All Students	0	0	89	625	1,450	1,094	169	3,338	627
May 2001	General Education		0	144	290	959	1,058	255	2,562	638
	Students with Disabilities	0	0	108	168	176	124	14	482	616
	All Students	0	0	252	458	1,135	1,182	269	3,044	635

Grade 4 Mathematics Levels - Knowledge, Reasoning, and Problem-Solving Standards

Level 4	These students exceed the standards and are moving toward high performance on the Regents examination. All students scoring from 678 to 810 are in this level.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination. All students scoring from 637 to 677 are in this level.
Level 2	These students need extra help to meet the standards and pass the Regents examination. All students scoring from 602 to 636 are in this level.
Level 1	These students have serious academic deficiencies . All students scoring from 448 to 601 are in this level.

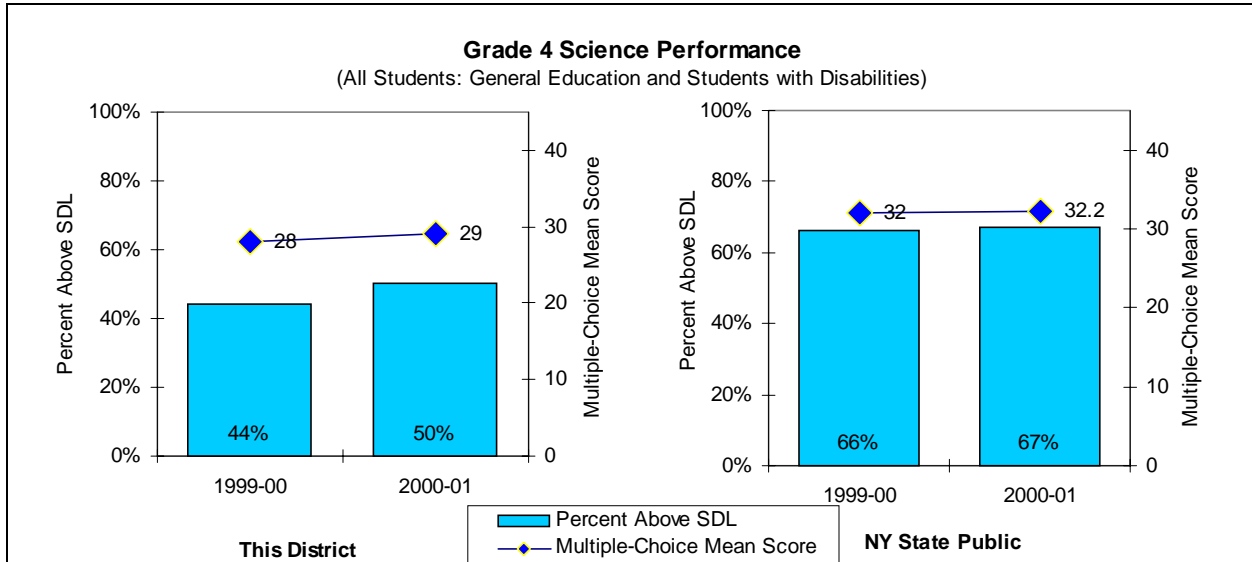
1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

2 These students were not required to take this test because they were English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.

3 These students were enrolled at the time of testing but were not present to complete some part of this mathematics assessment.

To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Elementary Level Science



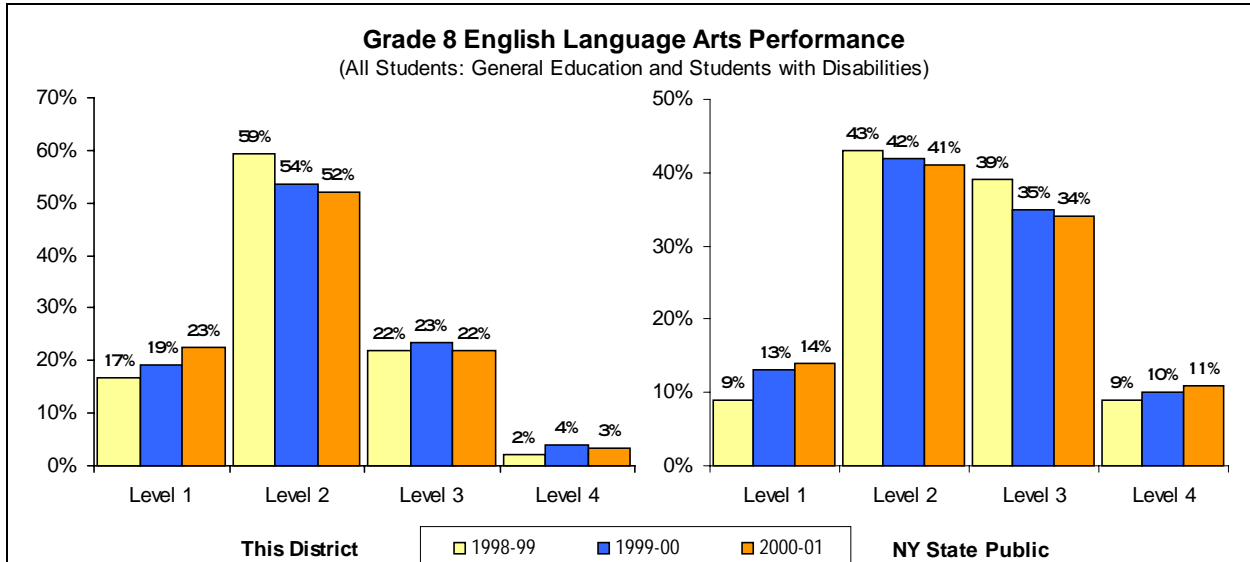
Performance at This District		Counts of Students					School Mean Scores		
		Not Tested			Multiple-Choice Test Component		Performance Component	Mult.-Choice	Performance
		AA ¹	ELL ²	Absent ³	Tested	Above SDL			
May 2000	General Education		0	47	2,781	1,365	2,713	29	29
	Students with Disabilities	0	0	13	579	123	534	22	27
	All Students	0	0	60	3,360	1,488	3,247	28	28
May 2001	General Education		0	32	2,616	1,412	2,463	30	31
	Students with Disabilities	0	0	72	504	160	441	24	31
	All Students	0	0	104	3,120	1,572	2,904	29	31

Grade 4 Science - Knowledge, Reasoning, and Problem-Solving Standards

Multiple-Choice Test Component	This component is 45 multiple-choice questions based upon the New York State <i>Elementary Science Syllabus</i> , and referenced to the New York State <i>Learning Standards for Mathematics, Science and Technology</i> (Elementary Level). Of the 45 questions, 17 reference Physical Setting; 17 reference Living Environment; 8 reference Scientific Inquiry; and 3 reference Mathematics.
State Designated Level (SDL)	Students who correctly answer fewer than 30 of the 45 questions of the Multiple-Choice Test Component must receive academic intervention services (AIS) in the following term of instruction.
Performance Component	This component involves performance of hands-on tasks at 5 stations. The stations are named <i>Liquids</i> , <i>Grouping Objects</i> , <i>Ball and Ramp Game</i> , <i>Magnetic and Electrical Testing</i> , and <i>Unknown Object</i> . All tested students work at the <i>Ball and Ramp Game</i> . Approximately half the students work on <i>Liquids</i> and <i>Grouping Objects</i> and the other half work on <i>Magnetic and Electrical Testing</i> and <i>Unknown Object</i> . Schools use a statistically randomized procedure to assign students to these stations.
School Mean Scores	For the multiple-choice test component, this is the average number of correct answers for students tested. If all tested students answered all questions correctly, this score would be 45. For the performance component, the mean scores for the stations are added together to arrive at the school mean score. If all tested students received perfect scores, this score would be 49.

- 1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.
 - 2 These students were not required to take this test because they were English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.
 - 3 These students were enrolled at the time of testing but did not complete any part of this science assessment.
- # To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Middle Level English Language Arts



Performance at This District		Counts of Students							Mean Score	
		Not Tested			Tested					
		AA ¹	ELL ²	Absent	Level 1	Level 2	Level 3	Level 4		Total
June 1999	General Education		9	246	195	979	404	41	1,619	688
	Students with Disabilities	0	7	68	118	132	4	0	254	662
	All Students	0	16	314	313	1,111	408	41	1,873	684
May 2000	General Education		72	249	232	967	479	79	1,757	696
	Students with Disabilities	0	7	123	165	147	5	2	319	711
	All Students	0	79	372	397	1,114	484	81	2,076	698
May 2001	General Education		87	182	269	1,013	460	70	1,812	688
	Students with Disabilities	0	42	177	223	122	20	2	367	657
	All Students	0	129	359	492	1,135	480	72	2,179	683

Grade 8 English Language Arts Levels - Listening, Reading, and Writing Standards

Level 4	These students exceed the standards and are moving toward high performance on the Regents examination. All students scoring from 739 to 830 are in this level.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination. All students scoring from 701 to 738 are in this level.
Level 2	These students need extra help to meet the standards and pass the Regents examination. All students scoring from 662 to 700 are in this level.
Level 1	These students have serious academic deficiencies . All students scoring from 527 to 661 are in this level.

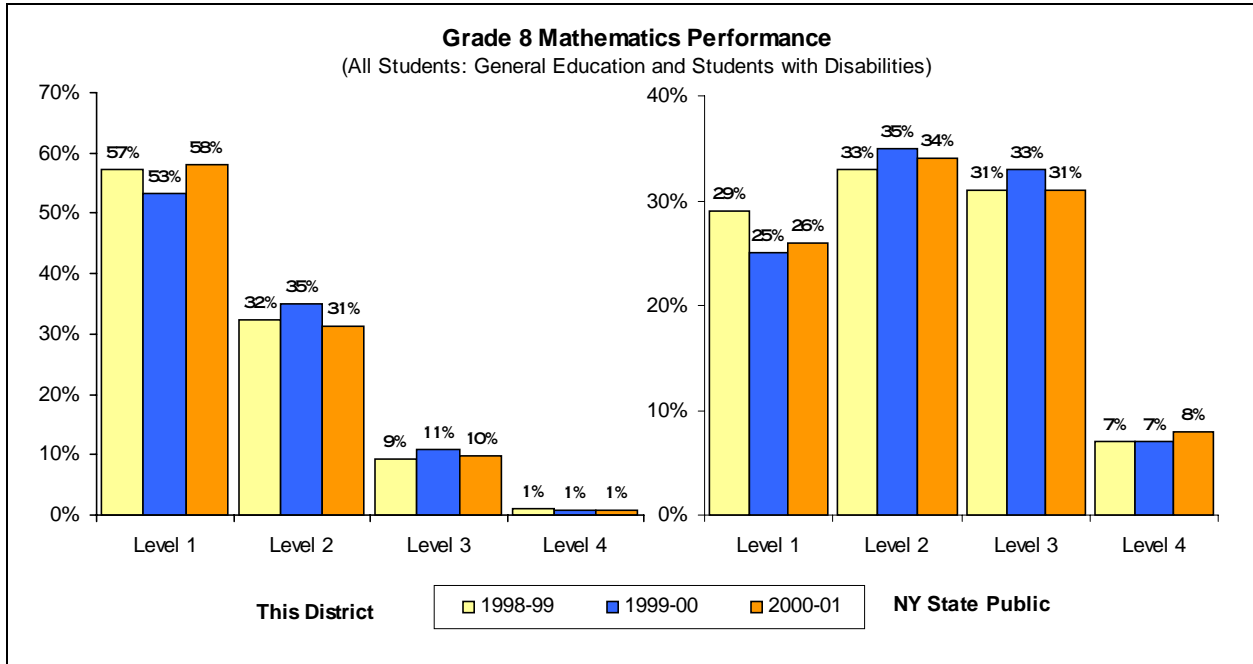
Performance of English Language Learners (ELL)

ELL are students for whom English is a second language. Schools teach these students English so they can participate effectively in the academic program. ELL students without sufficient proficiency in English are not required to take the grade 8 ELA test. Their progress in learning English is measured, using standardized tests, and reported.

Grade 8	English Proficiency Below Effective Participation Level	Making Appropriate Progress
June 2001	129	0

- For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.
 - These students were not required to take the grade 8 ELA test because they were English Language Learners (ELL) who performed below the 30th percentile on another appropriate English reading assessment.
 - These students were enrolled at the time of testing but were not present to complete some part of the ELA assessment.
- # To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Middle Level Mathematics



Performance at This District		Counts of Students							Mean Score	
		Not Tested			Tested					
		AA ¹	ELL ²	Absent ³	Level 1	Level 2	Level 3	Level 4		Total
June 1999	General Education		0	291	896	571	169	21	1,657	678
	Students with Disabilities	0	0	95	203	50	7	1	261	651
	All Students	0	0	386	1,099	621	176	22	1,918	674
May 2000	General Education		0	238	895	691	235	19	1,840	683
	Students with Disabilities	0	0	98	283	82	8	0	373	653
	All Students	0	0	336	1,178	773	243	19	2,213	678
May 2001	General Education		0	219	991	645	210	16	1,862	678
	Students with Disabilities	0	0	200	313	60	12	1	386	645
	All Students	0	0	419	1,304	705	222	17	2,248	673

Grade 8 Mathematics Levels - Knowledge, Reasoning, and Problem-Solving Standards

Level 4	These students exceed the standards and are moving toward high performance on the Regents examination. All students scoring from 760 to 882 are in this level.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination. All students scoring from 716 to 759 are in this level.
Level 2	These students need extra help to meet the standards and pass the Regents examination. All students scoring from 681 to 715 are in this level.
Level 1	These students have serious academic deficiencies . All students scoring from 517 to 680 are in this level.

* Similar Schools are schools grouped by district and student demographic characteristics. More information is on the **School Profile** page of this report. Further explanation is available at <http://www.emsc.nysed.gov/reprcrd2002/similar.html>

1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

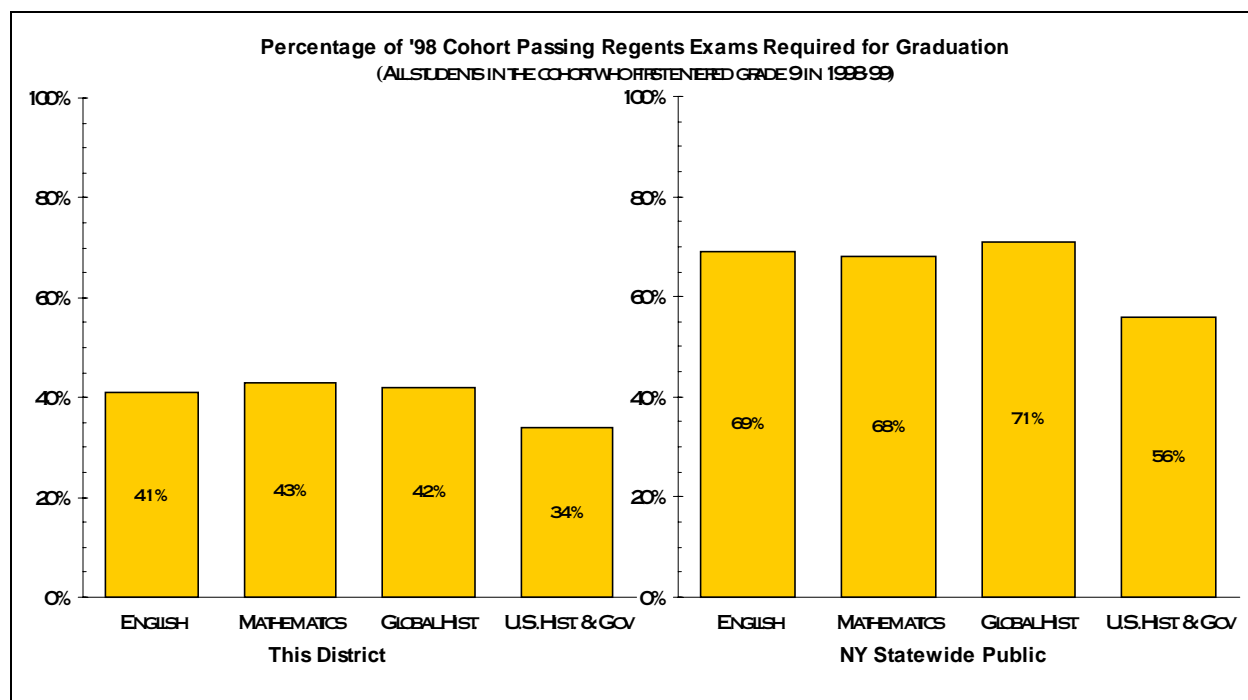
2 These students are not required to take this test because they are English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there is no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.

3 These students were enrolled at the time of testing but were not present to complete some part of the mathematics assessment.

To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

High School Achievement - After Three Years of Instruction

This section presents the success of students on Regents examinations required for graduation. Passing is defined as scoring 65 or higher, or earning approved alternative credit. Students who earn credit through component retesting are counted as if they scored in range 55 to 64 or in range 65 to 84 as determined by the results of the component retest. This page presents information about students who first entered grade 9 in 1998-99, displaying results for these students after three years. Safety-net provisions of the graduation requirements allow some students to earn credit for graduation by alternative means. The percentage of students meeting their personal graduation requirements after four years is presented elsewhere in this report as a school accountability measure.



Requirement	Student Category	Students in Cohort ¹	Highest Score ² From 55 To 64	Highest Score ² From 65 To 84	Highest Score ² From 85 To 100	Approved Alternative Credit
English (after 3 years)	General Education	1255	180	477	75	0
	Students w/ Disabilities	118	15	13	1	0
	All Students	1373	195	490	76	0
Mathematics (after 3 years)	General Education	1255	167	413	157	0
	Students w/ Disabilities	118	9	16	4	0
	All Students	1373	176	429	161	0
Global History (after 3 years)	General Education	1255	208	409	142	0
	Students w/ Disabilities	118	13	15	6	0
	All Students	1373	221	424	148	0
U.S. Hist. & Gov. (after 3 years)	General Education	1255	179	326	124	0
	Students w/ Disabilities	118	7	14	4	0
	All Students	1373	186	340	128	0

¹ Cohort is defined in Section 100.2 (p) (8) (iii) of Commissioner's Regulations.

² Only the highest score of each student is counted, regardless of how many times the student may have taken the examination.

To protect student confidentiality, the pound character (#) appears when there are fewer than five students in a group. If fewer than five special-education students were reported, then counts appear only in the "All Students" category.

School District Profile

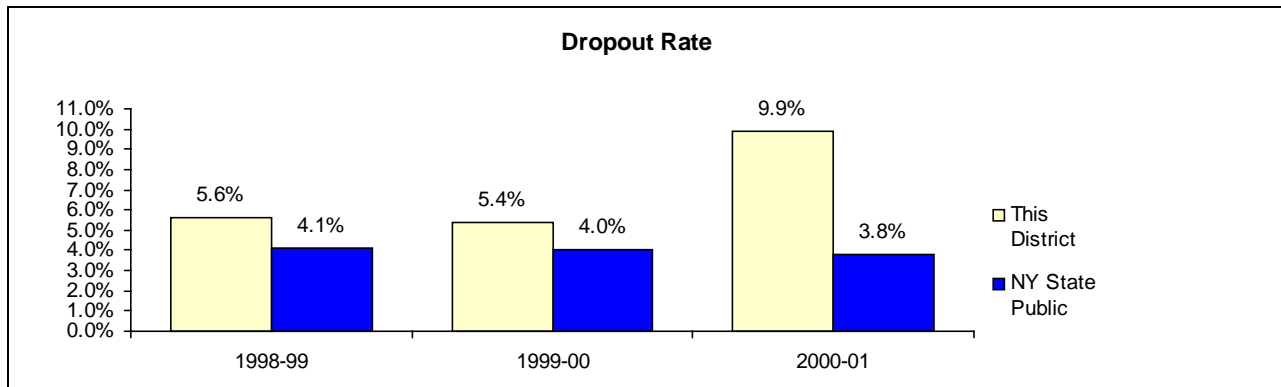
Superintendent: Dr. Clifford B. Janey		Phone: (585)262-8378		
Organization 2000-01		School District Staff ¹ (both full- and part-time)		
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals	Count of Paraprofessionals
K-12	37,885	3228	910	731

1999-00 School District Total Expenditure per Pupil	\$11,742
1999-00 NY State Public Schools Total Expenditure per Pupil	\$11,040

Student Enrollment			
Grade Level	October 2000	Grade Level	October 2000
Pre-Kindergarten	995	Grade 7	2,514
Kindergarten	2,186	Grade 8	2,181
Grade 1	2,916	Grade 9	3,220
Grade 2	3,104	Grade 10	1,774
Grade 3	3,048	Grade 11	1,265
Grade 4	2,899	Grade 12	802
Grade 5	2,869	Ungraded Elementary with Disabilities	1,705
Grade 6	2,606	Ungraded Secondary with Disabilities	2,346

Student Demographics	1998-99		1999-2000		2000-01	
	Count	Percent	Count	Percent	Count	Percent
English Language Learners	3048	8.0%	3062	8.1%	2359	6.5%
Eligible For Free Lunch	22744	65.9%	26101	75.3%	24469	67.2%

Need to Resource Capacity (N/RC) Group	The State Education Department assigns each school district to a comparison group based on student demographics and the resource capacity of the district. This district is in N/RC Group 2. This district is Buffalo, Rochester, Syracuse, or Yonkers (High needs relative to local resource capacity)
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A dropout is any student who left school prior to graduation for any reason except death and did not enter another school or approved high school equivalency preparation program. The dropout rate is calculated by dividing the total number of students who dropped out in a given year by the total fall enrollment in grades 9-12, including that portion of the ungraded secondary student enrollment that can be attributed to grades 9-12.

¹ Some district-employed staff serve in more than one school. These shared people are included in counts reported here.