



# The New York State District Report Card

**Accountability  
and Overview Report  
2005 – 06**

District **ROCHESTER CITY SCHOOL DISTRICT**  
District ID **261600010000**  
Superintendent **MANUEL RIVERA**  
Telephone **(585) 262-8378**  
Grades **PK-12**

## 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: [RPTCARD@mail.nysed.gov](mailto:RPTCARD@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 districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

### 3 View School Accountability Status.

This section lists all schools in your district by 2006–07 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, and on high school graduation rate.

District **ROCHESTER CITY SCHOOL DISTRICT**

## 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

	2003-04	2004-05	2005-06
Pre-K	754	803	716
Kindergarten	2413	2373	2562
Grade 1	2466	2663	2732
Grade 2	2277	2489	2582
Grade 3	2162	2343	2506
Grade 4	2279	2337	2317
Grade 5	2456	2493	2408
Grade 6	2584	2791	2548
Ungraded Elementary	1958	0	0
Grade 7	3027	3781	3607
Grade 8	2423	3072	2857
Grade 9	2997	3443	3661
Grade 10	2029	2541	2617
Grade 11	1423	1607	1534
Grade 12	978	1122	1449
Ungraded Secondary	2360	0	0
<b>Total K-12</b>	<b>33832</b>	<b>33055</b>	<b>33380</b>

### Average Class Size

	2003-04	2004-05	2005-06
<b>Common Branch</b>	20	20	20
<b>Grade 8</b>			
English	25	25	25
Mathematics	26	26	25
Science	27	25	24
Social Studies	26	26	24
<b>Grade 10</b>			
English	26	27	26
Mathematics	25	27	26
Science	26	28	26
Social Studies	28	27	26

### 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.

District **ROCHESTER CITY SCHOOL DISTRICT**

## Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	23052	68%	22660	69%	22162	66%
Reduced-Price Lunch	2411	7%	2711	8%	2520	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	2617	8%	2547	8%	2500	7%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	121	0%	110	0%	106	0%
Black or African American	21792	64%	21444	65%	21943	66%
Hispanic or Latino	6707	20%	6653	20%	6742	20%
Asian or Native Hawaiian/Other Pacific Islander	591	2%	561	2%	540	2%
White	4621	14%	4287	13%	4049	12%

\* Not available at the district level.

## Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		90%		90%		89%
Student Suspensions	7367	N/A	6060	18%	6290	19%

## 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.

District **ROCHESTER CITY SCHOOL DISTRICT**

## Teacher Qualifications

	2003-04	2004-05	2005-06
<b>Core Classes Not Taught by Highly Qualified Teachers</b>			
Total Number of Core Classes	6230	6210	9204
Percent Not Taught by Highly Qualified Teachers	17%	12%	11%
<b>Teachers with No Valid Teaching Certificate</b>			
Total Number of Teachers	233	108	104
Percent with No Valid Teaching Certificate	8%	4%	4%
<b>Individuals Teaching Out of Certification</b>			
Number of Teachers	418	282	276
Percentage of Total	14%	10%	9%
<b>Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate</b>	14%	14%	15%

## Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	3107	3035	3109
Total Other Professional Staff	518	558	480
Total Paraprofessionals*	790	727	639
Assistant Principals	55	68	92
Principals	56	59	54

\* Not available at the school level.

## Teacher Qualifications Information

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. The number of *Individuals Teaching Out of Certification* is the number doing so more than on an incidental basis; that is, teaching for five or fewer periods per week outside certification.

## 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 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: [www.emsc.nysed.gov/irts/accountability/home.shtml](http://www.emsc.nysed.gov/irts/accountability/home.shtml).



### 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 2005–06 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. At the secondary level, the PI of each group in the 2002 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 meet the qualification for Safe Harbor.

### 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 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 PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2001 graduation-rate cohort earning a local diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

## Useful Terms for Understanding Accountability

### Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

### Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

### Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The secondary-level AMO will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

### Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

### Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). 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.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### Progress Target

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

### Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

### Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

$$2005-06 \text{ PI} + (200 - \text{the } 2005-06 \text{ PI}) \times 0.10$$

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target's proportion of the 2004–05 AMO.

### Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

### Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

District **ROCHESTER CITY SCHOOL DISTRICT**

## 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: [www.emsc.nysed.gov/irts/school-accountability/about.shtml](http://www.emsc.nysed.gov/irts/school-accountability/about.shtml).

### 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.




District **ROCHESTER CITY SCHOOL DISTRICT**

## Summary

### Overall Accountability Status (2006–07)

#### Improvement (Year 4)

##### Elementary/Middle Level

ELA  Improvement (Year 4)

Math  Good Standing

Science  Good Standing

##### Secondary Level

ELA  Improvement (Year 4)

Math  Good Standing

Graduation Rate  Improvement (Year 2)

### Title I Part A Funding

#### Years the District Received Title I Part A Funding

**2004–05**

**2005–06**











































**2006–07**

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
<b>All Students</b>						
<b>Ethnicity</b>						
American Indian or Alaska Native				–	–	
Black or African American	 SH					
Hispanic or Latino	 SH					
Asian or Native Hawaiian/Other Pacific Islander						
White						
<b>Other Groups</b>						
Students with Disabilities	 SH	 SH				
Limited English Proficient					 SH	
Economically Disadvantaged	 SH					
<b>Student groups making AYP in each subject</b>	 8 of 9	 9 of 9	 1 of 1	 2 of 8	 3 of 8	 0 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)  |



District **ROCHESTER CITY SCHOOL DISTRICT**

## Elementary/Middle-Level English Language Arts





























**Accountability Status for This Subject (2006–07)**  Improvement (Year 4)

**Accountability Measures** 8 of 9 Student groups making AYP in English Language Arts  
 Did not make AYP

### Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 5) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 4) in 2007-08. [209]

### How did students in each accountability group perform on elementary/middle-level English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (16141:15430)			98%		122	121	
<b>Ethnicity</b>							
American Indian or Alaska Native (42:41)			98%		139	107	
Black or African American (10635:10254)			98%		119	121	112    127
Hispanic or Latino (3374:3157)			97%		116	120	114    124
Asian or Native Hawaiian/Other Pacific Islander (238:225)			99%		151	115	
White (1852:1753)			98%		148	119	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (4148:3884)			96%		90	120	81    101
Limited English Proficient (1183:1027)			97%		96	119	101    106
Economically Disadvantaged (13087:12552)			98%		119	121	113    127
<b>Final AYP Determination</b>	 8 of 9						

#### NOTES

<sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.


#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **ROCHESTER CITY SCHOOL DISTRICT**





























## Elementary/Middle-Level Mathematics

**Accountability Status**  Good Standing  
**for This Subject**  
**(2006–07)**

**Accountability Measures** 9 of 9 Student groups making AYP in Mathematics  
 Made AYP

**Prospective Status** This district will be in good standing in 2007-08. [201]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (16064:15230)			98%		104	85	
<b>Ethnicity</b>							
American Indian or Alaska Native (42:41)			98%		117	71	
Black or African American (10613:10104)			98%		98	85	
Hispanic or Latino (3337:3124)			98%		100	84	
Asian or Native Hawaiian/Other Pacific Islander (237:224)			99%		147	79	
White (1835:1737)			99%		137	83	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (4155:3809)			95%		78	84	63    90
Limited English Proficient (1148:1037)			98%		89	83	
Economically Disadvantaged (13037:12403)			98%		101	85	
<b>Final AYP Determination</b>	 9 of 9						

#### NOTES

<sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **ROCHESTER CITY SCHOOL DISTRICT**



















## Elementary/Middle-Level Science

**Accountability Status**  Good Standing  
**for This Subject**  
**(2006–07)**

**Accountability Measures** 1 of 1 Student groups making AYP in Science  
 Made AYP

**Prospective Status** This district will be in good standing in 2007-08. [201]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
<b>All Students</b> (4958:4248)		Qualified		89%		144	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (14:11)	–	–	–	–	–	–	–	–
Black or African American (3269:2794)		Qualified		88%		139	100	
Hispanic or Latino (1022:868)		Qualified		90%		144	100	
Asian or Native Hawaiian/Other Pacific Islander (68:56)		Qualified		91%		154	100	
White (585:519)		Qualified		94%		169	100	
<b>Other Groups</b>								
Students with Disabilities (1149:831)		Qualified		76%		137	100	
Limited English Proficient (387:307)		Qualified		88%		145	100	
Economically Disadvantaged (3898:3355)		Qualified		89%		142	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

<sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.


#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **ROCHESTER CITY SCHOOL DISTRICT**

## Secondary-Level English Language Arts
























**Accountability Status for This Subject (2006–07)**  Improvement (Year 4)

**Accountability Measures** 2 of 8 Student groups making AYP in English Language Arts  
 Did not make AYP

### Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 5) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 4) in 2007-08. [209]

### How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2002 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06	2006–07
<b>All Students</b> (1571:1683)			96%		128	151	130†	135
<b>Ethnicity</b>								
American Indian or Alaska Native (3:3)	–	–	–	–	–	–	–	–
Black or African American (1053:1159)			97%		123	151	128†	131
Hispanic or Latino (250:260)			96%		117	147	113†	125
Asian or Native Hawaiian/Other Pacific Islander (37:30)		–	–		143	137		
White (228:231)			96%		161	147		
<b>Other Groups</b>								
Students with Disabilities (490:291)			83%		66	148	64†	79
Limited English Proficient (33:39)		–	–		74	138	92	87
Economically Disadvantaged (1004:317)			95%		83	148	133	95
<b>Final AYP Determination</b>	 2 of 8							

#### NOTES




<sup>1</sup> These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.

† This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **ROCHESTER CITY SCHOOL DISTRICT**

## Secondary-Level Mathematics
























**Accountability Status for This Subject (2006–07)**  Good Standing

**Accountability Measures** 3 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 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

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

Student Group	AYP Status	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06	2006–07
(12th Graders: 2002 Cohort) <sup>1</sup>								
<b>All Students (1571:1683)</b>			96%		140	143	137†	146
<b>Ethnicity</b>								
American Indian or Alaska Native (3:3)	–	–	–	–	–	–	–	–
Black or African American (1053:1159)			96%		136	143	136†	142
Hispanic or Latino (489:260)			94%		130	139	121†	137
Asian or Native Hawaiian/Other Pacific Islander (37:30)		–	–		177	129		
White (228:231)			96%		168	139		
<b>Other Groups</b>								
Students with Disabilities (490:291)			85%		87	140	84†	98
Limited English Proficient (33:39)		–	–		103	130	80	113
Economically Disadvantaged (1004:317)			94%		109	140	140	118
<b>Final AYP Determination</b>	 3 of 8							

#### NOTES




<sup>1</sup> These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.

† This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **ROCHESTER CITY SCHOOL DISTRICT**










## Graduation Rate

**Accountability Status**  Improvement (Year 2)  
**for This Indicator**  
**(2006–07)**

**Accountability Measures** 0 of 1 Student groups making AYP in Graduation Rate  
 Did not make AYP

**Prospective Status** To be removed from improvement status in Graduation Rate, this district must make AYP in this measure for two consecutive years. If this district fails to make AYP in 2006-07, the district will be In Need of Improvement (Year 3) in 2007-08. If this district makes AYP in 2006-07, the district will remain In Need of Improvement (Year 2) in 2007-08. [212]

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

Student Group (Cohort Count) <sup>1</sup>	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate <sup>2</sup>	State Standard	2005–06	2006–07
<b>All Students</b> (1888)			51%	55%	53%	52%
<b>Ethnicity</b>						
American Indian or Alaska Native (4)	–	–	–	–	–	–
Black or African American (1250)		51%	55%	55%	53%	52%
Hispanic or Latino (331)		38%	55%	55%	42%	39%
Asian or Native Hawaiian/Other Pacific Islander (33)		55%	55%	55%		
White (270)		65%	55%	55%		
<b>Other Groups</b>						
Students with Disabilities (352)		17%	55%	55%	22%	18%
Limited English Proficient (29)	–	–	–	–	–	–
Economically Disadvantaged (794)		65%	55%	55%		
<b>Final AYP Determination</b>	 0 of 1					

#### NOTES

<sup>1</sup> Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

<sup>2</sup> Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

## Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

# 3 School Accountability Status

District **ROCHESTER CITY SCHOOL DISTRICT**

## 2006–07 Accountability Status of Schools in Your District

This section lists all schools in your district by 2006–07 accountability status.

### Federal Title I Status

### New York State Status

#### Good Standing

45 schools identified 80% of total

BENJAMIN FRANKLIN MONTESSORI SCHOOL  
DR. FREDDIE THOMAS HS  
GLOBAL MEDIA ARTS HS AT FRANKLIN  
SCHOOL 1-MARTIN B ANDERSON  
SCHOOL 2-CLARA BARTON  
SCHOOL 3-NATHANIEL ROCHESTER  
SCHOOL 4-GEORGE MATHER FORBES  
SCHOOL 5-JOHN WILLIAMS  
SCHOOL 6-DAG HAMMARSKJOLD  
SCHOOL 7-VIRGIL GRISSOM  
SCHOOL 8-ROBERTO CLEMENTE  
SCHOOL 12-JAMES P B DUFFY  
SCHOOL 14-CHESTER DEWEY  
SCHOOL 15-CHILDREN'S SCHOOL OF ROCHESTER (THE)  
SCHOOL 16-JOHN WALTON SPENCER  
SCHOOL 17-ENRICO FERMI  
SCHOOL 19-DR CHARLES T LUNSFORD  
SCHOOL 20-HENRY LOMB SCHOOL  
SCHOOL 22-LINCOLN SCHOOL  
SCHOOL 23-FRANCIS PARKER  
SCHOOL 25-NATHANIEL HAWTHORNE  
SCHOOL 28-HENRY HUDSON  
SCHOOL 29-ADLAI E STEVENSON  
SCHOOL 30-GENERAL ELWELL S OTIS  
SCHOOL 33-AUDUBON  
SCHOOL 34-DR LOUIS A CERULLI  
SCHOOL 35-PINNACLE  
SCHOOL 36-HENRY W LONGFELLOW  
SCHOOL 39-ANDREW J TOWNSON  
SCHOOL 41-KODAK PARK  
SCHOOL 42-ABELARD REYNOLDS  
SCHOOL 43-THEODORE ROOSEVELT  
SCHOOL 44-LINCOLN PARK  
SCHOOL 46-CHARLES CARROLL  
SCHOOL 50-HELEN BARRETT MONTGOMERY  
SCHOOL 52-FRANK FOWLER DOW  
SCHOOL 54-FLOWER CITY COMMUNITY SCHOOL  
SCHOOL 57-EARLY CHILDHOOD SCHOOL  
SCHOOL 58-WORLD OF INQUIRY SCHOOL  
SCHOOL FOR BUSINESS, FINANCE AND ENTREPRENEURSHIP AT  
EDISON  
SCHOOL OF ENGINEERING AND MANUFACTURING AT EDISON  
SCHOOL OF IMAGING AND INFORMATION TECHNOLOGY AT  
EDISON

(continued)



# 3 School Accountability Status

District **ROCHESTER CITY SCHOOL DISTRICT**

## 2006–07 Accountability Status of Schools in Your District continued

### Federal Title I Status

### New York State Status

#### Good Standing (continued)

SCHOOL OF THE ARTS  
SCHOOL WITHOUT WALLS  
SKILLED TRADES AT EDISON

#### Improvement (Year 1)

1 school identified 2% of total

INTERNATIONAL FINANCE & ECONOMIC DEVELOPMENT HS AT  
FRANKLIN

#### Requiring Academic Progress (Year 1)

1 school identified 2% of total

BIOSCIENCE & HEALTH CAREER HS AT FRANKLIN

#### Improvement (Year 2)

1 school identified 2% of total

JOSEPH C. WILSON MAGNET HIGH SCHOOL

#### Corrective Action

1 school identified 2% of total

SCHOOL 45-MARY MCLEOD BETHUNE

#### Restructuring (Year 1)

4 schools identified 7% of total

EAST HIGH SCHOOL  
JAMES MONROE HIGH SCHOOL  
JOHN MARSHALL H S  
SCHOOL 9-DR MARTIN LUTHER KING, JR

#### Restructuring (Year 3)

3 schools identified 5% of total

CHARLOTTE HIGH SCHOOL  
FREDERICK DOUGLASS PREPARATORY SCHOOL  
THOMAS JEFFERSON HIGH SCHOOL

District **ROCHESTER CITY SCHOOL DISTRICT**

## Summary of 2005–06 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	47%			2232
Grade 4	50%			2118
Grade 5	42%			2477
Grade 6	41%			2505
Grade 7	28%			3054
Grade 8	26%			2404

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	56%			2492
Grade 4	55%			2323
Grade 5	31%			2593
Grade 6	31%			2593
Grade 7	13%			3098
Grade 8	20%			2436

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	80%			2153
Grade 8	25%			2002

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	37%			2427
Mathematics	45%			2427

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	39%			2427

### About the Performance Level Descriptors

#### Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

#### Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

#### Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

#### Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

### How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

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

### This District's N/RC Category:

#### Large Cities

This is one of the large city school districts; Buffalo, Rochester, Syracuse, or Yonkers. All these districts have high student needs relative to district resource capacity.

District **ROCHESTER CITY SCHOOL DISTRICT**

## This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 650	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
	84%	47%	2%	92%	69%	7%
Number of Students:	1883	1057	51			

## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>2232</b>	<b>84%</b>	<b>47%</b>	<b>2%</b>				
Female	1098	88%	53%	3%				
Male	1134	81%	42%	2%				
American Indian or Alaska Native	7	57%	29%	0%				
Black or African American	1558	83%	43%	2%				
Hispanic or Latino	343	87%	53%	2%				
Asian or Native Hawaiian/Other Pacific Islander	34	88%	76%	3%				
White	290	88%	62%	6%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	1717	89%	54%	3%				
Students with Disabilities	515	68%	26%	1%				
English Proficient	2193	84%	47%	2%				
Limited English Proficient	39	77%	54%	3%				
Economically Disadvantaged	1864	84%	45%	2%				
Not Disadvantaged	368	85%	60%	3%				
Migrant								
Not Migrant	2232	84%	47%	2%				

### NOTES

The – symbol indicates that data for a group of students has 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.

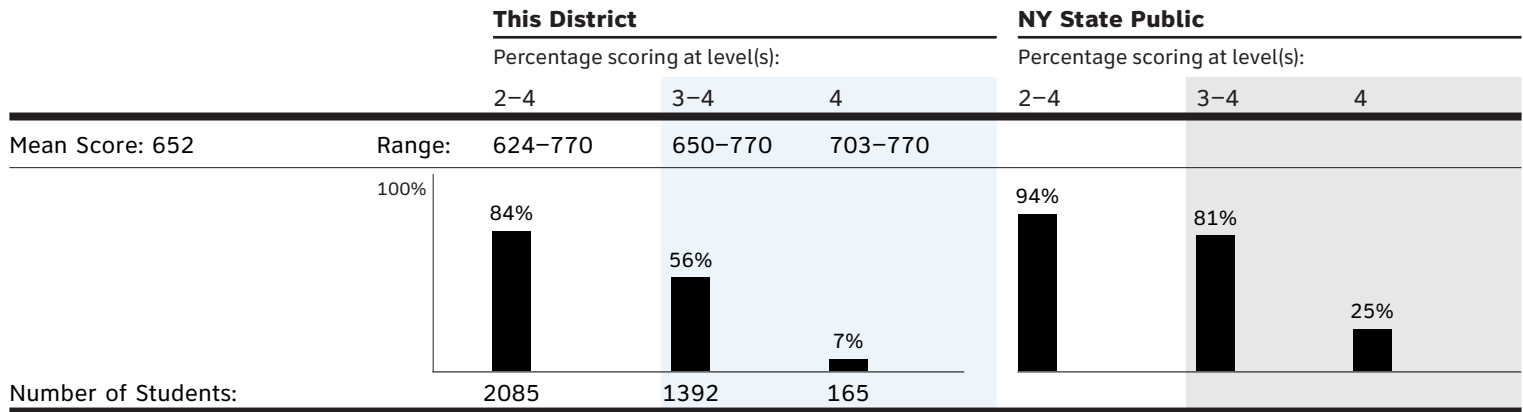
## Other Assessments

	2005-06 School Year				2004-05 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	23	23	21	18	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	253	104	71	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **ROCHESTER CITY SCHOOL DISTRICT**

## This District's Results in Grade 3 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>2492</b>	<b>84%</b>	<b>56%</b>	<b>7%</b>				
Female	1208	84%	57%	7%				
Male	1284	83%	55%	7%				
American Indian or Alaska Native	7	86%	14%	0%				
Black or African American	1593	83%	52%	5%				
Hispanic or Latino	543	83%	58%	6%				
Asian or Native Hawaiian/Other Pacific Islander	47	94%	81%	11%				
White	302	87%	67%	15%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	1933	87%	61%	8%				
Students with Disabilities	559	73%	40%	3%				
English Proficient	2203	85%	57%	7%				
Limited English Proficient	289	76%	49%	4%				
Economically Disadvantaged	2088	83%	55%	6%				
Not Disadvantaged	404	86%	62%	11%				
Migrant								
Not Migrant	2492	84%	56%	7%				

### NOTES

The – symbol indicates that data for a group of students has 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.

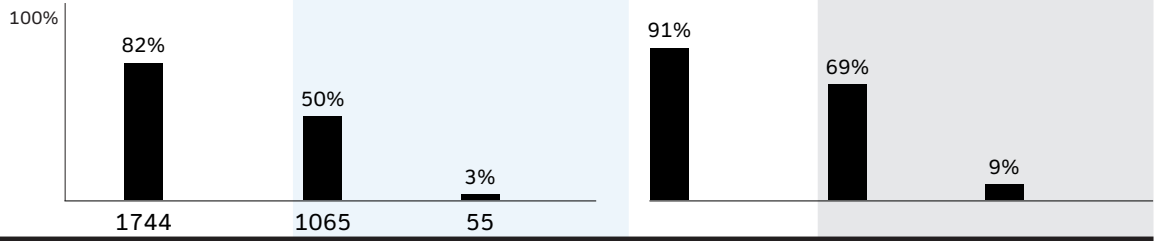
## Other Assessments

	2005-06 School Year				2004-05 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	23	19	19	16	This test was not given in 2004-05.			

District **ROCHESTER CITY SCHOOL DISTRICT**

## This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 648	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	1744	1065	55	91%	69%	9%



## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>2118</b>	<b>82%</b>	<b>50%</b>	<b>3%</b>				
Female	1041	84%	52%	2%				
Male	1077	81%	48%	3%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	1468	81%	47%	2%				
Hispanic or Latino	358	80%	47%	1%				
Asian or Native Hawaiian/Other Pacific Islander	16	-	-	-				
White	272	90%	69%	9%				
Small Group Totals	20	95%	70%	5%				
General-Education Students	1555	90%	58%	3%				
Students with Disabilities	563	62%	29%	1%				
English Proficient	2042	83%	51%	3%				
Limited English Proficient	76	67%	32%	0%				
Economically Disadvantaged	1725	81%	47%	2%				
Not Disadvantaged	393	87%	63%	7%				
Migrant								
Not Migrant	2118	82%	50%	3%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

The - symbol indicates that data for a group of students has 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.

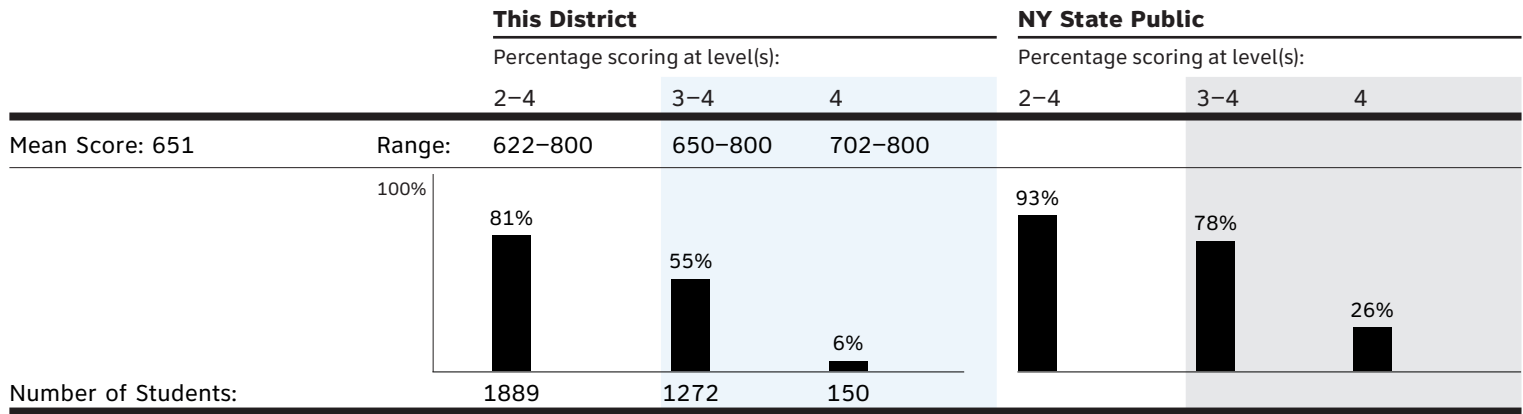
## Other Assessments

	2005-06 School Year				2004-05 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	32	32	29	25	33	33	33	30
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	210	134	107	N/A	177	101	76	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **ROCHESTER CITY SCHOOL DISTRICT**

## This District's Results in Grade 4 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>2323</b>	<b>81%</b>	<b>55%</b>	<b>6%</b>				
Female	1134	80%	52%	5%				
Male	1189	83%	57%	8%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	1495	80%	52%	5%				
Hispanic or Latino	508	79%	50%	4%				
Asian or Native Hawaiian/Other Pacific Islander	28	-	-	-				
White	288	91%	73%	16%				
Small Group Totals	32	88%	72%	19%				
General-Education Students	1735	86%	59%	8%				
Students with Disabilities	588	68%	41%	3%				
English Proficient	2039	83%	57%	7%				
Limited English Proficient	284	72%	39%	4%				
Economically Disadvantaged	1906	80%	53%	5%				
Not Disadvantaged	417	86%	65%	12%				
Migrant								
Not Migrant	2323	81%	55%	6%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

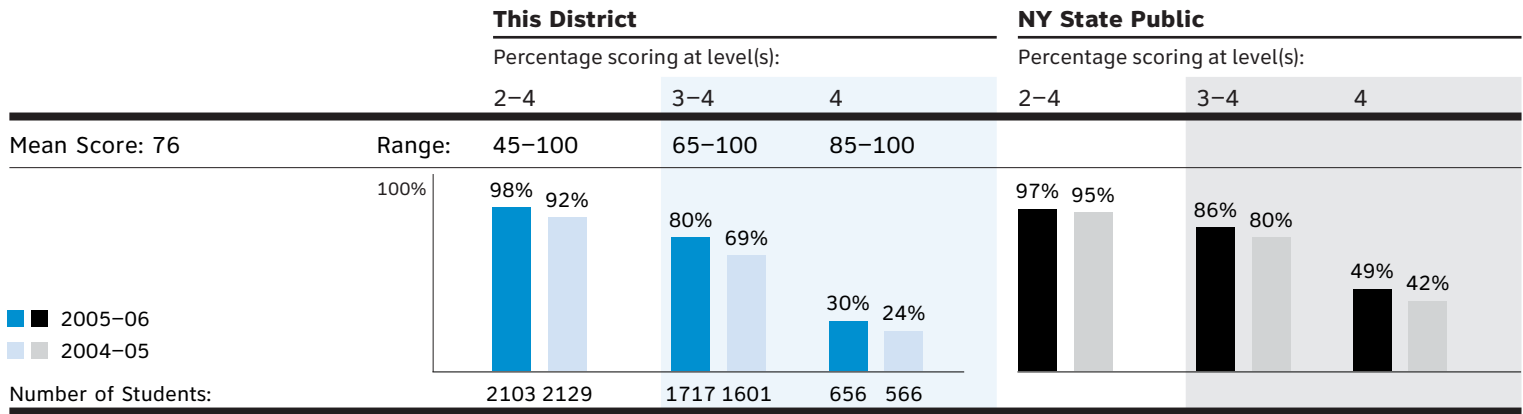
The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	2005-06 School Year				2004-05 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	33	32	30	25	33	32	29	24

District **ROCHESTER CITY SCHOOL DISTRICT**

## This District's Results in Grade 4 Science



## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>2153</b>	<b>98%</b>	<b>80%</b>	<b>30%</b>	<b>2313</b>	<b>92%</b>	<b>69%</b>	<b>24%</b>
Female	1064	97%	77%	28%	1155	93%	69%	22%
Male	1089	98%	82%	33%	1158	91%	70%	27%
American Indian or Alaska Native	4	-	-	-	5	100%	40%	20%
Black or African American	1372	97%	80%	29%	1466	93%	68%	21%
Hispanic or Latino	474	97%	73%	23%	490	87%	64%	18%
Asian or Native Hawaiian/Other Pacific Islander	25	-	-	-	40	90%	70%	43%
White	278	99%	92%	49%	312	95%	84%	48%
Small Group Totals	29	100%	79%	45%				
General-Education Students	1706	98%	82%	33%	1940	93%	72%	26%
Students with Disabilities	447	96%	72%	21%	373	87%	56%	15%
English Proficient	1898	98%	82%	32%	2046	94%	71%	26%
Limited English Proficient	255	98%	65%	17%	267	80%	54%	15%
Economically Disadvantaged	1741	97%	78%	28%	2005	92%	68%	22%
Not Disadvantaged	412	99%	87%	42%	308	92%	76%	43%
Migrant					4	-	-	-
Not Migrant	2153	98%	80%	30%	2309	-	-	-

### NOTES

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## Other Assessments

	2005-06 School Year				2004-05 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	31	30	29	25	31	30	27	21



District **ROCHESTER CITY SCHOOL DISTRICT**

## This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 639	608-795	650-795	711-795			
Number of Students:	2130	1042	63			

## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>2477</b>	<b>86%</b>	<b>42%</b>	<b>3%</b>				
Female	1213	88%	45%	3%				
Male	1264	84%	39%	2%				
American Indian or Alaska Native	5	100%	40%	0%				
Black or African American	1675	86%	39%	2%				
Hispanic or Latino	467	82%	40%	1%				
Asian or Native Hawaiian/Other Pacific Islander	32	100%	69%	0%				
White	298	90%	59%	10%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	1697	93%	52%	4%				
Students with Disabilities	780	70%	21%	0%				
English Proficient	2385	86%	43%	3%				
Limited English Proficient	92	73%	24%	0%				
Economically Disadvantaged	2034	85%	39%	2%				
Not Disadvantaged	443	90%	57%	7%				
Migrant								
Not Migrant	2477	86%	42%	3%				

### NOTES

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## Other Assessments

	2005-06 School Year				2004-05 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	40	39	34	32	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	115	63	44	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **ROCHESTER CITY SCHOOL DISTRICT**

## This District's Results in Grade 5 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 632	619-780	650-780	699-780			
Range:	619-780	650-780	699-780			
Number of Students:	1700	816	90			

Category	2-4	3-4	4
This District	66%	31%	3%
NY State Public	90%	68%	19%

## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>2593</b>	<b>66%</b>	<b>31%</b>	<b>3%</b>				
Female	1275	66%	31%	3%				
Male	1318	65%	32%	4%				
American Indian or Alaska Native	6	83%	33%	0%				
Black or African American	1698	64%	28%	2%				
Hispanic or Latino	545	61%	29%	3%				
Asian or Native Hawaiian/Other Pacific Islander	36	86%	53%	3%				
White	308	81%	50%	14%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	1801	74%	39%	4%				
Students with Disabilities	792	46%	15%	1%				
English Proficient	2386	67%	33%	4%				
Limited English Proficient	207	46%	16%	1%				
Economically Disadvantaged	2137	64%	29%	3%				
Not Disadvantaged	456	73%	42%	7%				
Migrant								
Not Migrant	2593	66%	31%	3%				

### NOTES

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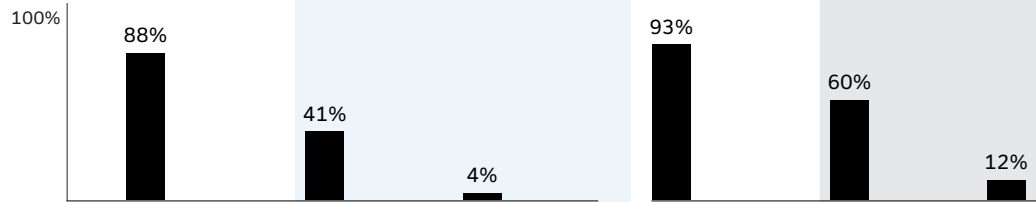
## Other Assessments

	2005-06 School Year				2004-05 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	40	36	33	29	This test was not given in 2004-05.			

District **ROCHESTER CITY SCHOOL DISTRICT**

## This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 639	598-785	650-785	705-785			
Range:	598-785	650-785	705-785			
Number of Students:	2196	1034	97			



## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>2505</b>	<b>88%</b>	<b>41%</b>	<b>4%</b>				
Female	1230	90%	46%	5%				
Male	1275	85%	37%	3%				
American Indian or Alaska Native	9	78%	56%	0%				
Black or African American	1718	87%	38%	3%				
Hispanic or Latino	451	85%	39%	3%				
Asian or Native Hawaiian/Other Pacific Islander	34	94%	82%	18%				
White	293	94%	57%	10%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	1784	95%	51%	5%				
Students with Disabilities	721	69%	16%	1%				
English Proficient	2451	88%	42%	4%				
Limited English Proficient	54	87%	26%	2%				
Economically Disadvantaged	2079	87%	39%	3%				
Not Disadvantaged	426	91%	52%	9%				
Migrant								
Not Migrant	2505	88%	41%	4%				

### NOTES

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## Other Assessments

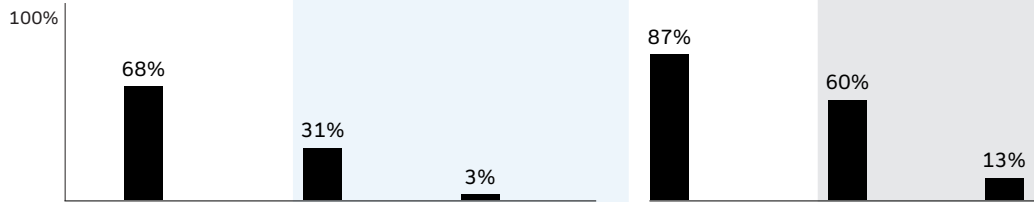
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	29	28	28	26	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	83	57	46	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **ROCHESTER CITY SCHOOL DISTRICT**

## This District's Results in Grade 6 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 629	616-780	650-780	696-780			
Range:						
	1768	797	66	87%	60%	13%



Number of Students:

## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>2593</b>	<b>68%</b>	<b>31%</b>	<b>3%</b>				
Female	1268	69%	31%	2%				
Male	1325	67%	30%	3%				
American Indian or Alaska Native	8	88%	13%	0%				
Black or African American	1744	67%	28%	2%				
Hispanic or Latino	506	64%	27%	1%				
Asian or Native Hawaiian/Other Pacific Islander	37	92%	65%	8%				
White	298	79%	51%	10%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	1861	77%	37%	3%				
Students with Disabilities	732	45%	15%	1%				
English Proficient	2462	69%	31%	3%				
Limited English Proficient	131	51%	20%	0%				
Economically Disadvantaged	2156	66%	28%	2%				
Not Disadvantaged	437	78%	45%	7%				
Migrant								
Not Migrant	2593	68%	31%	3%				

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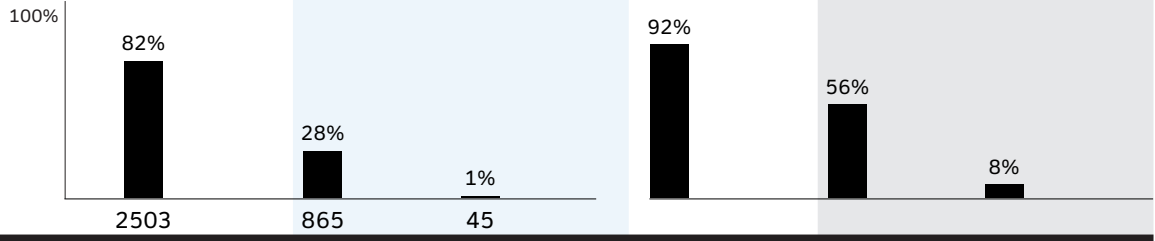
## Other Assessments

	2005-06 School Year				2004-05 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	29	28	24	21	This test was not given in 2004-05.			

District **ROCHESTER CITY SCHOOL DISTRICT**

## This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 627	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	2503	865	45	92%	56%	8%



## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>3054</b>	<b>82%</b>	<b>28%</b>	<b>1%</b>				
Female	1451	84%	30%	2%				
Male	1603	80%	27%	1%				
American Indian or Alaska Native	6	100%	50%	0%				
Black or African American	2126	81%	25%	0%				
Hispanic or Latino	590	79%	27%	1%				
Asian or Native Hawaiian/Other Pacific Islander	46	96%	46%	0%				
White	286	91%	51%	11%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	2379	87%	32%	2%				
Students with Disabilities	675	63%	14%	0%				
English Proficient	3029	82%	29%	1%				
Limited English Proficient	25	40%	0%	0%				
Economically Disadvantaged	2485	81%	26%	1%				
Not Disadvantaged	569	84%	39%	5%				
Migrant								
Not Migrant	3054	82%	28%	1%				

### NOTES

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## Other Assessments

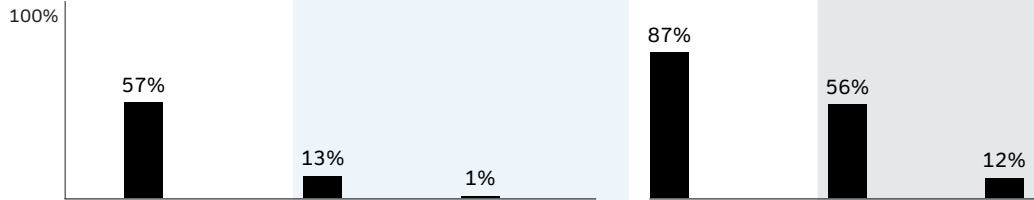
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	29	29	27	23	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	99	47	29	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **ROCHESTER CITY SCHOOL DISTRICT**

## This District's Results in Grade 7 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 612	611-800	650-800	693-800			
Range:	611-800	650-800	693-800			
	57%	13%	1%	87%	56%	12%
Number of Students:	1766	391	20			



## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>3098</b>	<b>57%</b>	<b>13%</b>	<b>1%</b>				
Female	1479	55%	13%	1%				
Male	1619	59%	12%	0%				
American Indian or Alaska Native	6	50%	50%	0%				
Black or African American	2103	54%	10%	0%				
Hispanic or Latino	647	55%	9%	0%				
Asian or Native Hawaiian/Other Pacific Islander	48	85%	46%	2%				
White	294	78%	33%	4%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	2436	63%	15%	1%				
Students with Disabilities	662	37%	5%	0%				
English Proficient	2977	58%	13%	1%				
Limited English Proficient	121	31%	3%	0%				
Economically Disadvantaged	2537	56%	11%	0%				
Not Disadvantaged	561	61%	21%	2%				
Migrant								
Not Migrant	3098	57%	13%	1%				

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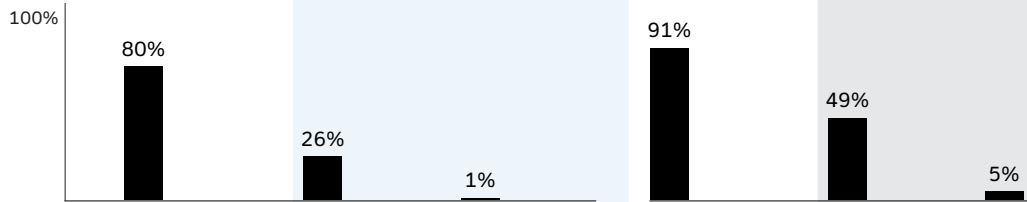
## Other Assessments

	2005-06 School Year				2004-05 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	28	26	24	23	This test was not given in 2004-05.			

District **ROCHESTER CITY SCHOOL DISTRICT**

## This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 628	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	1928	634	36			



## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>2404</b>	<b>80%</b>	<b>26%</b>	<b>1%</b>				
Female	1231	85%	30%	2%				
Male	1173	75%	23%	1%				
American Indian or Alaska Native	9	100%	56%	0%				
Black or African American	1650	78%	22%	1%				
Hispanic or Latino	443	80%	26%	0%				
Asian or Native Hawaiian/Other Pacific Islander	34	94%	59%	0%				
White	268	89%	51%	7%				
Small Group Totals								
General-Education Students	1975	86%	30%	2%				
Students with Disabilities	429	55%	11%	0%				
English Proficient	2382	80%	27%	2%				
Limited English Proficient	22	59%	0%	0%				
Economically Disadvantaged	1853	80%	24%	1%				
Not Disadvantaged	551	81%	34%	4%				
Migrant								
Not Migrant	2404	80%	26%	1%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

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## Other Assessments

	2005-06 School Year				2004-05 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	37	37	36	34	34	34	34	32
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	73	35	28	N/A	78	34	24	N/A

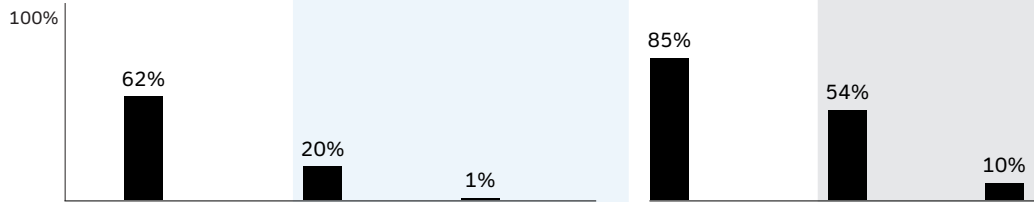
† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.



District **ROCHESTER CITY SCHOOL DISTRICT**

## This District's Results in Grade 8 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 620	616-775	650-775	701-775			
Range:						
	62%	20%	1%	85%	54%	10%
Number of Students:	1522	490	22			



## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>2436</b>	<b>62%</b>	<b>20%</b>	<b>1%</b>				
Female	1235	63%	21%	1%				
Male	1201	62%	20%	1%				
American Indian or Alaska Native	10	90%	40%	0%				
Black or African American	1624	60%	16%	0%				
Hispanic or Latino	485	61%	19%	1%				
Asian or Native Hawaiian/Other Pacific Islander	38	87%	42%	5%				
White	279	77%	41%	4%				
Small Group Totals								
General-Education Students	2012	67%	22%	1%				
Students with Disabilities	424	42%	10%	0%				
English Proficient	2342	64%	21%	1%				
Limited English Proficient	94	24%	5%	0%				
Economically Disadvantaged	1891	62%	19%	0%				
Not Disadvantaged	545	66%	26%	3%				
Migrant								
Not Migrant	2436	62%	20%	1%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

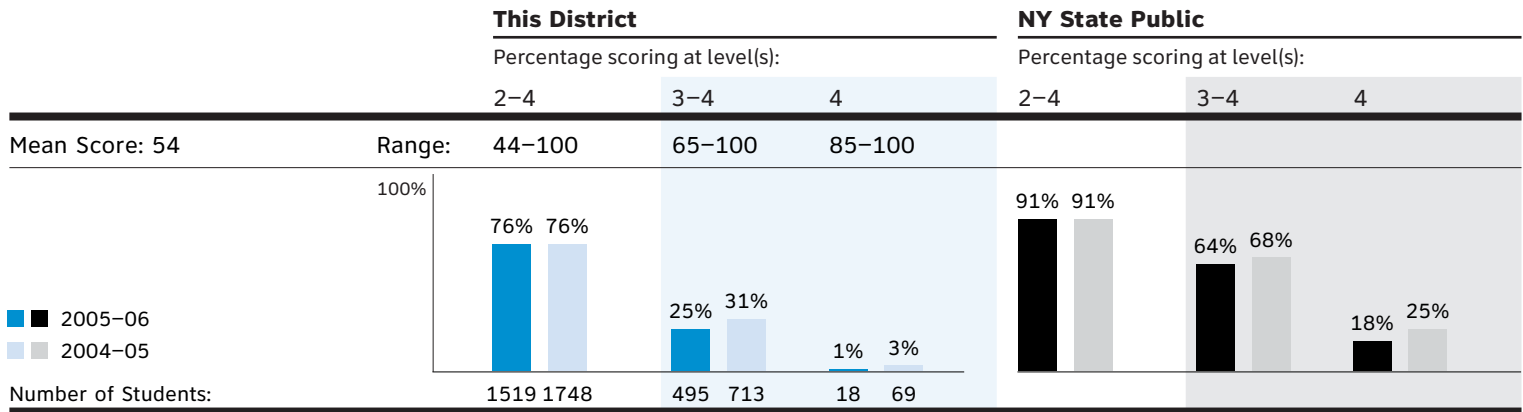
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## Other Assessments

	2005-06 School Year				2004-05 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	36	35	33	30	34	34	32	29

District **ROCHESTER CITY SCHOOL DISTRICT**

## This District's Results in Grade 8 Science



## Results by Student Group

	2005-06 School Year				2004-05 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
<b>All Students</b>	<b>2002</b>	<b>76%</b>	<b>25%</b>	<b>1%</b>	<b>2304</b>	<b>76%</b>	<b>31%</b>	<b>3%</b>
Female	1012	77%	23%	0%	1151	80%	29%	3%
Male	990	75%	26%	1%	1153	72%	33%	3%
American Indian or Alaska Native	5	80%	40%	0%	8	75%	75%	0%
Black or African American	1360	75%	20%	0%	1585	74%	26%	1%
Hispanic or Latino	416	77%	29%	1%	441	76%	31%	2%
Asian or Native Hawaiian/Other Pacific Islander	28	79%	50%	4%	44	82%	52%	14%
White	193	81%	45%	5%	226	90%	60%	15%
<b>Small Group Totals</b>								
General-Education Students	1658	79%	26%	1%	1891	80%	35%	4%
Students with Disabilities	344	63%	16%	0%	413	56%	13%	0%
English Proficient	1919	77%	25%	1%	2198	77%	32%	3%
Limited English Proficient	83	57%	12%	0%	106	56%	13%	0%
Economically Disadvantaged	1586	76%	24%	1%	1964	76%	29%	2%
Not Disadvantaged	416	75%	26%	1%	340	75%	42%	7%
Migrant					7	86%	43%	0%
Not Migrant	2002	76%	25%	1%	2297	76%	31%	3%

### NOTES

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## Other Assessments

	2005-06 School Year				2004-05 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	36	36	34	31	34	33	32	29
Regents Science	212	200	178	40	84	76	69	12

District **ROCHESTER CITY SCHOOL DISTRICT**

## Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

### Grade 4

#### This District

Percentage scoring at level(s):

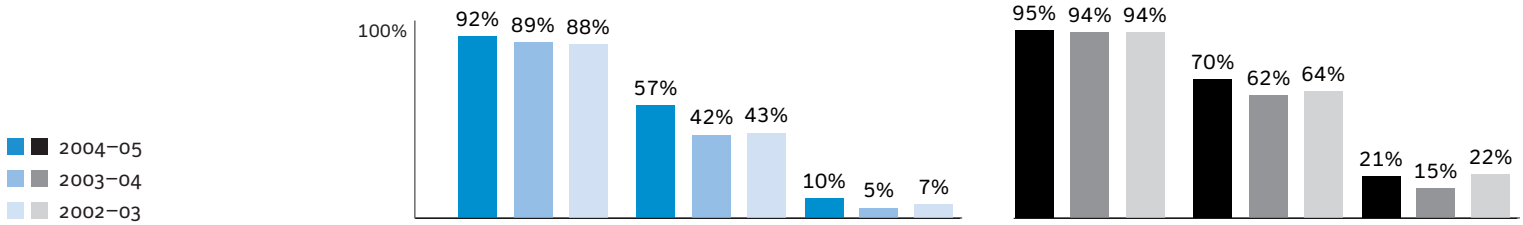
2-4                      3-4                      4

Range: 603-800                      645-800                      692-800

#### NY State Public

Percentage scoring at level(s):

2-4                      3-4                      4



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	170	748	1008	223	2149	650
Feb 2004	275	1114	894	131	2414	639
Feb 2003	340	1274	993	211	2818	640

### Grade 8

#### This School

Percentage scoring at level(s):

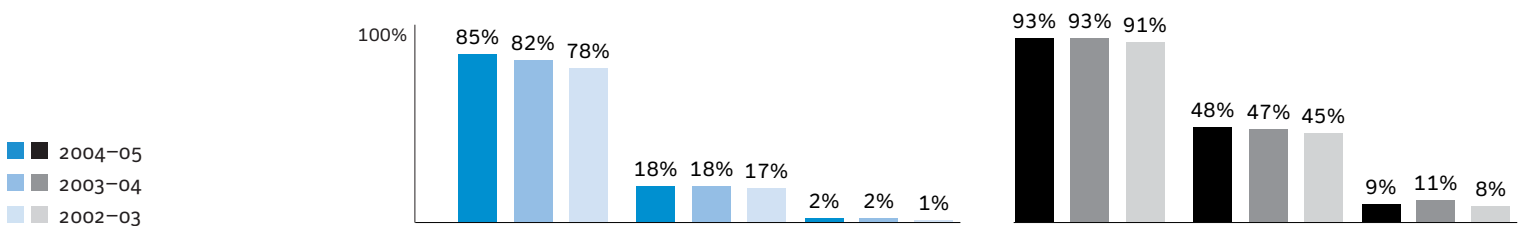
2-4                      3-4                      4

Range: 658-830                      697-830                      737-830

#### NY State Public

Percentage scoring at level(s):

2-4                      3-4                      4



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	434	1880	444	49	2807	677
Jan 2004	492	1746	443	65	2746	679
Jan 2003	542	1500	404	27	2473	674

District **ROCHESTER CITY SCHOOL DISTRICT**

## Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

### Grade 4

#### This District

Percentage scoring at level(s):

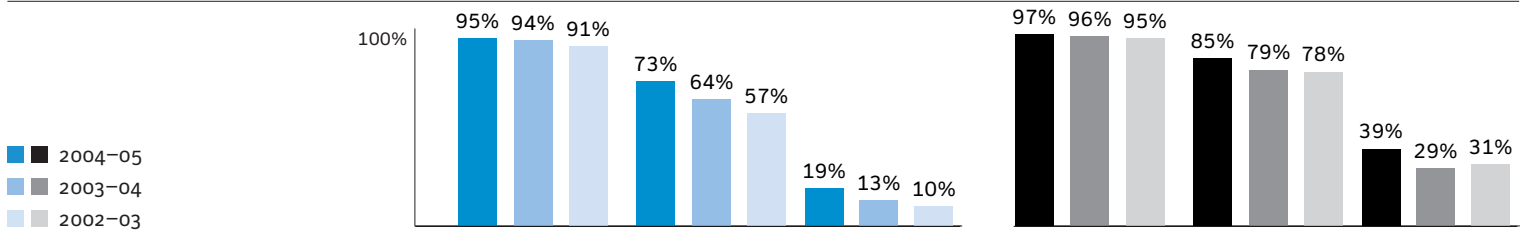
2-4                      3-4                      4

Range: 602-810                      637-810                      678-810

#### NY State Public

Percentage scoring at level(s):

2-4                      3-4                      4



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	109	522	1238	451	2320	653
May 2004	159	763	1299	343	2564	646
May 2003	270	1011	1416	309	3006	641

### Grade 8

#### This School

Percentage scoring at level(s):

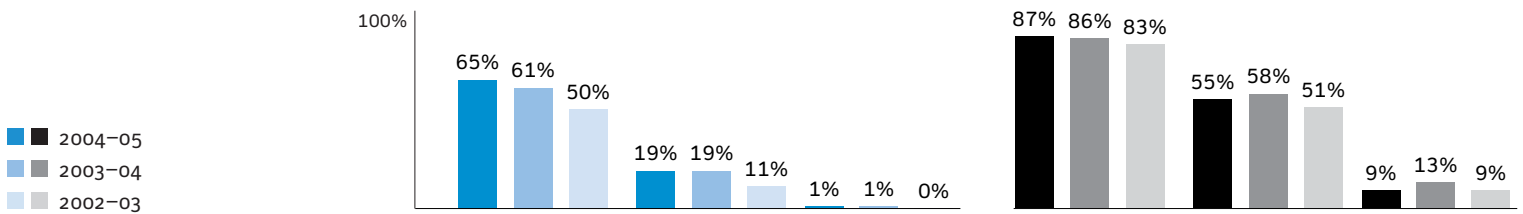
2-4                      3-4                      4

Range: 681-882                      716-882                      760-882

#### NY State Public

Percentage scoring at level(s):

2-4                      3-4                      4



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	990	1321	536	16	2863	690
May 2004	1077	1166	500	26	2769	683
May 2003	1205	951	252	10	2418	677

District **ROCHESTER CITY SCHOOL DISTRICT**

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

### This District

Percentage scoring at level(s):

2-4

3-4

4

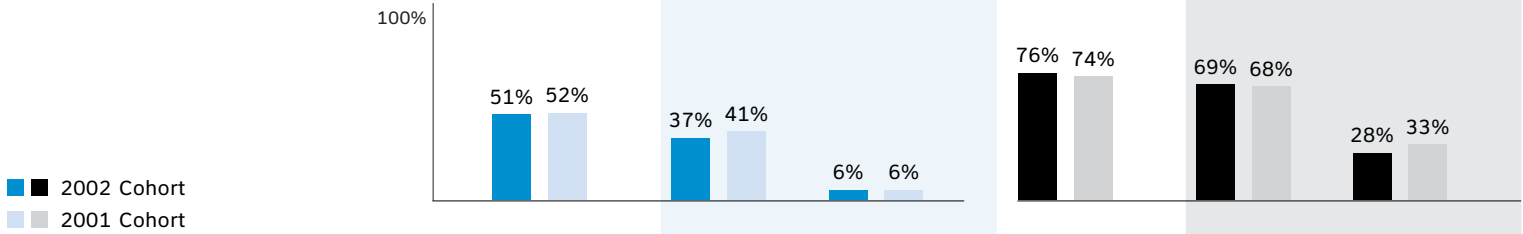
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2002 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>2427</b>	<b>51%</b>	<b>37%</b>	<b>6%</b>	<b>2280</b>	<b>52%</b>	<b>41%</b>	<b>6%</b>
Female	1252	57%	42%	8%	1182	58%	47%	7%
Male	1175	46%	32%	5%	1098	45%	35%	5%
American Indian or Alaska Native	7	29%	29%	14%	5	60%	40%	0%
Black or African American	1617	52%	35%	5%	1450	53%	41%	4%
Hispanic or Latino	441	39%	29%	3%	442	38%	29%	3%
Asian or Native Hawaiian/Other Pacific Islander	41	66%	59%	20%	40	70%	60%	3%
White	321	64%	58%	19%	343	59%	54%	20%
<b>Small Group Totals</b>								
General-Education Students	1985	59%	44%	8%	1855	60%	49%	7%
Students with Disabilities	442	18%	8%	1%	425	14%	6%	1%
English Proficient	2366	52%	38%	7%	2231	52%	42%	6%
Limited English Proficient	61	28%	25%	0%	49	24%	18%	2%
Economically Disadvantaged	597	30%	15%	1%				
Not Disadvantaged	1830	59%	45%	8%				
Migrant	14	14%	7%	7%				
Not Migrant	2413	52%	38%	6%				

### NOTES

The – symbol indicates that data for a group of students has 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

### 2002 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	20	22

\* 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.

District **ROCHESTER CITY SCHOOL DISTRICT**

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

### This District

Percentage scoring at level(s):

2-4

3-4

4

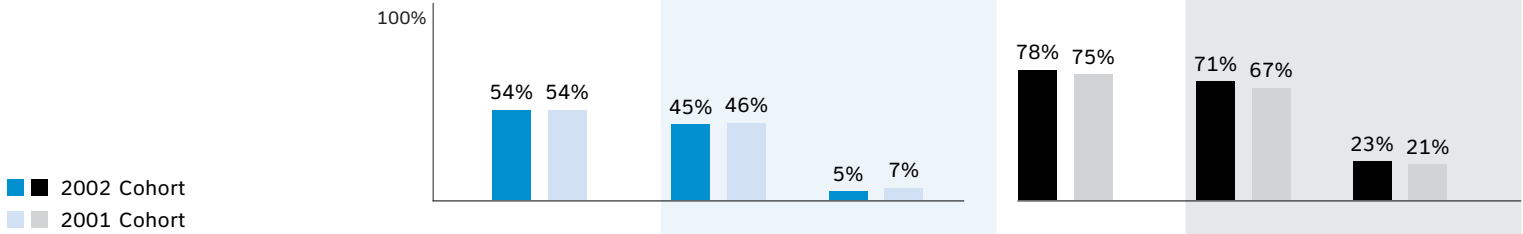
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2002 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>2427</b>	<b>54%</b>	<b>45%</b>	<b>5%</b>	<b>2280</b>	<b>54%</b>	<b>46%</b>	<b>7%</b>
Female	1252	59%	49%	5%	1182	59%	50%	7%
Male	1175	49%	41%	5%	1098	49%	42%	7%
American Indian or Alaska Native	7	29%	29%	14%	5	80%	40%	0%
Black or African American	1617	54%	44%	3%	1450	55%	46%	5%
Hispanic or Latino	441	42%	34%	4%	442	42%	34%	4%
Asian or Native Hawaiian/Other Pacific Islander	41	76%	73%	24%	40	68%	63%	18%
White	321	68%	63%	14%	343	62%	58%	18%
<b>Small Group Totals</b>								
General-Education Students	1985	61%	52%	6%	1855	62%	53%	8%
Students with Disabilities	442	24%	14%	1%	425	20%	13%	1%
English Proficient	2366	54%	45%	5%	2231	55%	47%	7%
Limited English Proficient	61	39%	31%	5%	49	27%	14%	4%
Economically Disadvantaged	597	35%	26%	2%				
Not Disadvantaged	1830	60%	51%	6%				
Migrant	14	14%	7%	0%				
Not Migrant	2413	54%	45%	5%				

### NOTES

The – symbol indicates that data for a group of students has 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

### 2002 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	19	24

\* 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.

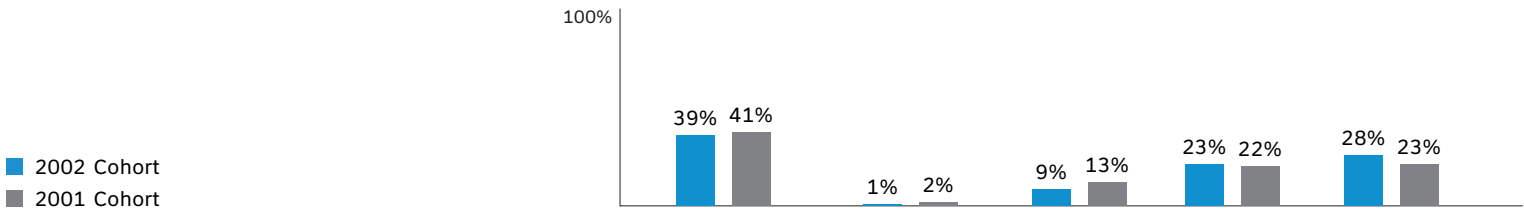
District **ROCHESTER CITY SCHOOL DISTRICT**

## Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

## Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
<b>All Students</b>	<b>2002</b>	<b>2427</b>	<b>39%</b>	<b>1%</b>	<b>9%</b>	<b>23%</b>	<b>28%</b>
	<b>2001</b>	<b>2280</b>	<b>41%</b>	<b>2%</b>	<b>13%</b>	<b>22%</b>	<b>23%</b>
Female	2002	1252	44%	1%	9%	21%	26%
	2001	1182	47%	2%	12%	20%	20%
Male	2002	1175	34%	2%	10%	24%	30%
	2001	1098	34%	3%	13%	24%	25%
American Indian or Alaska Native	2002	7	29%	0%	14%	0%	57%
	2001	5	60%	0%	20%	20%	0%
Black or African American	2002	1617	38%	1%	10%	25%	26%
	2001	1450	41%	2%	13%	24%	20%
Hispanic or Latino	2002	441	31%	2%	12%	21%	35%
	2001	442	29%	2%	17%	21%	30%
Asian or Native Hawaiian/Other Pacific Islander	2002	41	61%	0%	0%	15%	24%
	2001	40	48%	0%	8%	28%	18%
White	2002	321	54%	1%	4%	15%	26%
	2001	343	52%	2%	7%	15%	23%
<b>Small Group Totals</b>							
General-Education Students	2002	1985	45%	0%	9%	20%	26%
	2001	1855	47%	0%	13%	19%	22%
Students with Disabilities	2002	442	12%	7%	12%	36%	33%
	2001	425	13%	12%	11%	37%	27%
English Proficient	2002	2366	40%	1%	9%	22%	28%
	2001	2231	41%	2%	13%	23%	22%
Limited English Proficient	2002	61	18%	0%	11%	43%	28%
	2001	49	27%	4%	16%	2%	51%
Economically Disadvantaged	2002	597	5%	1%	10%	54%	31%
	2001	597	5%	1%	10%	54%	31%
Not Disadvantaged	2002	1830	50%	1%	9%	13%	26%
	2001	1830	50%	1%	9%	13%	26%
Migrant	2002	14	7%	7%	7%	43%	36%
	2001	14	7%	7%	7%	43%	36%
Not Migrant	2002	2413	39%	1%	9%	23%	27%
	2001	2413	39%	1%	9%	23%	27%

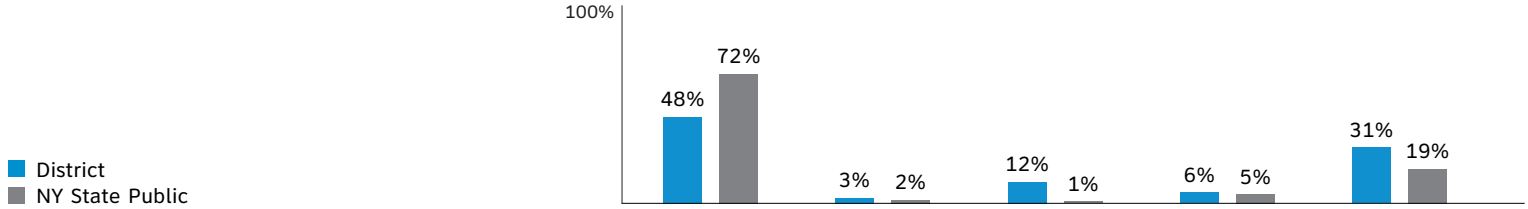
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District **ROCHESTER CITY SCHOOL DISTRICT**

## Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
<b>All Students</b>	<b>2270</b>	<b>48%</b>	<b>3%</b>	<b>12%</b>	<b>6%</b>	<b>31%</b>
Female	1185	54%	2%	11%	6%	27%
Male	1085	43%	4%	13%	6%	35%
American Indian or Alaska Native	5	60%	0%	20%	0%	20%
Black or African American	1438	50%	3%	12%	6%	29%
Hispanic or Latino	451	35%	3%	16%	6%	39%
Asian or Native Hawaiian/Other Pacific Islander	39	64%	0%	8%	0%	28%
White	337	57%	3%	8%	4%	29%
<b>Small Group Totals</b>						
General-Education Students	1854	55%	0%	12%	4%	29%
Students with Disabilities	416	20%	17%	9%	14%	39%
English Proficient	2205	49%	3%	12%	6%	30%
Limited English Proficient	65	28%	5%	12%	12%	43%
Economically Disadvantaged	940	57%	5%	10%	7%	22%
Not Disadvantaged	1330	43%	2%	13%	5%	37%
Migrant	9	11%	0%	33%	11%	44%
Not Migrant	2261	49%	3%	12%	6%	31%

### NOTES

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