



The New York State School Report Card

**Accountability
and Overview Report
2007 – 08**

School **EAST HIGH SCHOOL**
District **ROCHESTER CITY SCHOOL DISTRICT**
School ID **26-16-00-01-0061**
Principal **BEVERLY PRINGLE**
Telephone **(585) 288-3130**
Grades **7-12, US**

This School's Report Card

The New York State School 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 school's status under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the school report card on a school'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.

Use this report to:

- 1 Get School Profile information.**
This section shows comprehensive data relevant to this school's learning environment.
- 2 Review School Accountability Status.**
This section indicates whether a school made adequate yearly progress (AYP) and identifies schools in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as schools requiring academic progress and subject to interventions under Commissioner's Regulations.
- 3 Review an Overview of School Performance.**
This section has information about the school's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
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Email: RPTCARD@mail.nysed.gov

School **EAST HIGH SCHOOL**
School ID **26-16-00-01-0061**

District **ROCHESTER CITY SCHOOL DISTRICT**

School Profile

This section shows comprehensive data relevant to this school's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2005-06	2006-07	2007-08
Pre-K	0	0	0
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Ungraded Elementary	0	0	0
Grade 7	237	324	358
Grade 8	249	226	369
Grade 9	433	448	260
Grade 10	386	350	409
Grade 11	255	227	227
Grade 12	400	326	257
Ungraded Secondary	0	0	11
Total K-12	1960	1901	1891

Average Class Size

	2005-06	2006-07	2007-08
Common Branch			
Grade 8			
English	26	21	21
Mathematics	26	22	22
Science	25	23	23
Social Studies	26	22	22
Grade 10			
English	22	23	23
Mathematics	26	25	25
Science	27	27	27
Social Studies	26	24	24

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 school'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 school's enrollment. Students classified by schools 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.

School **EAST HIGH SCHOOL**
School ID **26-16-00-01-0061**

District **ROCHESTER CITY SCHOOL DISTRICT**

Demographic Factors

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	1158	59%	1185	62%	1295	68%
Reduced-Price Lunch	179	9%	157	8%	190	10%
Student Stability*		96%		84%		96%
Limited English Proficient	137	7%	87	5%	90	5%
Racial/Ethnic Origin						
American Indian or Alaska Native	2	0%	4	0%	4	0%
Black or African American	1258	64%	1262	66%	1291	68%
Hispanic or Latino	447	23%	408	21%	381	20%
Asian or Native Hawaiian/Other Pacific Islander	31	2%	30	2%	25	1%
White	222	11%	197	10%	190	10%
Multiracial**	N/A	N/A	0	0%	0	0%

* Available only at the school level.

** Multiracial enrollment data were not collected statewide in the 2005-06 school year.

Attendance and Suspensions

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Annual Attendance Rate		85%		84%		90%
Student Suspensions	485	24%	659	34%	627	33%

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. *Student Stability* is the percentage of students in the highest grade in a school who were also enrolled in that school at any time during the previous school year. (For example, if School A, which serves Grades 6–8, has 100 students enrolled in Grade 8 this year, and 92 of those 100 students were also enrolled in School A last year, the stability rate for the school is 92 percent.)

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school's total actual attendance by the total possible attendance for a school year. A school's actual attendance is the sum of the number of students in attendance on each day the school was 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 the school was 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.

School **EAST HIGH SCHOOL**
School ID **26-16-00-01-0061**

District **ROCHESTER CITY SCHOOL DISTRICT**

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	165	165	169
Percent with No Valid Teaching Certificate	5%	2%	3%
Percent Teaching Out of Certification	10%	8%	8%
Percent with Fewer Than Three Years of Experience	12%	14%	8%
Percentage with Master's Degree Plus 30 Hours or Doctorate	20%	18%	18%
Total Number of Core Classes	558	655	669
Percent Not Taught by Highly Qualified Teachers	21%	9%	6%
Total Number of Classes	796	757	778
Percent Taught by Teachers Without Appropriate Certification	11%	8%	7%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	18%	34%	16%
Turnover Rate of All Teachers	16%	18%	13%

Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	22	22	23
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	8	9	8
Principals	1	1	0

* Not available at the school level.

Teacher Qualifications Information

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

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. 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.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2007–08, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: 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 2007–08 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2004 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group 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 2003 graduation-rate total cohort in the All Students group earning a high school diploma by August 31, 2007 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 2003 graduation-rate total cohort earning a local diploma by August 31, 2007 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 for English and Mathematics

The 2004 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2004–05 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2004–05 school year, who were enrolled on October 3, 2007 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2008, are not included in the 2004 school accountability cohort. The 2004 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 AMOs for each grade level will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

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.

Graduation-Rate Total Cohort

This term is defined on the graduation-rate accountability page.

Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

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

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

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

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

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 2007–08 safe harbor targets were calculated using the following equation:

$$2006-07 \text{ PI} + (200 - \text{the } 2006-07 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2007–08 target is provided for groups whose PI was below the State Science Standard in 2007–08.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2007–08, 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.

Understanding Your School Accountability Status

The list below defines the school status categories applied to each accountability measure under New York State's accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for schools at the elementary/middle level are English language arts (ELA), mathematics, and science; at the secondary level, they are ELA, mathematics, and graduation rate. A school may be assigned a different status for different accountability measures. The overall status of a school is the status assigned to the school for the accountability measure with the most advanced designation in the hierarchy. If the school receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the school is in good standing under Title I but identified as SRAP under the State hierarchy. A school that does not receive Title I funding in a school year does not have a federal status in that year; however, all schools (except charter schools) receive a state status even if they do not receive Title I funding. Schools in improvement status under Title I must provide school choice for their students; those in need of improvement in year 2 and beyond must also provide Supplemental Education Services to eligible students. Other consequences for schools not in good standing can be found at: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

Federal Title I Status

(Applies to all New York State schools receiving Title I funds)

▲ School in Good Standing

■ A school is considered to be in good standing if it has not been identified as a School in Need of Improvement, in Corrective Action, Planning for Restructuring, Restructuring, Requiring Academic Progress, or as a School Under Registration Review.

▲ School in Need of Improvement (Year 1)

■ A school that has not made AYP on the same accountability measure for two consecutive years while receiving Title I funds is considered a School in Need of Improvement (Year 1) for the following year.

▲ School in Need of Improvement (Year 2)

■ A School in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a School in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ School in Corrective Action

■ A School in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a School in Corrective Action for the following year, if it continues to receive Title I funds.

▲ School Planning for Restructuring

■ A School in Corrective Action that does not make AYP on the accountability measure for which it was identified is considered a School Planning for Restructuring for the following year, if it continues to receive Title I funds.

▲ School Restructuring (Year 1)

■ A School Planning for Restructuring that does not make AYP on the accountability measure for which it was identified is considered a School Restructuring (Year 1) for the following year, if it continues to receive Title I funds.

▲ School Restructuring (Year 2 and above)

■ A School Restructuring (Year 1 and above) that does not make AYP on the accountability measure for which it was identified is considered a School Restructuring (Year 2 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to all New York State public schools except charter schools)

■ School Requiring Academic Progress (Year 1)

■ A school that has not made AYP on the same accountability measure for two consecutive years is considered a School Requiring Academic Progress (Year 1) for the following year.

■ School Requiring Academic Progress (Year 2)

■ A School Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a School Requiring Academic Progress (Year 2) for the following year.

■ School Requiring Academic Progress (Year 3)

■ A School Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a School Requiring Academic Progress (Year 3) for the following year.

■ School Requiring Academic Progress (Year 4)

■ A School Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a School Requiring Academic Progress (Year 4) for the following year.

■ School Requiring Academic Progress (Year 5 and above)

■ A School Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a School Requiring Academic Progress (Year 5 and above) for the following year.

Pending – A school's status is "Pending" if the school requires special evaluation procedures and they have not yet been completed.

Summary

Overall Accountability Status (2008-09)	⬆️ Restructuring (Year 3)			
	Elementary/Middle Level		Secondary Level	
	ELA	⬆️ Improvement (Year 1)	ELA	⬆️ Restructuring (Year 1)
	Math	⬆️ Improvement (Year 1)	Math	⬆️ Restructuring (Year 3)
Science	⬆️ Good Standing	Graduation Rate	⬆️ Good Standing	

Title I Part A Funding	Years the School Received Title I Part A Funding		
	2006-07	2007-08	2008-09
	YES	YES	YES

On which accountability measures did this school make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✗	✓	✓	✗	✗	✗
Ethnicity						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✗	✓	—	✗	✗	—
Hispanic or Latino	✓	✓	—	✗	✗	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—
White	✓	✓	—	—	—	—
Multiracial	—	—	—	—	—	—
Other Groups						
Students with Disabilities	✗	✗	—	✗	✗	—
Limited English Proficient	✓ ^{SH}	—	—	—	—	—
Economically Disadvantaged	✗	✓	—	✗	✓	—
Student groups making AYP in each subject	✗ 3 of 7	✗ 5 of 6	✓ 1 of 1	✗ 0 of 5	✗ 1 of 5	✗ 0 of 1

Accountability Status Levels


AYP Status	Federal	State
✓ Made AYP	Good Standing ⬆️	■ Good Standing
✓ ^{SH} Made AYP Using Safe Harbor Target	Improvement (Year 1) ⬆️	■ Requiring Academic Progress (Year 1)
✗ Did Not Make AYP	Improvement (Year 2) ⬆️	■ Requiring Academic Progress (Year 2)
— Insufficient Number of Students to Determine AYP Status	Corrective Action ⬆️	■ Requiring Academic Progress (Year 3)
	Planning for Restructuring ⬆️	■ Requiring Academic Progress (Year 4)
	Restructuring (Year 1) ⬆️	■ Requiring Academic Progress (Year 5 & Above)
	Restructuring (Year 2 & Above) ⬆️	
	Pending – Requires Special Evaluation ⬆️	

School **EAST HIGH SCHOOL**
School ID **26-16-00-01-0061**

District **ROCHESTER CITY SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts






















Accountability Status  Improvement (Year 1)
for This Subject
(2008–09)

Accountability Measures 3 of 7 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 school must make AYP in this measure for two consecutive years. If this school fails to make AYP in 2008-09, the school will be In Need of Improvement (Year 2) in 2009-10. If this school makes AYP in 2008-09, the school will remain In Need of Improvement (Year 1) in 2009-10. [104]




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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08	2008–09
All Students (725:692)			98%		118	129	123	126
Ethnicity								
American Indian or Alaska Native (3:3)	–	–	–	–	–	–	–	–
Black or African American (502:478)			98%		112	128	120	121
Hispanic or Latino (152:143)			98%		129	124		
Asian or Native Hawaiian/Other Pacific Islander (7:7)	–	–	–	–	–	–	–	–
White (61:61)			100%		141	121		
Multiracial (0:0)								
Other Groups								
Students with Disabilities ⁴ (142:130)			97%		72	124	76‡	85
Limited English Proficient ⁵ (35:45)		–	–		113	119	20	122
Economically Disadvantaged (607:583)			99%		118	128	121	126
Final AYP Determination	 3 of 7							

NOTES

- 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.
 - 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - For schools with fewer than 30 continuously enrolled tested students in the All Students group in 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For schools with 30 or more continuously enrolled tested students in the All Students group in 2007–08, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.
 - If the school 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 school is considered to have made AYP for students with disabilities.
 - If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.
- ‡ 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

School **EAST HIGH SCHOOL**
School ID **26-16-00-01-0061**

District **ROCHESTER CITY SCHOOL DISTRICT**

Elementary/Middle-Level Mathematics




















Accountability Status  Improvement (Year 1)
for This Subject
(2008–09)

Accountability Measures 5 of 6 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status

To be removed from improvement status in mathematics, this school must make AYP in this measure for two consecutive years. If this school fails to make AYP in 2008-09, the school will be In Need of Improvement (Year 2) in 2009-10. If this school makes AYP in 2008-09, the school will remain In Need of Improvement (Year 1) in 2009-10. [104]




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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
All Students (732:679)			97%		107	98	
Ethnicity							
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—
Black or African American (502:471)			96%		99	97	
Hispanic or Latino (159:139)			96%		114	93	
Asian or Native Hawaiian/Other Pacific Islander (7:7)	—	—	—	—	—	—	—
White (61:59)			100%		153	89	
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (146:131)			99%		53	93	61 [‡] 68
Limited English Proficient ⁵ (39:29)	—	—	—	—	—	—	—
Economically Disadvantaged (617:578)			98%		108	97	
Final AYP Determination	 5 of 6						

NOTES

- 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.
 - 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - For schools with fewer than 30 continuously enrolled tested students in the All Students group in 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For schools with 30 or more continuously enrolled students in the All Students group in 2007–08, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.
 - If the school 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 school is considered to have made AYP for students with disabilities.
 - If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.
- [‡] 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

School **EAST HIGH SCHOOL**
School ID **26-16-00-01-0061**

District **ROCHESTER CITY SCHOOL DISTRICT**













Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2008–09)

Accountability Measures 1 of 1 Student groups making AYP in science
 Made AYP

Prospective Status This school will be in good standing in 2009-10. [101]




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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2007–08 2008–09
All Students (364:306)		Qualified		87%		116	100	
Ethnicity								
American Indian or Alaska Native (2:1)	—	—	—	—	—	—	—	—
Black or African American (254:214)		Qualified		86%		111	100	
Hispanic or Latino (75:61)		Qualified		85%		125	100	
Asian or Native Hawaiian/Other Pacific Islander (5:5)	—	—	—	—	—	—	—	—
White (28:25)	—	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (71:55)		Did not qualify		85%		67	100	74 68
Limited English Proficient ⁴ (20:13)	—	—	—	—	—	—	—	—
Economically Disadvantaged (297:252)		Qualified		87%		116	100	
Final AYP Determination		1 of 1						

NOTES

- ¹ 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.
- ² 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- ³ 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 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and performance indices.
- ⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

AYP Status


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

School **EAST HIGH SCHOOL**
School ID **26-16-00-01-0061**

District **ROCHESTER CITY SCHOOL DISTRICT**

Secondary-Level English Language Arts
















Accountability Status  Restructuring (Year 1)
for This Subject
(2008–09)

Accountability Measures 0 of 5 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 school must make AYP in this measure for two consecutive years. If this school fails to make AYP in 2008-09, the school will be Restructuring (Year 2) in 2009-10. If this school makes AYP in 2008-09, the school will remain Restructuring (Year 1) in 2009-10. [108]

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

Student Group	AYP Status	Participation ²		Test Performance ³		Performance Objectives		
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08	2008–09
(12th Graders: 2004 Cohort) ¹								
All Students (580:213)			91%		109	157	134 [‡]	118
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (374:135)			93%		107	156	141 [‡]	116
Hispanic or Latino (134:54)			90%		115	152	106 [‡]	124
Asian or Native Hawaiian/Other Pacific Islander (5:3)	—	—	—	—	—	—	—	—
White (23:21)	—	—	—	—	—	—	—	—
Multiracial (0:0)								
Other Groups								
Students with Disabilities (30:37)		—	—		57	149	65 [‡]	71
Limited English Proficient ⁴ (17:16)	—	—	—	—	—	—	—	—
Economically Disadvantaged (327:142)			91%		123	156	135 [‡]	131
Final AYP Determination	 0 of 5							

NOTES

¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 cohort (used for Performance).




² 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For schools with fewer than 30 students in the 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For schools with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

[‡] 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

School **EAST HIGH SCHOOL**
School ID **26-16-00-01-0061**

District **ROCHESTER CITY SCHOOL DISTRICT**

Secondary-Level Mathematics
















Accountability Status  Restructuring (Year 3)
for This Subject
(2008–09)

Accountability Measures 1 of 5 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status

To be removed from improvement status in mathematics, this school must make AYP in this measure for two consecutive years. If this school fails to make AYP in 2008-09, the school will be Restructuring (Year 4) in 2009-10. If this school makes AYP in 2008-09, the school will remain Restructuring (Year 3) in 2009-10. [109]

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

Student Group	AYP Status	Participation ²		Test Performance ³		Performance Objectives		
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09	
(12th Graders: 2004 Cohort) ¹								
All Students (266:213)			97%		146	151	149‡	151
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (169:135)			98%		141	150	150‡	147
Hispanic or Latino (69:54)			96%		143	146	121‡	149
Asian or Native Hawaiian/Other Pacific Islander (5:3)	—	—	—	—	—	—	—	—
White (23:21)	—	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (30:37)		—	—		76	143	97‡	88
Limited English Proficient ⁴ (17:16)	—	—	—	—	—	—	—	—
Economically Disadvantaged (169:142)			98%		154	150		
Final AYP Determination	 1 of 5							

NOTES

¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 cohort (used for Performance).




² 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For schools with fewer than 30 students in the 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For schools with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 cohort are not required to meet the performance criterion.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ 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

School **EAST HIGH SCHOOL**
School ID **26-16-00-01-0061**

District **ROCHESTER CITY SCHOOL DISTRICT**

Graduation Rate










Accountability Status  Good Standing
for This Indicator
(2008–09)

Accountability Measures 0 of 1 Student groups making AYP in graduation rate
 Did not make AYP

Prospective Status

A school that fails to make AYP in graduation rate for two consecutive years is placed in improvement status. If this school fails to make AYP in 2008-09, the school will be School In Need of Improvement (Year 1) in 2009-10. If this school makes AYP in 2008-09, the school will be in good standing in 2009-10. [102]

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

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2007–08 2008–09	
All Students (396)			49%	55%	55%	50%
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (230)			53%	55%	55%	54%
Hispanic or Latino (120)			38%	55%	55%	39%
Asian or Native Hawaiian/Other Pacific Islander (8)		–	–	–		
White (38)			68%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (69)			17%	55%	40%	18%
Limited English Proficient ³ (49)			45%	55%	1%	46%
Economically Disadvantaged (208)			53%	55%	55%	54%
Final AYP Determination		0 of 1				

NOTES

¹ Graduation-rate total cohort differs from the accountability cohort in that the graduation-rate total cohort includes students who left school prior to BEDS day of the fourth year after first entering grade 9 and students who enrolled after BEDS day of the fourth year after first entering grade 9.

² Percentage of the 2003 cohort that earned a local or Regents diploma by August 31, 2007.

³ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2003 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2007 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2007–08.

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 2003 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.








The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2007 is below the Graduation-Rate Standard in 2007–08 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

School **EAST HIGH SCHOOL**
School ID **26-16-00-01-0061**

District **ROCHESTER CITY SCHOOL DISTRICT**

Summary of 2007–08 School 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.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 7	31%			353
Grade 8	25%			354
Mathematics				
Grade 7	45%			355
Grade 8	19%			352
Science				
Grade 8	20%			245
	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
Secondary Level				
English	38%			291
Mathematics	53%			291

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.

What are Similar Schools?

In this section, this school's performance is compared with that of similar schools.

Within each N/RC category, the Department identifies Similar Schools: schools that serve similar students and have similar resources. Each school report card compares the school's performance with that of similar schools. The following factors are considered in grouping schools: a) the grade level served by the school and b) rates of student poverty and limited English proficiency. Student poverty levels are indicated by determining the percentage of children in each school who participate in the free-lunch program. By combining these factors, a measure of student need is created and used to place schools into relatively low (lowest quartile), relatively high (highest quartile), and typical (mid-range) groups.

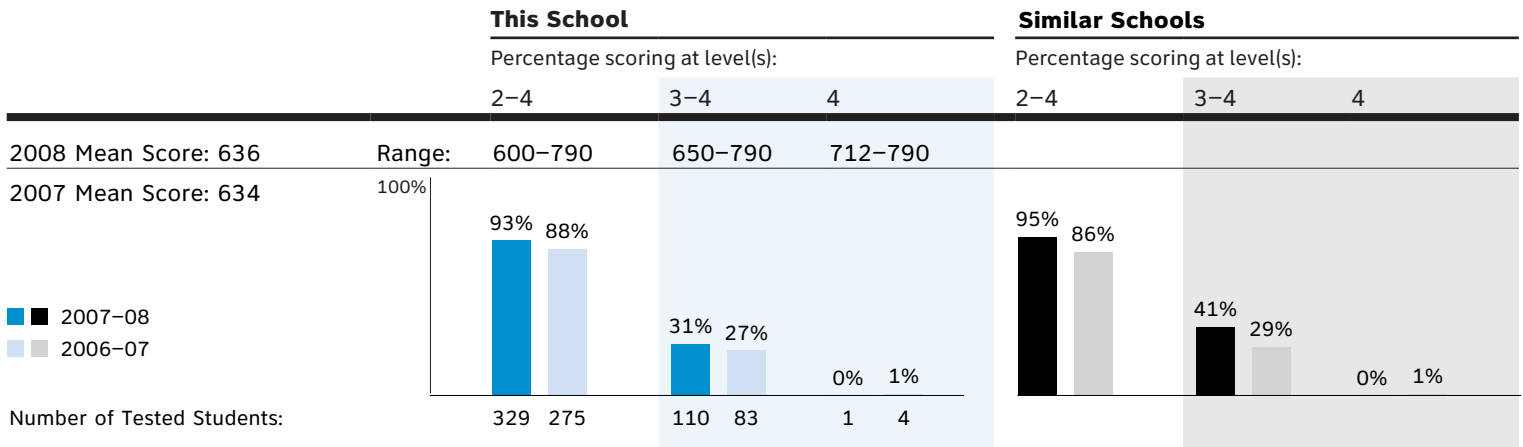
This School's Similar Schools Group: 41

All schools in this group are secondary level schools in large cities other than New York City.

School **EAST HIGH SCHOOL**
School ID **26-16-00-01-0061**

District **ROCHESTER CITY SCHOOL DISTRICT**

This School's Results in Grade 7 English Language Arts



Results by Student Group

	2007-08 School Year			2006-07 School Year				
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	353	93%	31%	0%	311	88%	27%	1%
Female	145	97%	37%	1%	140	87%	28%	1%
Male	208	90%	27%	0%	171	89%	26%	2%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	245	91%	26%	0%	211	90%	25%	0%
Hispanic or Latino	75	99%	36%	1%	63	83%	22%	2%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	4	-	-	-
White	30	-	-	-	31	94%	48%	6%
Multiracial								
Small Group Totals	33	97%	61%	0%	6	83%	33%	0%
General-Education Students	282	99%	38%	0%	262	93%	32%	2%
Students with Disabilities	71	72%	4%	0%	49	63%	0%	0%
English Proficient	339	93%	32%	0%	296	90%	27%	1%
Limited English Proficient	14	100%	0%	0%	15	67%	13%	0%
Economically Disadvantaged	309	93%	30%	0%	271	89%	27%	1%
Not Disadvantaged	44	95%	41%	0%	40	88%	25%	5%
Migrant								
Not Migrant	353	93%	31%	0%	311	88%	27%	1%

NOTES

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

Other Assessments

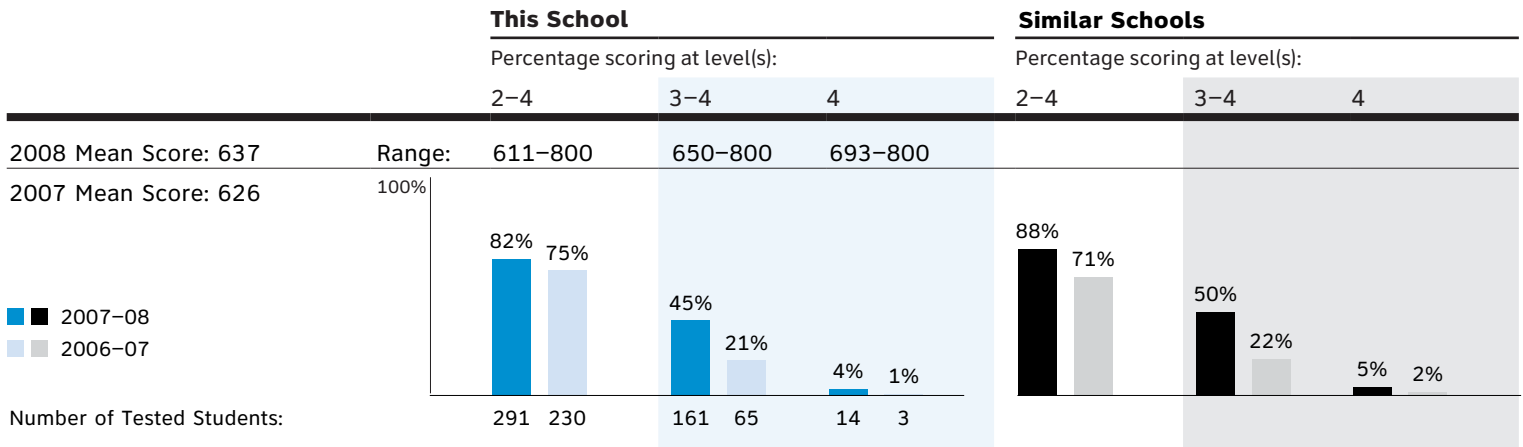
	2007-08 School Year			2006-07 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	2	N/A	N/A	N/A	0	N/A	N/A	N/A

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

School **EAST HIGH SCHOOL**
School ID **26-16-00-01-0061**

District **ROCHESTER CITY SCHOOL DISTRICT**

This School's Results in Grade 7 Mathematics



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	355	82%	45%	4%	306	75%	21%	1%
Female	146	86%	44%	5%	135	76%	21%	1%
Male	209	79%	46%	3%	171	74%	22%	1%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	241	78%	43%	2%	208	73%	16%	0%
Hispanic or Latino	80	91%	39%	6%	62	76%	23%	2%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	4	-	-	-
White	31	-	-	-	30	90%	53%	3%
Multiracial								
Small Group Totals	34	91%	79%	9%	6	67%	17%	17%
General-Education Students	282	90%	53%	5%	258	82%	25%	1%
Students with Disabilities	73	52%	15%	0%	48	38%	2%	0%
English Proficient	337	82%	46%	4%	292	77%	22%	1%
Limited English Proficient	18	83%	28%	0%	14	43%	14%	0%
Economically Disadvantaged	313	81%	45%	4%	266	75%	21%	0%
Not Disadvantaged	42	88%	50%	2%	40	78%	25%	5%
Migrant								
Not Migrant	355	82%	45%	4%	306	75%	21%	1%

NOTES

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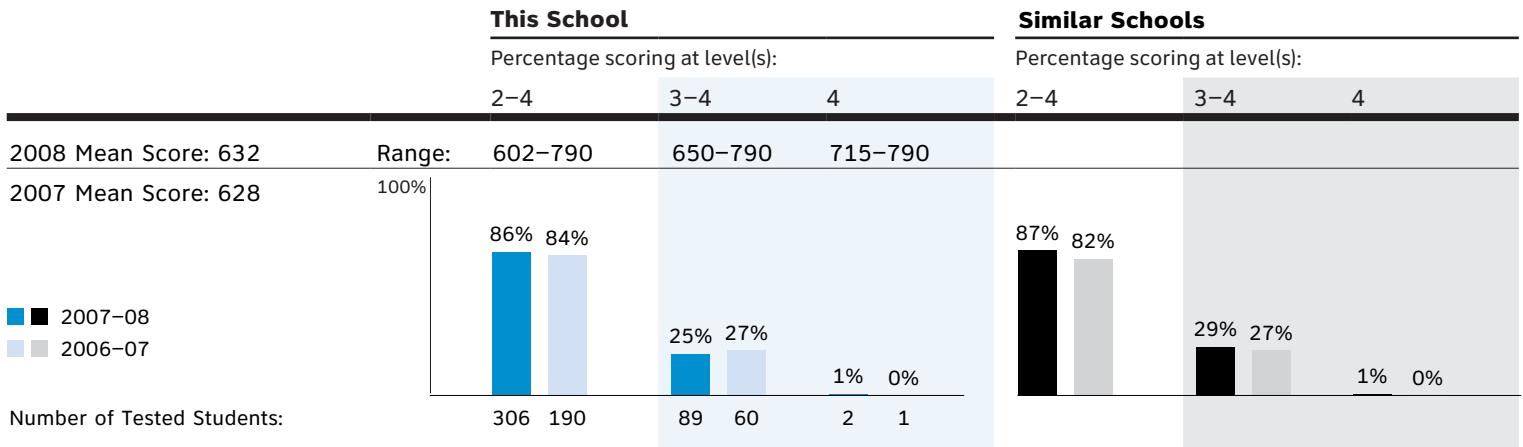
Other Assessments

	2007-08 School Year				2006-07 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	0				0			

School **EAST HIGH SCHOOL**
School ID **26-16-00-01-0061**

District **ROCHESTER CITY SCHOOL DISTRICT**

This School's Results in Grade 8 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	354	86%	25%	1%	226	84%	27%	0%
Female	156	92%	31%	1%	109	88%	28%	1%
Male	198	82%	20%	1%	117	80%	25%	0%
American Indian or Alaska Native	2	-	-	-				
Black or African American	245	86%	22%	0%	163	86%	20%	0%
Hispanic or Latino	71	89%	32%	0%	36	78%	36%	0%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	5	100%	80%	20%
White	31	87%	35%	3%	22	77%	45%	0%
Multiracial								
Small Group Totals	7	86%	14%	0%				
General-Education Students	289	92%	30%	1%	183	92%	31%	1%
Students with Disabilities	65	60%	3%	0%	43	49%	7%	0%
English Proficient	337	87%	26%	1%	219	84%	26%	0%
Limited English Proficient	17	76%	6%	0%	7	86%	29%	0%
Economically Disadvantaged	287	87%	25%	0%	166	85%	20%	0%
Not Disadvantaged	67	82%	25%	3%	60	82%	43%	2%
Migrant								
Not Migrant	354	86%	25%	1%	226	84%	27%	0%

NOTES

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Other Assessments

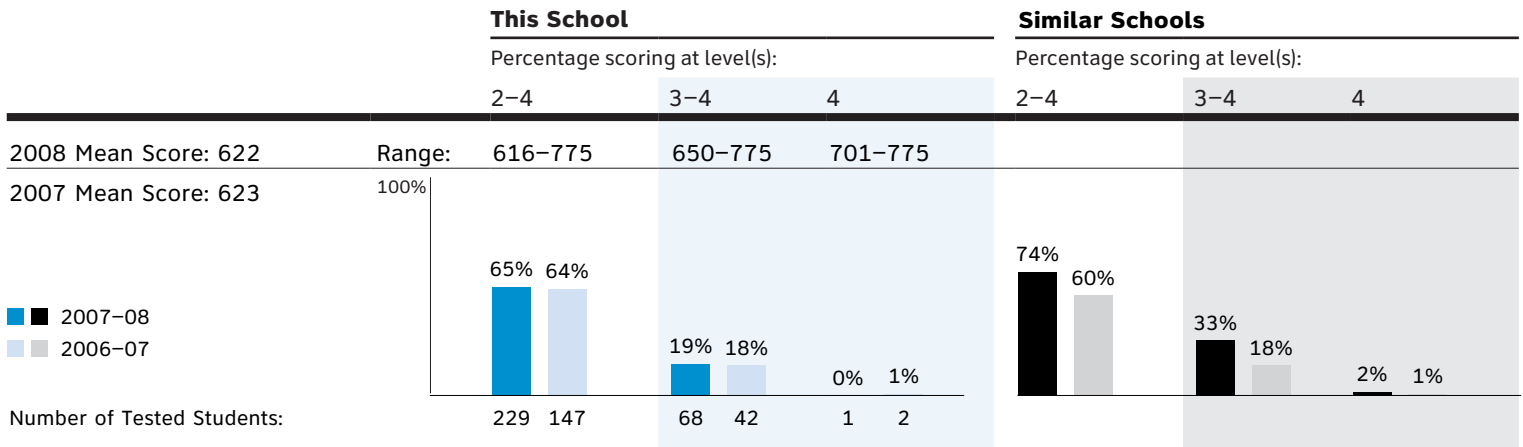
	2007-08 School Year				2006-07 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A

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

School **EAST HIGH SCHOOL**
School ID **26-16-00-01-0061**

District **ROCHESTER CITY SCHOOL DISTRICT**

This School's Results in Grade 8 Mathematics



Results by Student Group

	2007-08 School Year			2006-07 School Year				
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	352	65%	19%	0%	229	64%	18%	1%
Female	155	66%	17%	1%	110	61%	15%	1%
Male	197	64%	21%	0%	119	67%	21%	1%
American Indian or Alaska Native	2	-	-	-				
Black or African American	243	62%	16%	0%	163	61%	12%	0%
Hispanic or Latino	72	68%	21%	0%	37	65%	27%	0%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	6	100%	83%	17%
White	30	83%	43%	3%	23	74%	30%	4%
Multiracial								
Small Group Totals	7	71%	14%	0%				
General-Education Students	282	74%	23%	0%	182	71%	21%	1%
Students with Disabilities	70	30%	3%	0%	47	38%	6%	0%
English Proficient	335	66%	20%	0%	222	64%	18%	1%
Limited English Proficient	17	47%	12%	0%	7	86%	14%	0%
Economically Disadvantaged	290	66%	20%	0%	162	60%	14%	0%
Not Disadvantaged	62	63%	15%	2%	67	75%	30%	3%
Migrant								
Not Migrant	352	65%	19%	0%	229	64%	18%	1%

NOTES

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Other Assessments

	2007-08 School Year			2006-07 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	1	-	-	-	1	-	-	-

School **EAST HIGH SCHOOL**
School ID **26-16-00-01-0061**

District **ROCHESTER CITY SCHOOL DISTRICT**

This School's Results in Grade 8 Science

This School

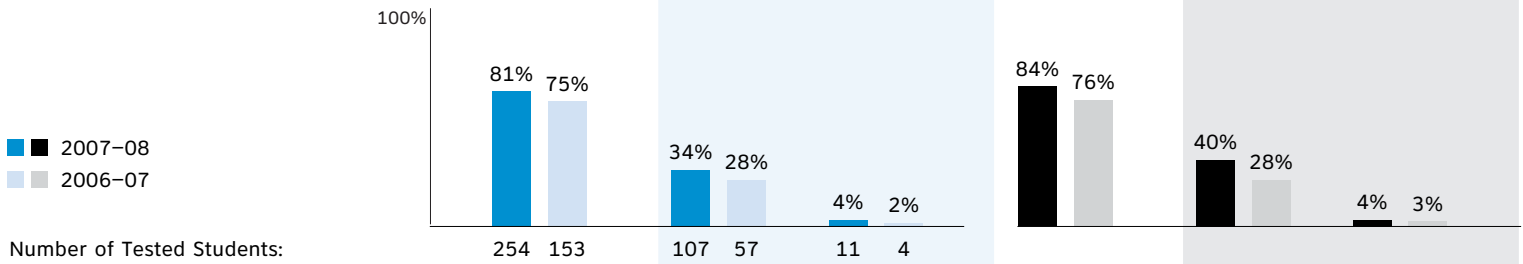
Percentage scoring at level(s):

2-4 3-4 4

Similar Schools

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2007-08 School Year

Total Tested Percentage scoring at level(s):
2-4 3-4 4

2006-07 School Year

Total Tested Percentage scoring at level(s):
2-4 3-4 4

	2007-08 School Year	Percentage scoring at level(s):			2006-07 School Year	Percentage scoring at level(s):		
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	245	76%	20%	2%	138	70%	14%	0%
Female	101	75%	17%	2%	60	77%	15%	0%
Male	144	76%	23%	1%	78	65%	13%	0%
American Indian or Alaska Native								
Black or African American	180	77%	19%	2%	103	68%	14%	0%
Hispanic or Latino	48	77%	25%	0%	21	76%	19%	0%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	1	-	-	-
White	13	-	-	-	13	-	-	-
Multiracial								
Small Group Totals	17	65%	18%	6%	14	79%	7%	0%
General-Education Students	186	81%	25%	2%	100	79%	17%	0%
Students with Disabilities	59	59%	5%	0%	38	47%	5%	0%
English Proficient	232	76%	20%	2%	132	69%	13%	0%
Limited English Proficient	13	69%	23%	0%	6	100%	33%	0%
Economically Disadvantaged	202	76%	22%	2%	108	72%	14%	0%
Not Disadvantaged	43	74%	12%	0%	30	63%	13%	0%
Migrant								
Not Migrant	245	76%	20%	2%	138	70%	14%	0%

NOTES

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Other Assessments

2007-08 School Year

Total Tested Number scoring at level(s):
2-4 3-4 4

2006-07 School Year

Total Tested Number scoring at level(s):
2-4 3-4 4

	2007-08 School Year	Number scoring at level(s):			2006-07 School Year	Number scoring at level(s):		
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	-	-	-	1	-	-	-
Regents Science	69	68	57	7	66	56	38	4

School **EAST HIGH SCHOOL**
School ID **26-16-00-01-0061**

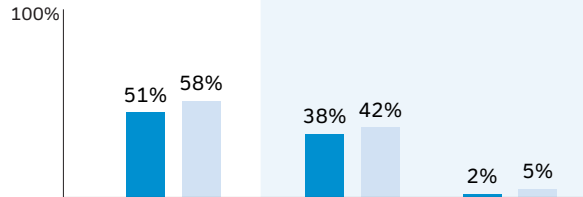
District **ROCHESTER CITY SCHOOL DISTRICT**

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

This School

Percentage scoring at level(s):

2-4 3-4 4

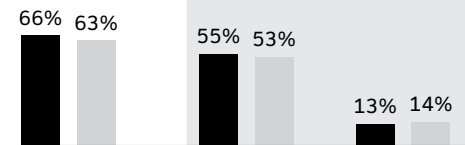


■ 2004 Cohort
■ 2003 Cohort

Similar Schools

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2004 Cohort

Number of Students Percentage scoring at level(s):
2-4 3-4 4

2003 Cohort**

Number of Students Percentage scoring at level(s):
2-4 3-4 4

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	291	51%	38%	2%	401	58%	42%	5%
Female	133	54%	41%	2%	227	60%	46%	5%
Male	158	49%	35%	2%	174	56%	36%	5%
American Indian or Alaska Native	1	–	–	–				
Black or African American	171	54%	39%	2%	232	62%	43%	5%
Hispanic or Latino	83	47%	37%	0%	122	43%	30%	0%
Asian or Native Hawaiian/Other Pacific Islander	5	–	–	–	8	75%	50%	13%
White	31	45%	35%	6%	39	79%	69%	21%
Multiracial								
Small Group Totals	6	67%	50%	0%				
General-Education Students	241	58%	44%	2%	330	67%	49%	6%
Students with Disabilities	50	18%	8%	0%	71	17%	8%	0%
English Proficient	267	52%	39%	2%	360	59%	43%	6%
Limited English Proficient	24	42%	25%	0%	41	46%	34%	0%
Economically Disadvantaged	169	63%	49%	2%	213	60%	44%	3%
Not Disadvantaged	122	34%	24%	2%	188	56%	39%	7%
Migrant	1	–	–	–				
Not Migrant	290	–	–	–				

NOTES

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

Other Assessments

2004 Cohort

Number of Students Number scoring at level(s):
2-4 3-4 4

2003 Cohort

Number of Students Number scoring at level(s):
2-4 3-4 4

	2004 Cohort	2003 Cohort
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0	0

* 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.

** 2003 cohort data are those reported in the 2006-07 *Accountability and Overview Report*.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

School **EAST HIGH SCHOOL**
School ID **26-16-00-01-0061**

District **ROCHESTER CITY SCHOOL DISTRICT**

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

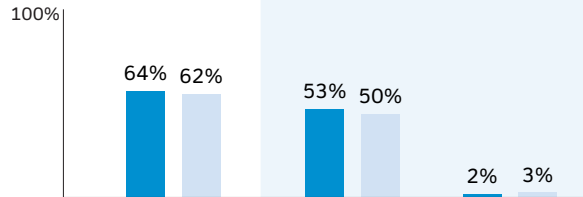
This School

Percentage scoring at level(s):

2-4

3-4

4



■ 2004 Cohort
■ 2003 Cohort

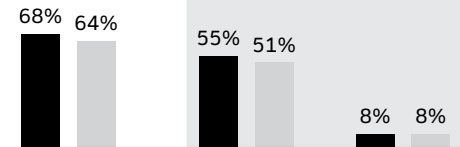
Similar Schools

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2004 Cohort

Number of Students Percentage scoring at level(s):

2-4 3-4 4

2003 Cohort**

Number of Students Percentage scoring at level(s):

2-4 3-4 4

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	291	64%	53%	2%	401	62%	50%	3%
Female	133	70%	58%	3%	227	64%	49%	2%
Male	158	59%	49%	1%	174	60%	51%	4%
American Indian or Alaska Native	1	–	–	–				
Black or African American	171	68%	54%	1%	232	66%	52%	2%
Hispanic or Latino	83	55%	48%	1%	122	49%	34%	2%
Asian or Native Hawaiian/Other Pacific Islander	5	–	–	–	8	75%	75%	13%
White	31	65%	58%	6%	39	82%	79%	8%
Multiracial								
Small Group Totals	6	83%	67%	17%				
General-Education Students	241	72%	61%	2%	330	71%	58%	3%
Students with Disabilities	50	28%	14%	0%	71	24%	13%	1%
English Proficient	267	66%	55%	2%	360	63%	51%	3%
Limited English Proficient	24	42%	29%	4%	41	56%	39%	0%
Economically Disadvantaged	169	76%	62%	1%	213	64%	53%	3%
Not Disadvantaged	122	48%	41%	4%	188	60%	46%	3%
Migrant	1	–	–	–				
Not Migrant	290	–	–	–				

NOTES

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Other Assessments

2004 Cohort

Number of Students Number scoring at level(s):

2-4 3-4 4

2003 Cohort

Number of Students Number scoring at level(s):

2-4 3-4 4

	2004 Cohort	2003 Cohort
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0	0

* 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.

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