The New York State School Report Card

Accountability and Overview Report 2007 – 08

School **JAMES MONROE HIGH SCHOOL**
District **ROCHESTER CITY SCHOOL DISTRICT**
School ID **26-16-00-01-0066**
Principal **VICKI RAMOS**
Telephone **(585) 232-1530**
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
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Room 863 EBA
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School **JAMES MONROE HIGH SCHOOL**
School ID **26-16-00-01-0066**

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	388	189	150
Grade 8	407	374	281
Grade 9	268	414	240
Grade 10	129	222	353
Grade 11	0	93	174
Grade 12	0	0	117
Ungraded Secondary	0	0	1
Total K–12	1192	1292	1316

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

	2005–06	2006–07	2007–08
Common Branch			
Grade 8			
English	26	20	20
Mathematics	26	22	22
Science	26	25	25
Social Studies	25	24	24
Grade 10			
English	24	22	22
Mathematics	27	22	22
Science	25	24	24
Social Studies	24	29	29

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.

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District **ROCHESTER CITY SCHOOL DISTRICT**

Demographic Factors

	2005–06		2006–07		2007–08	
	#	%	#	%	#	%
Eligible for Free Lunch	907	76%	962	74%	1026	78%
Reduced-Price Lunch	88	7%	99	8%	111	8%
Student Stability*		86%		85%		95%
Limited English Proficient	163	14%	193	15%	359	27%
Racial/Ethnic Origin						
American Indian or Alaska Native	3	0%	4	0%	2	0%
Black or African American	518	43%	533	41%	502	38%
Hispanic or Latino	554	46%	641	50%	706	54%
Asian or Native Hawaiian/Other Pacific Islander	18	2%	17	1%	20	2%
White	99	8%	97	8%	86	7%
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		88%		85%		87%
Student Suspensions	345	30%	399	33%	316	24%

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.

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Teacher Qualifications

	2005–06	2006–07	2007–08
Total Number of Teachers	91	118	124
Percent with No Valid Teaching Certificate	4%	10%	6%
Percent Teaching Out of Certification	11%	23%	11%
Percent with Fewer Than Three Years of Experience	8%	17%	16%
Percentage with Master's Degree Plus 30 Hours or Doctorate	22%	16%	15%
Total Number of Core Classes	317	433	494
Percent Not Taught by Highly Qualified Teachers	15%	23%	11%
Total Number of Classes	439	580	594
Percent Taught by Teachers Without Appropriate Certification	11%	21%	10%

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

	2004–05	2005–06	2006–07
Turnover Rate of Teachers with Fewer than Five Years of Experience	45%	23%	19%
Turnover Rate of All Teachers	24%	21%	19%

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

	2005–06	2006–07	2007–08
Total Other Professional Staff	15	16	17
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	5	4	5
Principals	1	1	1

* Not available at the school level.

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.

2 School Accountability

School **JAMES MONROE HIGH SCHOOL**
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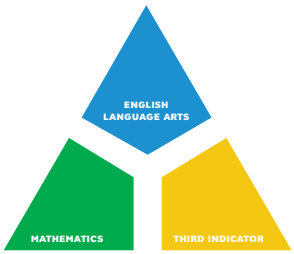
District **ROCHESTER CITY SCHOOL DISTRICT**

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.

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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 × [(Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Continuously Enrolled Tested Students]

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

100 × [(Count of Cohort Members Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Cohort Members]

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 PI + (200 – the 2006–07 PI) × 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.

2 School Accountability

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District **ROCHESTER CITY SCHOOL DISTRICT**

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

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

2 School Accountability

School **JAMES MONROE HIGH SCHOOL**
School ID **26-16-00-01-0066**

District **ROCHESTER CITY SCHOOL DISTRICT**

Summary

Overall Accountability Status (2008–09)

Restructuring (Year 2)

Elementary/Middle Level		Secondary Level	
ELA	Restructuring (Year 1)	ELA	Good Standing
Math	Restructuring (Year 2)	Math	Good Standing
Science	Good Standing	Graduation Rate	Pending

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?

	Elementary/Middle Level			Secondary Level		
Student Groups	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students	✔ SH	✔ SH	✔	✔ SH	✔ SH	–
Ethnicity						
American Indian or Alaska Native						
Black or African American	✔ SH	✔		✔ SH	✔ SH	
Hispanic or Latino	✔ SH	✔ SH		✘	✔ SH	
Asian or Native Hawaiian/Other Pacific Islander	–	–		–	–	
White	–	–		–	–	
Multiracial						
Other Groups						
Students with Disabilities	✔ SH	✔ SH		–	–	
Limited English Proficient	✔ SH	✔ SH		–	–	
Economically Disadvantaged	✔ SH	✔ SH		✔ SH	✔	
Student groups making AYP in each subject	✔ 6 of 6	✔ 6 of 6	✔ 1 of 1	✘ 3 of 4	✔ 4 of 4	– 0 of 0

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)
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

2 School Accountability

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District **ROCHESTER CITY SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2008–09)	^	Restructuring (Year 1)
Accountability Measures	6 of 6	Student groups making AYP in English language arts
	✔	Made 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 be in good standing in 2009-10. [114]

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

Student Group (Total: Continuous Enrollment)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2007–08	Safe Harbor Target 2008–09
All Students (410:356)	✔SH	✔	97%	✔SH	103	127	102	113
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (132:126)	✔SH	✔	97%	✔SH	113	124	111	122
Hispanic or Latino (264:216)	✔SH	✔	97%	✔SH	94	125	91	105
Asian or Native Hawaiian/Other Pacific Islander (5:5)	–	–	–	–	–	–		–
White (9:9)	–	–	–	–	–	–		–
Multiracial (0:0)								
Other Groups								
Students with Disabilities[4] (110:95)	✔SH	✔	95%	✔SH	67	123	61	80
Limited English Proficient[5] (145:126)	✔SH	✔	97%	✔SH	81	124	71	93
Economically Disadvantaged (355:310)	✔SH	✔	98%	✔SH	101	127	99	111
Final AYP Determination	✔ 6 of 6							

AYP Status

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

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 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.

3 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.

4 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.

5 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.

2 School Accountability

School **JAMES MONROE HIGH SCHOOL**
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District **ROCHESTER CITY SCHOOL DISTRICT**

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2008–09)	^	Restructuring (Year 2)
Accountability Measures	6 of 6	Student groups making AYP in mathematics
	✔	Made 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 3) in 2009-10. If this school makes AYP in 2008-09, the school will be in good standing in 2009-10. [115]

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

Student Group (Total: Continuous Enrollment)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2007–08	Safe Harbor Target 2008–09
All Students (407:381)	✔SH	✔	98%	✔SH	91	96	67	102
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (131:124)	✔	✔	97%	✔	99	93		
Hispanic or Latino (264:245)	✔SH	✔	98%	✔SH	84	95	63	96
Asian or Native Hawaiian/Other Pacific Islander (5:5)	–	–	–	–	–	–		–
White (7:7)	–	–	–	–	–	–		–
Multiracial (0:0)								
Other Groups								
Students with Disabilities[4] (108:98)	✔SH	✔	97%	✔SH	73	92	38	86
Limited English Proficient[5] (145:153)	✔SH	✔	97%	✔SH	80	94	52	92
Economically Disadvantaged (357:337)	✔SH	✔	98%	✔SH	91	96	65	102
Final AYP Determination	✔ 6 of 6							

AYP Status

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

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 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.

3 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.

4 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.

5 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.

2 School Accountability

School **JAMES MONROE HIGH SCHOOL**
School ID **26-16-00-01-0066**

District **ROCHESTER CITY SCHOOL DISTRICT**

Elementary/Middle-Level Science

Accountability Status for This Subject (2008–09)	^	Good Standing
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 Status	AYP Safe Harbor Qualification	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives State Standard	Progress Target 2007–08	Progress Target 2008–09
All Students (255:224)	✔	Qualified	✔	91%	✔	109	100		
Ethnicity									
American Indian or Alaska Native (0:0)									
Black or African American (93:85)		Qualified	✔	92%	✔	111	100		
Hispanic or Latino (154:131)		Qualified	✔	89%	✔	105	100		
Asian or Native Hawaiian/Other Pacific Islander (2:2)		–	–	–	–	–	–		–
White (6:6)		–	–	–	–	–	–		–
Multiracial (0:0)									
Other Groups									
Students with Disabilities (70:60)		Qualified	✔	89%	✔	90	100	83	91
Limited English Proficient[4] (73:74)		Qualified	✔	90%	✔	101	100		
Economically Disadvantaged (229:204)		Qualified	✔	92%	✔	111	100		
Final AYP Determination	✔ 1 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

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.

2 School Accountability

School **JAMES MONROE HIGH SCHOOL**
School ID **26-16-00-01-0066**

District **ROCHESTER CITY SCHOOL DISTRICT**

Secondary-Level English Language Arts

Accountability Status for This Subject (2008–09)	^	Good Standing
Accountability Measures	3 of 4	Student groups making AYP in English language arts
	✘	Did not make AYP
Prospective Status		A school that fails to make AYP in English language arts 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 secondary-level English language arts accountability measures?

Student Group (12th Graders: 2004 Cohort)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2007–08	Safe Harbor Target 2008–09
All Students (114:139)	✔SH	✔	95%	✔SH	127	156	20	134
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (51:62)	✔SH	✔	96%	✔SH	126	153	20	133
Hispanic or Latino (50:57)	✘	✘	92%	✔SH	133	152	20	140
Asian or Native Hawaiian/Other Pacific Islander (2:1)	–	–	–	–	–	–		–
White (11:19)	–	–	–	–	–	–		–
Multiracial (0:0)								
Other Groups								
Students with Disabilities (8:20)	–	–	–	–	–	–		–
Limited English Proficient[4] (17:23)	–	–	–	–	–	–		–
Economically Disadvantaged (99:103)	✔SH	✔	95%	✔SH	147	155	20	152
Final AYP Determination	✘ 3 of 4							

AYP Status

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

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.

2 School Accountability

School **JAMES MONROE HIGH SCHOOL**
School ID **26-16-00-01-0066**

District **ROCHESTER CITY SCHOOL DISTRICT**

Secondary-Level Mathematics

Accountability Status for This Subject (2008–09)	^	Good Standing
Accountability Measures	4 of 4	Student groups making AYP in mathematics
	✔	Made AYP
Prospective Status		This school will be in good standing in 2009-10. [101]

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

Student Group (12th Graders: 2004 Cohort)[1]	AYP Status	Participation[2] Met Criterion	Participation[2] Percentage Tested	Test Performance[3] Met Criterion	Test Performance[3] Performance Index	Performance Objectives Effective AMO	Safe Harbor Target 2007–08	Safe Harbor Target 2008–09
All Students (114:139)	✔SH	✔	97%	✔SH	133	150	20	140
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (51:62)	✔SH	✔	98%	✔SH	124	147	20	132
Hispanic or Latino (50:57)	✔SH	✔	96%	✔SH	144	146	20	150
Asian or Native Hawaiian/Other Pacific Islander (2:1)	–	–	–	–	–	–		–
White (11:19)	–	–	–	–	–	–		–
Multiracial (0:0)								
Other Groups								
Students with Disabilities (8:20)	–	–	–	–	–	–		–
Limited English Proficient[4] (17:23)	–	–	–	–	–	–		–
Economically Disadvantaged (99:103)	✔	✔	97%	✔	151	149		
Final AYP Determination	✔ 4 of 4							

AYP Status

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

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.

School **JAMES MONROE HIGH SCHOOL**
School ID **26-16-00-01-0066**

District **ROCHESTER CITY SCHOOL DISTRICT**

Graduation Rate

Accountability Status for This Indicator (2008–09) Pending

Accountability Measures 0 of 0 Student groups making AYP in graduation rate

–

Prospective Status

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

Student Group (Cohort Count)[1]	Graduation AYP	Graduation Met Criterion	Graduation Graduation Rate[2]	Objectives State Standard	Progress Target 2007–08	Progress Target 2008–09
All Students (8)	–	–	–	–		
Ethnicity						
American Indian or Alaska Native (0)						
Black or African American (1)		–	–	–		
Hispanic or Latino (6)		–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (0)						
White (1)		–	–	–		
Multiracial (0)						
Other Groups						
Students with Disabilities (4)		–	–	–		
Limited English Proficient[3] (3)		–	–	–		
Economically Disadvantaged (6)		–	–	–		
Final AYP Determination	– 0 of 0					

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.

3 Overview of School Performance

School **JAMES MONROE HIGH SCHOOL**
School ID **26-16-00-01-0066**

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
English Language Arts	0% 50% 100%	
Grade 7	25%	128
Grade 8	18%	236
Mathematics		
Grade 7	35%	143
Grade 8	13%	254
Science		
Grade 8	29%	231

	Percentage of students that scored at or above Level 3	2004 Total Cohort
Secondary Level	0% 50% 100%	
English	45%	174
Mathematics	46%	174

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: 42

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

3 Overview of School Performance

School **JAMES MONROE HIGH SCHOOL**
School ID **26-16-00-01-0066**

District **ROCHESTER CITY SCHOOL DISTRICT**

This School's Results in Grade 7 English Language Arts

		This School			Similar Schools		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2008 Mean Score: 632	Range:	600–790	650–790	712–790			
2007 Mean Score: 610	100%	91% / 70%	25% / 17%	0% / 0%	89% / 78%	27% / 20%	0% / 0%
Number of Tested Students:		116 / 119	32 / 29	0 / 0			

■ 2007–08
■ 2006–07

Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**128**	**91%**	**25%**	**0%**	**169**	**70%**	**17%**	**0%**
Female	65	91%	29%	0%	90	79%	24%	0%
Male	63	90%	21%	0%	79	61%	9%	0%
American Indian or Alaska Native								
Black or African American	36	100%	42%	0%	66	79%	18%	0%
Hispanic or Latino	87	86%	15%	0%	96	64%	15%	0%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	2	–	–	–
White	2	–	–	–	5	–	–	–
Multiracial								
Small Group Totals	5	100%	80%	0%	7	86%	43%	0%
General-Education Students	95	93%	33%	0%	118	76%	24%	0%
Students with Disabilities	33	85%	3%	0%	51	57%	2%	0%
English Proficient	77	100%	40%	0%	127	80%	22%	0%
Limited English Proficient	51	76%	2%	0%	42	43%	2%	0%
Economically Disadvantaged	109	90%	23%	0%	154	70%	17%	0%
Not Disadvantaged	19	95%	37%	0%	15	73%	20%	0%
Migrant								
Not Migrant	128	91%	25%	0%	169	70%	17%	0%

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): 2–4	3–4	4	Total Tested	Number scoring at level(s): 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	19	N/A	N/A	N/A	13	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.

3 Overview of School Performance

School **JAMES MONROE HIGH SCHOOL**
School ID **26-16-00-01-0066**

District **ROCHESTER CITY SCHOOL DISTRICT**

This School's Results in Grade 7 Mathematics

		This School			Similar Schools		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2008 Mean Score: 635	Range:	611–800	650–800	693–800			
2007 Mean Score: 608	100%						
2007–08		80%	35%	1%	84%	39%	0%
2006–07		52%	8%	1%	60%	11%	1%
Number of Tested Students:		115 94	50 14	1 1			

Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**143**	**80%**	**35%**	**1%**	**182**	**52%**	**8%**	**1%**
Female	76	82%	33%	1%	92	53%	8%	0%
Male	67	79%	37%	0%	90	50%	8%	1%
American Indian or Alaska Native								
Black or African American	36	–	–	–	65	52%	6%	2%
Hispanic or Latino	103	76%	26%	0%	109	50%	6%	0%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	2	–	–	–
White	1	–	–	–	6	–	–	–
Multiracial								
Small Group Totals	40	93%	58%	3%	8	75%	38%	0%
General-Education Students	107	81%	38%	1%	129	62%	10%	1%
Students with Disabilities	36	78%	25%	0%	53	26%	2%	0%
English Proficient	76	89%	50%	1%	126	57%	10%	1%
Limited English Proficient	67	70%	18%	0%	56	39%	2%	0%
Economically Disadvantaged	127	79%	35%	1%	167	52%	7%	1%
Not Disadvantaged	16	94%	31%	0%	15	47%	13%	0%
Migrant								
Not Migrant	143	80%	35%	1%	182	52%	8%	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): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	0				1	–	–	–

3 Overview of School Performance

School **JAMES MONROE HIGH SCHOOL**
School ID **26-16-00-01-0066**

District **ROCHESTER CITY SCHOOL DISTRICT**

This School's Results in Grade 8 English Language Arts

		This School			Similar Schools		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2008 Mean Score: 619	Range:	602–790	650–790	715–790			
2007 Mean Score: 617							
2007–08		77%	18%	0%	81%	22%	0%
2006–07		74%	20%	0%	75%	22%	0%
Number of Tested Students:		181 239	42 64	0 0			

Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**236**	**77%**	**18%**	**0%**	**325**	**74%**	**20%**	**0%**
Female	124	81%	23%	0%	150	77%	26%	0%
Male	112	72%	13%	0%	175	70%	14%	0%
American Indian or Alaska Native								
Black or African American	92	87%	14%	0%	149	80%	23%	0%
Hispanic or Latino	135	69%	19%	0%	155	65%	15%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	3	–	–	–
White	7	–	–	–	18	–	–	–
Multiracial								
Small Group Totals	9	89%	44%	0%	21	90%	29%	0%
General-Education Students	172	84%	24%	0%	247	85%	26%	0%
Students with Disabilities	64	56%	2%	0%	78	36%	1%	0%
English Proficient	180	86%	22%	0%	255	80%	24%	0%
Limited English Proficient	56	48%	5%	0%	70	49%	3%	0%
Economically Disadvantaged	207	76%	17%	0%	259	71%	19%	0%
Not Disadvantaged	29	79%	24%	0%	66	83%	21%	0%
Migrant								
Not Migrant	236	77%	18%	0%	325	74%	20%	0%

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): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	15	N/A	N/A	N/A	13	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.

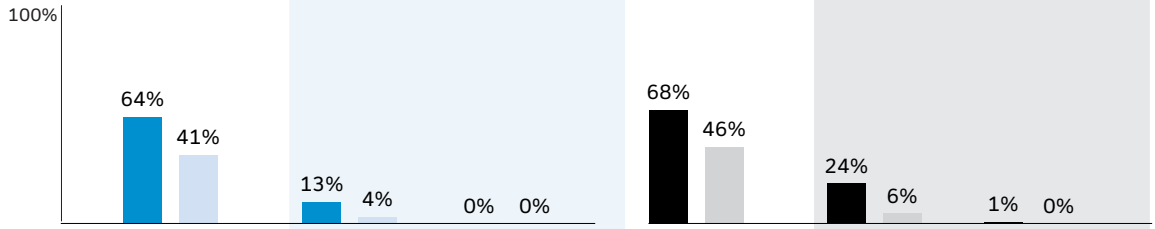
3 Overview of School Performance

School **JAMES MONROE HIGH SCHOOL**
School ID **26-16-00-01-0066**

District **ROCHESTER CITY SCHOOL DISTRICT**

This School's Results in Grade 8 Mathematics

		This School			Similar Schools		
		Percentage scoring at level(s):			Percentage scoring at level(s):		
		2–4	3–4	4	2–4	3–4	4
2008 Mean Score: 619	Range:	616–775	650–775	701–775			
2007 Mean Score: 608							
Number of Tested Students:		163 137	32 14	0 0			



Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**254**	**64%**	**13%**	**0%**	**337**	**41%**	**4%**	**0%**
Female	132	65%	12%	0%	152	40%	5%	0%
Male	122	63%	13%	0%	185	41%	3%	0%
American Indian or Alaska Native								
Black or African American	91	68%	14%	0%	147	44%	4%	0%
Hispanic or Latino	155	60%	11%	0%	169	35%	4%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	3	–	–	–
White	6	–	–	–	18	–	–	–
Multiracial								
Small Group Totals	8	100%	25%	0%	21	67%	5%	0%
General-Education Students	185	68%	17%	0%	259	49%	5%	0%
Students with Disabilities	69	55%	1%	0%	78	12%	0%	0%
English Proficient	181	70%	15%	0%	253	48%	5%	0%
Limited English Proficient	73	49%	5%	0%	84	18%	1%	0%
Economically Disadvantaged	224	65%	13%	0%	272	39%	3%	0%
Not Disadvantaged	30	60%	7%	0%	65	49%	8%	0%
Migrant								
Not Migrant	254	64%	13%	0%	337	41%	4%	0%

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

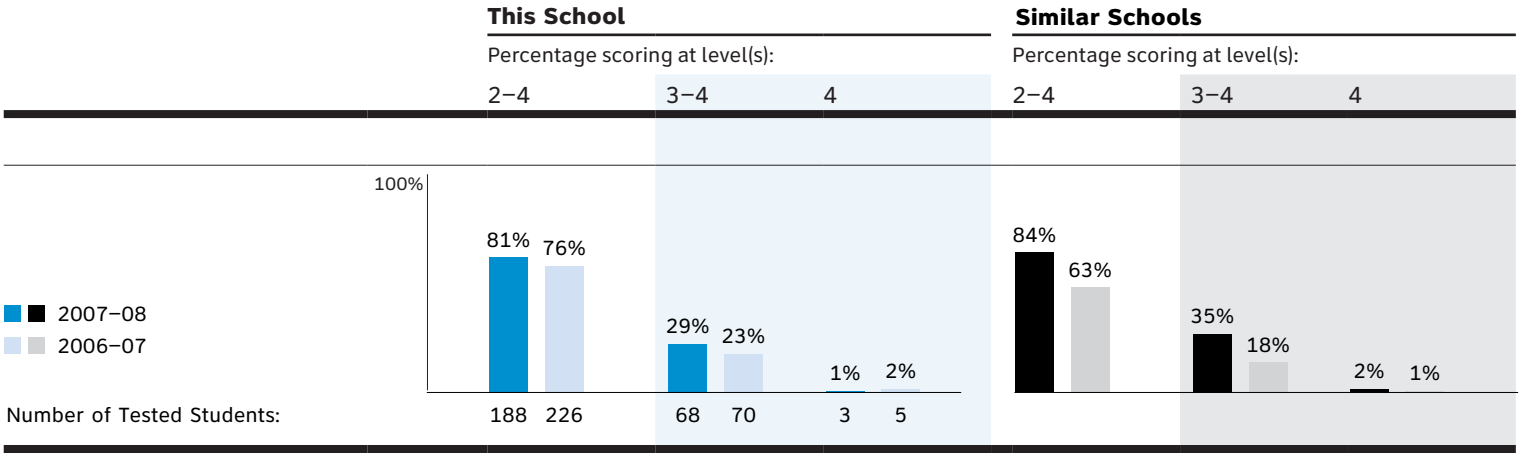
	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0			

3 Overview of School Performance

School **JAMES MONROE HIGH SCHOOL**
School ID **26-16-00-01-0066**

District **ROCHESTER CITY SCHOOL DISTRICT**

This School's Results in Grade 8 Science



Results by Student Group

	2007–08 School Year				2006–07 School Year			
	Total Tested	Percentage scoring at level(s): 2–4	3–4	4	Total Tested	Percentage scoring at level(s): 2–4	3–4	4
All Students	**231**	**81%**	**29%**	**1%**	**298**	**76%**	**23%**	**2%**
Female	116	84%	29%	3%	135	74%	22%	3%
Male	115	78%	30%	0%	163	77%	25%	1%
American Indian or Alaska Native								
Black or African American	86	83%	29%	1%	130	76%	25%	3%
Hispanic or Latino	137	80%	27%	1%	149	76%	21%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	3	–	–	–
White	6	–	–	–	16	–	–	–
Multiracial								
Small Group Totals	8	100%	75%	13%	19	74%	37%	5%
General-Education Students	169	86%	33%	2%	236	77%	26%	2%
Students with Disabilities	62	69%	21%	0%	62	71%	13%	0%
English Proficient	165	84%	33%	2%	224	79%	29%	2%
Limited English Proficient	66	74%	20%	0%	74	68%	8%	0%
Economically Disadvantaged	210	83%	30%	1%	244	75%	22%	1%
Not Disadvantaged	21	67%	29%	0%	54	80%	30%	4%
Migrant								
Not Migrant	231	81%	29%	1%	298	76%	23%	2%

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

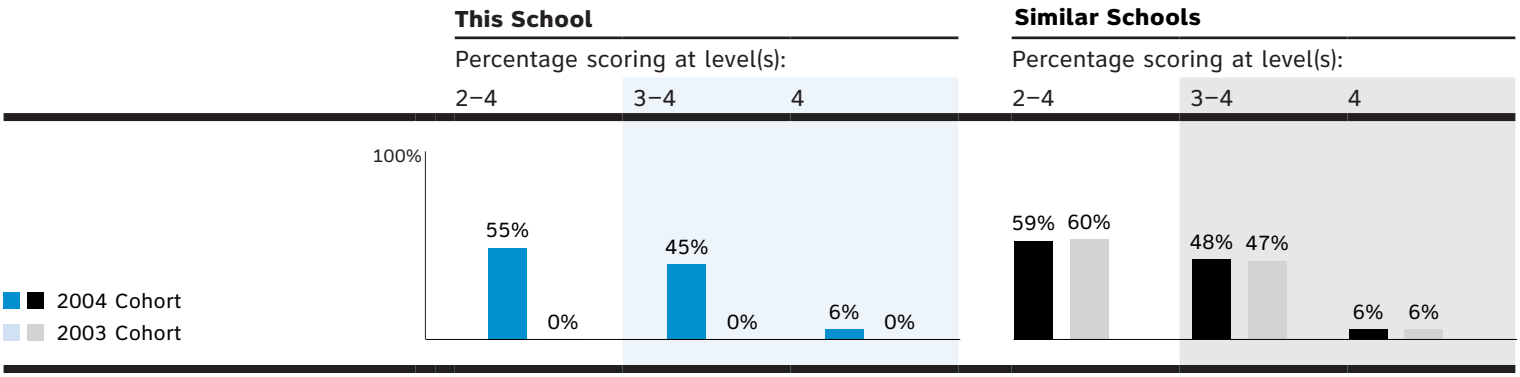
	2007–08 School Year				2006–07 School Year			
	Total Tested	Number scoring at level(s): 2–4	3–4	4	Total Tested	Number scoring at level(s): 2–4	3–4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0			
Regents Science	0				0			

3 Overview of School Performance

School **JAMES MONROE HIGH SCHOOL**
School ID **26-16-00-01-0066**

District **ROCHESTER CITY SCHOOL DISTRICT**

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



Results by Student Group

	2004 Cohort				2003 Cohort**			
	Number of Students	Percentage scoring at level(s): 2–4	3–4	4	Number of Students	Percentage scoring at level(s): 2–4	3–4	4
All Students	**174**	**55%**	**45%**	**6%**	**8**	**0%**	**0%**	**0%**
Female	90	67%	56%	9%	4	–	–	–
Male	84	43%	33%	2%	4	–	–	–
American Indian or Alaska Native								
Black or African American	74	58%	45%	8%	1	–	–	–
Hispanic or Latino	77	55%	47%	3%	6	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–				
White	22	–	–	–	1	–	–	–
Multiracial								
Small Group Totals	23	48%	39%	9%	8	0%	0%	0%
General-Education Students	146	62%	52%	7%	4	–	–	–
Students with Disabilities	28	18%	7%	0%	4	–	–	–
English Proficient	139	60%	49%	6%	5	–	–	–
Limited English Proficient	35	37%	29%	3%	3	–	–	–
Economically Disadvantaged	122	67%	55%	8%	6	–	–	–
Not Disadvantaged	52	27%	21%	0%	2	–	–	–
Migrant								
Not Migrant	174	55%	45%	6%				

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				2003 Cohort			
	Number of Students	Number scoring at level(s): 2–4	3–4	4	Number of Students	Number scoring at level(s): 2–4	3–4	4
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*.

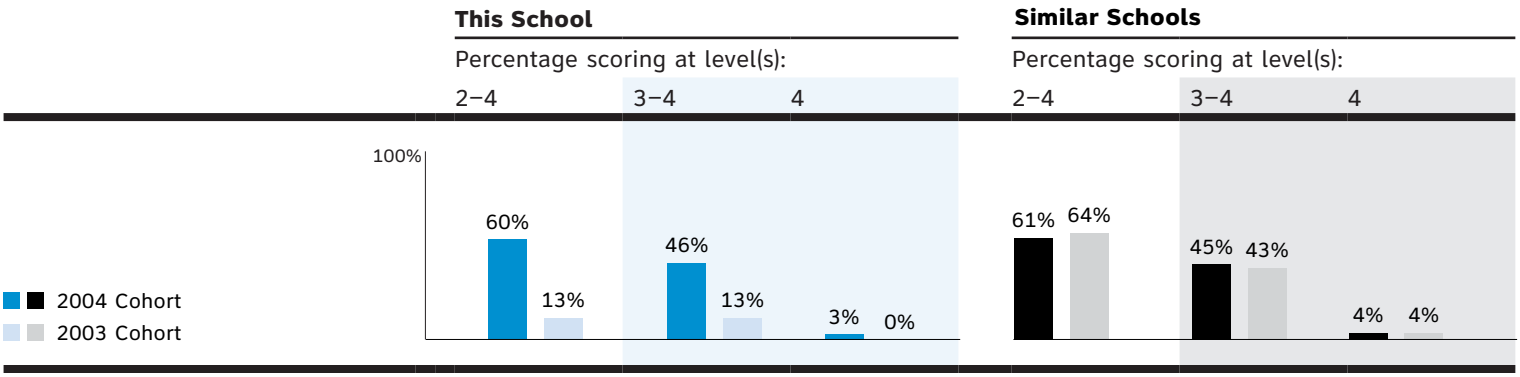
*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

3 Overview of School Performance

School **JAMES MONROE HIGH SCHOOL**
School ID **26-16-00-01-0066**

District **ROCHESTER CITY SCHOOL DISTRICT**

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



Results by Student Group

	2004 Cohort				2003 Cohort**			
	Number of Students	Percentage scoring at level(s): 2–4	3–4	4	Number of Students	Percentage scoring at level(s): 2–4	3–4	4
All Students	**174**	**60%**	**46%**	**3%**	**8**	**13%**	**13%**	**0%**
Female	90	70%	56%	3%	4	–	–	–
Male	84	49%	36%	2%	4	–	–	–
American Indian or Alaska Native								
Black or African American	74	59%	43%	3%	1	–	–	–
Hispanic or Latino	77	62%	48%	3%	6	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–				
White	22	–	–	–	1	–	–	–
Multiracial								
Small Group Totals	23	52%	48%	4%	8	13%	13%	0%
General-Education Students	146	67%	52%	3%	4	–	–	–
Students with Disabilities	28	21%	14%	0%	4	–	–	–
English Proficient	139	63%	49%	4%	5	–	–	–
Limited English Proficient	35	49%	34%	0%	3	–	–	–
Economically Disadvantaged	122	70%	56%	3%	6	–	–	–
Not Disadvantaged	52	35%	23%	2%	2	–	–	–
Migrant								
Not Migrant	174	60%	46%	3%				

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				2003 Cohort			
	Number of Students	Number scoring at level(s): 2–4	3–4	4	Number of Students	Number scoring at level(s): 2–4	3–4	4
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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