



The New York State District Report Card

**Accountability
and Overview Report
2008 – 09**

District **ROCHESTER CITY SCHOOL DISTRICT**
District ID **26-16-00-01-0000**
Superintendent **JEAN-CLAUDE BRIZARD**
Telephone **(585) 262-8378**
Grades **PK-12, UE, US**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

Use this report to:

1 Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies the district's accountability status.

3 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: RPTCARD@mail.nysed.gov

District ROCHESTER CITY SCHOOL DISTRICT

District ID 26-16-00-01-0000

District Profile

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

Enrollment

	2006-07	2007-08	2008-09
Pre-K	751	777	1872
Kindergarten	2406	2437	2392
Grade 1	2765	2738	2761
Grade 2	2451	2591	2634
Grade 3	2427	2394	2510
Grade 4	2361	2364	2365
Grade 5	2199	2274	2257
Grade 6	2361	2160	2266
Ungraded Elementary	0	110	86
Grade 7	2880	2504	2253
Grade 8	3000	2560	2353
Grade 9	3489	2734	3719
Grade 10	2869	3045	2745
Grade 11	1729	2295	1808
Grade 12	1649	1771	1807
Ungraded Secondary	0	170	176
Total K-12	32586	32147	32132

Average Class Size

	2006-07	2007-08	2008-09
Common Branch	19	19	19
Grade 8			
English	23	22	21
Mathematics	24	22	21
Science	24	22	21
Social Studies	23	23	22
Grade 10			
English	24	22	22
Mathematics	24	24	21
Science	25	24	23
Social Studies	26	22	23

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

District ROCHESTER CITY SCHOOL DISTRICT

District ID 26-16-00-01-0000

Demographic Factors

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	23040	71%	23347	73%	24140	75%
Reduced-Price Lunch	2474	8%	2619	8%	2257	7%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	2431	7%	2948	9%	3090	10%
Racial/Ethnic Origin						
American Indian or Alaska Native	113	0%	104	0%	105	0%
Black or African American	21326	65%	21031	65%	20798	65%
Hispanic or Latino	6741	21%	6780	21%	6969	22%
Asian or Native Hawaiian/Other Pacific Islander	530	2%	565	2%	744	2%
White	3876	12%	3598	11%	3435	11%
Multiracial	0	0%	69	0%	81	0%

* Available only at the school level.

Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate		89%		91%		90%
Student Suspensions	7628	23%	5153	16%	4668	15%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District ROCHESTER CITY SCHOOL DISTRICT

District ID 26-16-00-01-0000

Teacher Qualifications

	2006-07	2007-08	2008-09
Total Number of Teachers	2880	3070	3152
Percent with No Valid Teaching Certificate	6%	2%	2%
Percent Teaching Out of Certification	10%	6%	5%
Percent with Fewer Than Three Years of Experience	12%	11%	9%
Percentage with Master's Degree Plus 30 Hours or Doctorate	14%	14%	14%
Total Number of Core Classes	6635	7284	7127
Percent Not Taught by Highly Qualified Teachers	13%	6%	7%
Total Number of Classes	9073	9092	9210
Percent Taught by Teachers Without Appropriate Certification	11%	6%	7%

Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	22%	21%	21%
Turnover Rate of All Teachers	18%	18%	16%

Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	486	510	552
Total Paraprofessionals*	669	611	697
Assistant Principals	104	101	107
Principals	58	56	59

* 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. 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 2008–09, 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: <http://www.emsc.nysed.gov/irts/accountability/>.



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 2008–09 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 2005 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, if it has 30 or more students, 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 group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2004 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2008 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 2004 graduation-rate total cohort earning a local or Regents diploma by August 31, 2008 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 2005 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, who were enrolled on October 1, 2008 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, 2009, are not included in the 2005 school accountability cohort. The 2005 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)

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 2008–09 safe harbor targets were calculated using the following equation:

$$2007\text{--}08 \text{ PI} + (200 - \text{the } 2007\text{--}08 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI. The 2008–09 target is provided for groups whose PI was below the State Science Standard in 2008–09.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2008–09, 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 District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: <http://www.emsc.nysed.gov/irts/accountability/>.

For the 2009–10 accountability status of component schools in your district, see <http://www.emsc.nysed.gov/irts/accountability/designations/>.

Federal Title I Status

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

▲ District in Good Standing

- A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

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

Summary

Overall Accountability Status (2009–10)

▲ Improvement (Year 7)

ELA ▲ Improvement (Year 7) Science ▲ Good Standing

Math ▲ Good Standing Graduation Rate ▲ Improvement (Year 3)

Title I Part A Funding

Years the District Received Title I Part A Funding

2007–08	2008–09	2009–10
YES	YES	YES

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

Student Groups	Elementary/Middle Level			Secondary Level		
	English			English		
	Language Arts	Mathematics	Science	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	✓ ^{SH}	✓		✗	✗	
Limited English Proficient	✗	✓		✗	✗	
Economically Disadvantaged	✓	✓		✗	✗	
Student groups making AYP in each subject	✗ 8 of 9	✓ 9 of 9	✓ 1 of 1	✗ 1 of 8	✗ 1 of 8	✓ 1 of 1

Accountability Status Levels

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

Federal


- Good Standing ▲
- Improvement (Year 1) ▲
- Improvement (Year 2) ▲
- Improvement (Year 3) ▲
- Improvement (Year 4) ▲
- Improvement (Year 5 & Above) ▲
- Pending – Requires Special Evaluation

State

- Good Standing ■
- Requiring Academic Progress (Year 1) ■
- Requiring Academic Progress (Year 2) ■
- Requiring Academic Progress (Year 3) ■
- Requiring Academic Progress (Year 4) ■
- Requiring Academic Progress (Year 5 & Above) ■

Elementary/Middle-Level English Language Arts




























Accountability Status for This Subject (2009–10)  Improvement (Year 7)

Accountability Measures 8 of 9 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2009-10, the district will be In Need of Improvement (Year 8) in 2010-11. If this district makes AYP at either the elementary/middle or secondary level in 2009-10, the district will remain In Need of Improvement (Year 7) in 2010-11. [210]

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 2008–09 2009–10
All Students (14214:13356)			98%		151	143	
Ethnicity							
American Indian or Alaska Native (36:34)		—	—		168	127	
Black or African American (9031:8615)			98%		151	143	
Hispanic or Latino (3243:2997)			98%		146	142	
Asian or Native Hawaiian/Other Pacific Islander (339:252)			98%		150	137	
White (1561:1455)			97%		165	141	
Multiracial (4:3)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (3021:2763)			95%		110	142	104 119
Limited English Proficient ⁵ (1563:1580)			99%		123	141	124 131
Economically Disadvantaged (12434:11818)			99%		150	143	
Final AYP Determination	 8 of 9						

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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 enrollments and the percent tested is the weighted average of the participation rates over those two years.




³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

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.

AYP Status

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




























Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2009–10)

Accountability Measures 9 of 9 Student groups making AYP in mathematics
 Made AYP

Prospective Status This district will be in good standing in 2010-11. [201]

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 2008–09 2009–10
All Students (14248:13370)			98%		156	118	
Ethnicity							
American Indian or Alaska Native (35:33)		—	—		176	102	
Black or African American (9049:8545)			98%		154	118	
Hispanic or Latino (3257:3044)			98%		156	117	
Asian or Native Hawaiian/Other Pacific Islander (349:306)			99%		158	113	
White (1554:1440)			97%		170	116	
Multiracial (4:2)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (3019:2773)			96%		119	117	
Limited English Proficient ⁵ (1594:1709)			99%		143	116	
Economically Disadvantaged (12459:11841)			99%		156	118	
Final AYP Determination	 9 of 9						

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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

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.

AYP Status

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



















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2009–10)

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

Prospective Status This district will be in good standing in 2010-11. [201]

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 2008–09 2009–10
All Students (4769:4235)		Qualified		94%		146	100	
Ethnicity								
American Indian or Alaska Native (15:15)	—	—	—	—	—	—	—	—
Black or African American (3087:2754)		Qualified		94%		144	100	
Hispanic or Latino (1071:948)		Qualified		93%		144	100	
Asian or Native Hawaiian/Other Pacific Islander (108:85)		Qualified		89%		133	100	
White (486:432)		Qualified		94%		171	100	
Multiracial (2:1)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (980:841)		Qualified		90%		114	100	
Limited English Proficient ⁴ (523:517)		Qualified		93%		129	100	
Economically Disadvantaged (4100:3686)		Qualified		95%		145	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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 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 districts with fewer than 30 continuously enrolled tested students in 2008–09, data for 2007–08 and 2008–09 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

Secondary-Level English Language Arts


























Accountability Status for This Subject (2009–10)  Improvement (Year 7)

Accountability Measures 1 of 8 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2009-10, the district will be In Need of Improvement (Year 8) in 2010-11. If this district makes AYP at either the elementary/middle or secondary level in 2009-10, the district will remain In Need of Improvement (Year 7) in 2010-11. [210]

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 2008–09	2009–10
(12th Graders: 2005 Cohort) ¹								
All Students (1795:2004)			95%		134	169	139	141
Ethnicity								
American Indian or Alaska Native (6:7)	—	—	—	—	—	—	—	—
Black or African American (1238:1367)			97%		134	168	136	141
Hispanic or Latino (650:367)			94%		130	165	139	137
Asian or Native Hawaiian/Other Pacific Islander (42:39)			98%		162	155		
White (420:224)			89%		135	164	151	142
Multiracial (0:0)								
Other Groups								
Students with Disabilities ⁴ (403:314)			87%		82	165	88	94
Limited English Proficient ⁵ (130:84)			92%		104	160	111‡	114
Economically Disadvantaged (1158:1423)			96%		137	168	151	143
Final AYP Determination	 1 of 8							

NOTES

¹ These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.




³ For districts with fewer than 30 students in the 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort are not required to meet the performance criterion.

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

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 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


























Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2009–10)

Accountability Measures 1 of 8 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status This district will be in good standing in 2010-11. [201]

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

Student Group (12th Graders: 2005 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
All Students (1795:2004)			97%		144	164	150	150
Ethnicity								
American Indian or Alaska Native (6:7)	—	—	—	—	—	—	—	—
Black or African American (1238:1367)			98%		142	163	148	148
Hispanic or Latino (318:367)			97%		141	160	151	147
Asian or Native Hawaiian/Other Pacific Islander (42:39)			100%		177	150		
White (420:224)			90%		153	159	158	158
Multiracial (0:0)								
Other Groups								
Students with Disabilities ⁴ (403:314)			89%		98	160	104	108
Limited English Proficient ⁵ (65:84)			98%		123	155	127‡	131
Economically Disadvantaged (1158:1423)			98%		147	163	163	152
Final AYP Determination	 1 of 8							

NOTES

¹ These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort are not required to meet the performance criterion.

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

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 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











Graduation Rate

Accountability Status for This Indicator (2009–10)  Improvement (Year 3)

Accountability Measures 1 of 1 Student groups making AYP in graduation rate
 Made AYP

Prospective Status To be removed from improvement status in Graduates, this district must make AYP in this measure for two consecutive years. If this district fails to make AYP in 2009-10, the district will be In Need of Improvement (Year 4) in 2010-11. If this district makes AYP in 2009-10, the district will be in good standing in 2010-11. [223]

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

Student Group (Cohort Count)	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ¹	State Standard	2008–09	2009–10
All Students (2220)			52%	55%	50%	53%
Ethnicity						
American Indian or Alaska Native (6)		–	–	–		
Black or African American (1444)			52%	55%	51%	53%
Hispanic or Latino (444)			47%	55%	41%	48%
Asian or Native Hawaiian/Other Pacific Islander (35)			63%	55%		
White (290)			57%	55%		
Multiracial (1)						
Other Groups						
Students with Disabilities (376)			24%	55%	23%	25%
Limited English Proficient ² (116)			41%	55%	51%	42%
Economically Disadvantaged (1147)			64%	55%		
Final AYP Determination		1 of 1				

NOTES

¹ Percentage of the 2004 cohort that earned a local or Regents diploma by August 31, 2008.

² 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 2004 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2008 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2008–09.

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 2004 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.







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. The 2009–10 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2008 is below the Graduation-Rate Standard in 2008–09 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

District ROCHESTER CITY SCHOOL DISTRICT



District ID 26-16-00-01-0000

Summary of 2008–09 District Performance



Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.



English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	49%			2442
Grade 4	57%			2312
Grade 5	64%			2209
Grade 6	70%			2232
Grade 7	53%			2133
Grade 8	43%			2208

Mathematics

Grade 3	79%		2488
Grade 4	65%		2361
Grade 5	68%		2244
Grade 6	65%		2276
Grade 7	58%		2180
Grade 8	43%		2257

Science

Grade 4	76%		2343
Grade 8	34%		1991

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	47%			2924
Mathematics	49%			2924

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.

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

This District's N/RC Category:

Large Cities

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

This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2009 Mean Score: 647	616-780	650-780	720-780			
2008 Mean Score: 648						
Number of Tested Students:	2159 2048	1198 1041	42 91			

Results by Student Group

	2008-09 School Year				2007-08 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	2442	88%	49%	2%	2361	87%	44%	4%
Female	1219	91%	53%	2%	1134	90%	47%	4%
Male	1223	86%	45%	1%	1227	84%	41%	4%
American Indian or Alaska Native	8	-	-	-	14	-	-	-
Black or African American	1567	88%	49%	1%	1545	87%	42%	3%
Hispanic or Latino	537	87%	44%	1%	485	82%	42%	2%
Asian or Native Hawaiian/Other Pacific Islander	46	85%	57%	2%	37	86%	54%	3%
White	283	92%	60%	4%	279	91%	57%	9%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	9	89%	44%	0%	15	80%	47%	7%
General-Education Students	2022	94%	55%	2%	1985	92%	50%	5%
Students with Disabilities	420	64%	18%	0%	376	59%	14%	0%
English Proficient	2164	90%	52%	2%	2078	89%	47%	4%
Limited English Proficient	278	76%	25%	0%	283	69%	25%	0%
Economically Disadvantaged	2213	88%	47%	1%	2033	86%	42%	3%
Not Disadvantaged	229	91%	66%	5%	328	89%	58%	8%
Migrant								
Not Migrant	2442	88%	49%	2%	2361	87%	44%	4%

NOTES

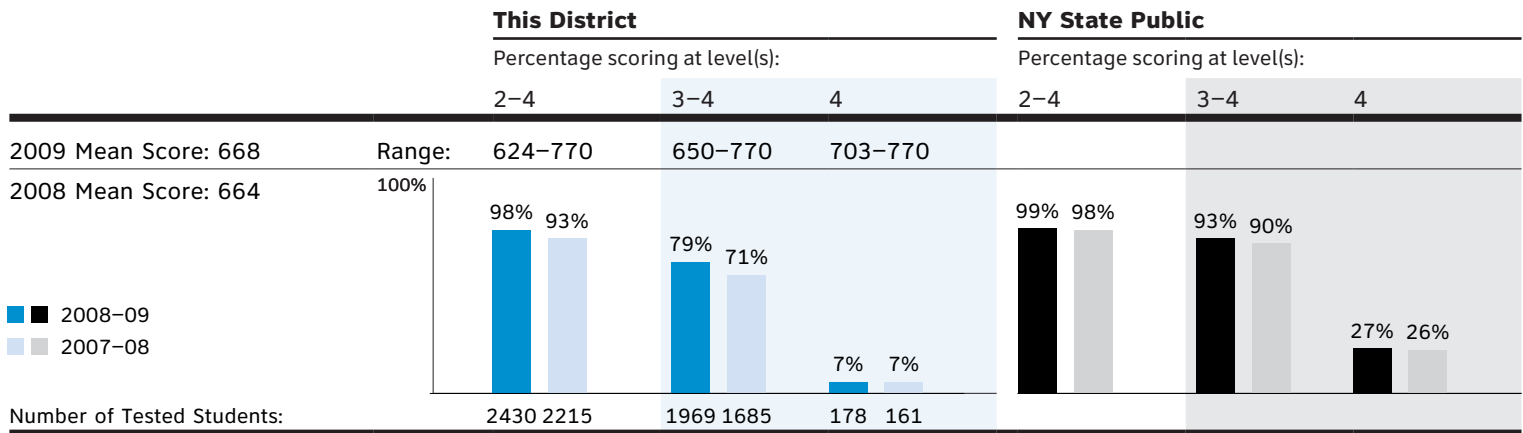
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	34	33	29	20	27	26	23	17
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	35	N/A	N/A	N/A	31	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.

This District's Results in Grade 3 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 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	2488	98%	79%	7%	2386	93%	71%	7%
Female	1235	98%	80%	8%	1138	92%	71%	7%
Male	1253	98%	79%	6%	1248	93%	70%	7%
American Indian or Alaska Native	7	-	-	-	14	-	-	-
Black or African American	1570	98%	78%	6%	1541	93%	69%	5%
Hispanic or Latino	561	97%	77%	6%	509	93%	70%	5%
Asian or Native Hawaiian/Other Pacific Islander	58	100%	78%	9%	46	83%	70%	11%
White	291	97%	88%	16%	274	96%	81%	16%
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	8	100%	88%	25%	16	94%	63%	19%
General-Education Students	2058	99%	84%	8%	2000	96%	75%	8%
Students with Disabilities	430	91%	56%	2%	386	79%	46%	2%
English Proficient	2171	98%	81%	8%	2069	94%	73%	7%
Limited English Proficient	317	94%	67%	3%	317	88%	57%	2%
Economically Disadvantaged	2254	98%	78%	6%	2081	93%	70%	6%
Not Disadvantaged	234	98%	86%	14%	305	91%	76%	10%
Migrant								
Not Migrant	2488	98%	79%	7%	2386	93%	71%	7%

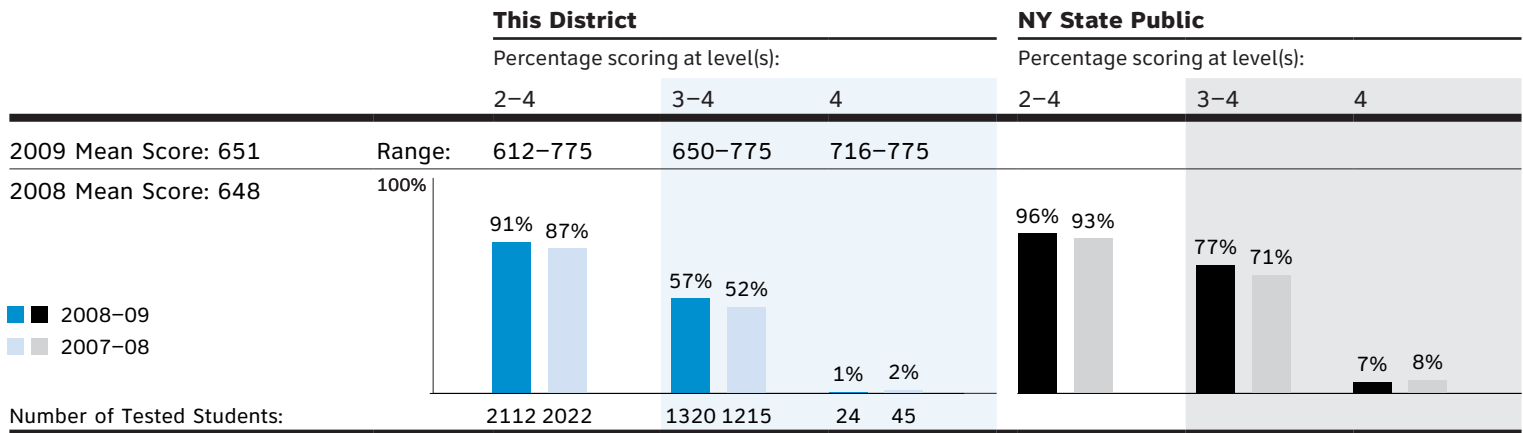
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	34	34	30	19	27	27	24	16

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	2312	91%	57%	1%	2324	87%	52%	2%
Female	1117	93%	61%	1%	1148	91%	57%	3%
Male	1195	90%	54%	1%	1176	84%	47%	1%
American Indian or Alaska Native	11	-	-	-	7	100%	86%	0%
Black or African American	1533	93%	57%	1%	1492	87%	51%	1%
Hispanic or Latino	488	89%	51%	0%	508	86%	49%	3%
Asian or Native Hawaiian/Other Pacific Islander	42	86%	62%	14%	35	94%	66%	9%
White	237	90%	68%	4%	282	86%	63%	4%
Multiracial	1	-	-	-				
Small Group Totals	12	83%	58%	0%				
General-Education Students	1879	97%	66%	1%	1909	94%	60%	2%
Students with Disabilities	433	68%	19%	0%	415	56%	18%	0%
English Proficient	2044	93%	61%	1%	2077	88%	55%	2%
Limited English Proficient	268	78%	30%	0%	247	77%	27%	0%
Economically Disadvantaged	2091	91%	56%	1%	2004	87%	50%	1%
Not Disadvantaged	221	91%	70%	4%	320	89%	65%	6%
Migrant								
Not Migrant	2312	91%	57%	1%	2324	87%	52%	2%

NOTES

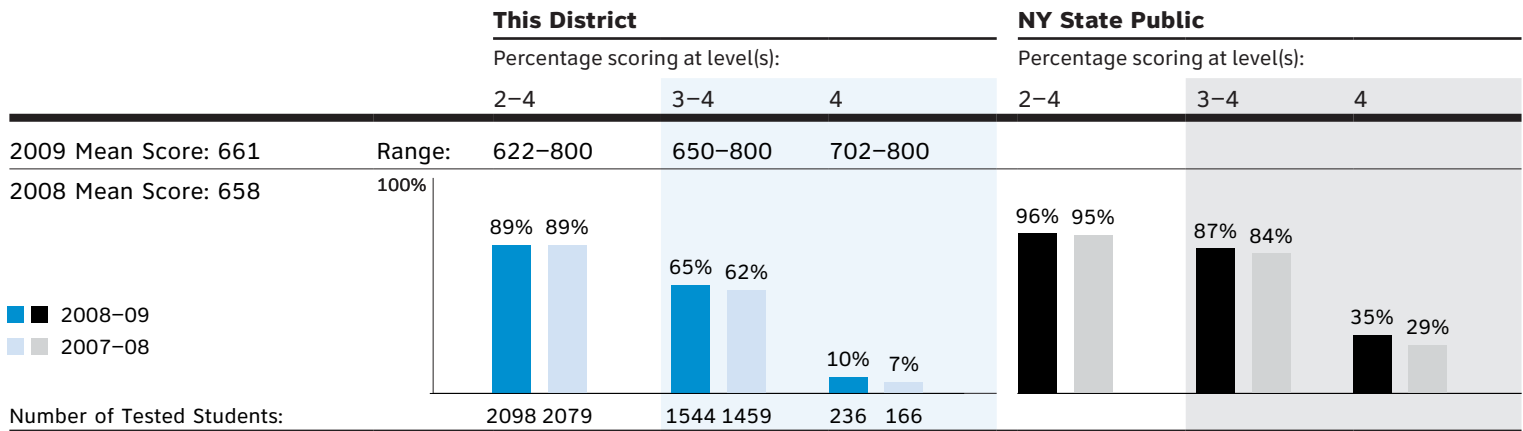
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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	27	25	16	8	25	24	17	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	41	N/A	N/A	N/A	31	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.

This District's Results in Grade 4 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 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	2361	89%	65%	10%	2348	89%	62%	7%
Female	1130	90%	65%	9%	1159	89%	62%	7%
Male	1231	88%	66%	11%	1189	88%	63%	7%
American Indian or Alaska Native	11	-	-	-	7	100%	100%	14%
Black or African American	1545	88%	63%	8%	1486	88%	60%	6%
Hispanic or Latino	518	89%	64%	10%	533	87%	61%	5%
Asian or Native Hawaiian/Other Pacific Islander	53	91%	83%	23%	41	95%	83%	20%
White	233	92%	79%	23%	281	91%	74%	15%
Multiracial	1	-	-	-				
Small Group Totals	12	92%	67%	17%				
General-Education Students	1916	93%	72%	12%	1934	93%	68%	8%
Students with Disabilities	445	70%	36%	3%	414	70%	33%	2%
English Proficient	2051	90%	68%	11%	2062	90%	64%	8%
Limited English Proficient	310	83%	51%	4%	286	79%	48%	2%
Economically Disadvantaged	2134	89%	65%	9%	2046	89%	61%	6%
Not Disadvantaged	227	89%	72%	19%	302	89%	69%	14%
Migrant								
Not Migrant	2361	89%	65%	10%	2348	89%	62%	7%

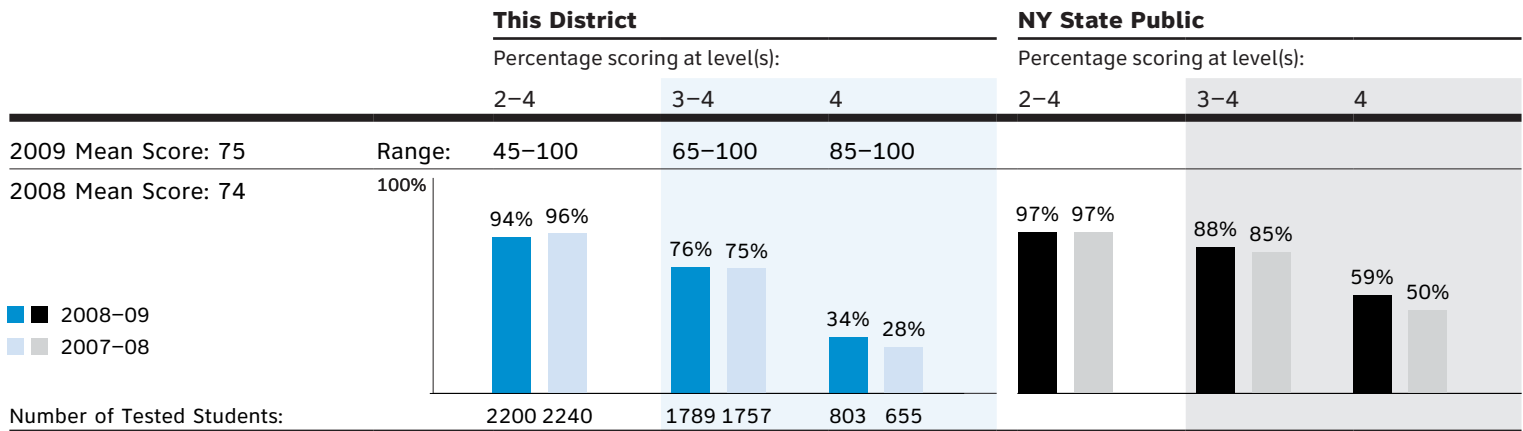
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	27	27	19	7	25	25	13	7

This District's Results in Grade 4 Science



Results by Student Group

	2008-09 School Year				2007-08 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	2343	94%	76%	34%	2328	96%	75%	28%
Female	1126	94%	75%	33%	1153	96%	74%	26%
Male	1217	94%	77%	35%	1175	96%	77%	30%
American Indian or Alaska Native	11	-	-	-	7	100%	100%	29%
Black or African American	1536	93%	76%	34%	1471	97%	74%	26%
Hispanic or Latino	513	94%	73%	28%	528	94%	72%	24%
Asian or Native Hawaiian/Other Pacific Islander	48	98%	75%	44%	41	100%	83%	44%
White	234	96%	85%	51%	281	97%	86%	45%
Multiracial	1	-	-	-				
Small Group Totals	12	92%	75%	25%				
General-Education Students	1906	96%	81%	37%	1922	97%	79%	31%
Students with Disabilities	437	85%	57%	22%	406	92%	59%	14%
English Proficient	2045	95%	79%	37%	2046	97%	78%	31%
Limited English Proficient	298	88%	58%	17%	282	92%	58%	10%
Economically Disadvantaged	2116	94%	76%	33%	2039	96%	74%	26%
Not Disadvantaged	227	92%	81%	48%	289	97%	83%	44%
Migrant								
Not Migrant	2343	94%	76%	34%	2328	96%	75%	28%

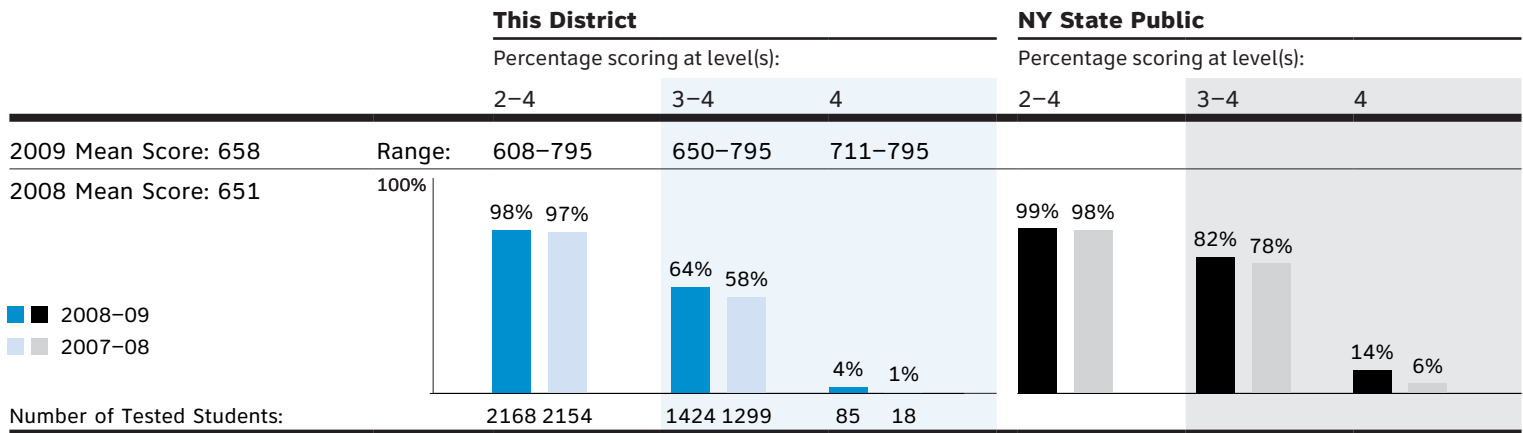
NOTES

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

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	27	26	26	18	25	25	25	14

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	2209	98%	64%	4%	2230	97%	58%	1%
Female	1075	98%	66%	4%	1101	97%	61%	1%
Male	1134	98%	63%	3%	1129	96%	55%	1%
American Indian or Alaska Native	7	100%	100%	0%	1	-	-	-
Black or African American	1389	99%	63%	2%	1450	98%	58%	0%
Hispanic or Latino	510	97%	65%	5%	493	95%	55%	0%
Asian or Native Hawaiian/Other Pacific Islander	40	95%	65%	8%	47	-	-	-
White	263	98%	71%	10%	239	94%	68%	4%
Multiracial								
Small Group Totals					48	98%	69%	0%
General-Education Students	1739	100%	74%	5%	1813	99%	66%	1%
Students with Disabilities	470	93%	30%	1%	417	87%	24%	0%
English Proficient	1988	99%	68%	4%	2031	97%	61%	1%
Limited English Proficient	221	94%	33%	0%	199	89%	31%	0%
Economically Disadvantaged	1963	98%	63%	3%	1914	97%	57%	1%
Not Disadvantaged	246	99%	75%	10%	316	96%	63%	2%
Migrant								
Not Migrant	2209	98%	64%	4%	2230	97%	58%	1%

NOTES

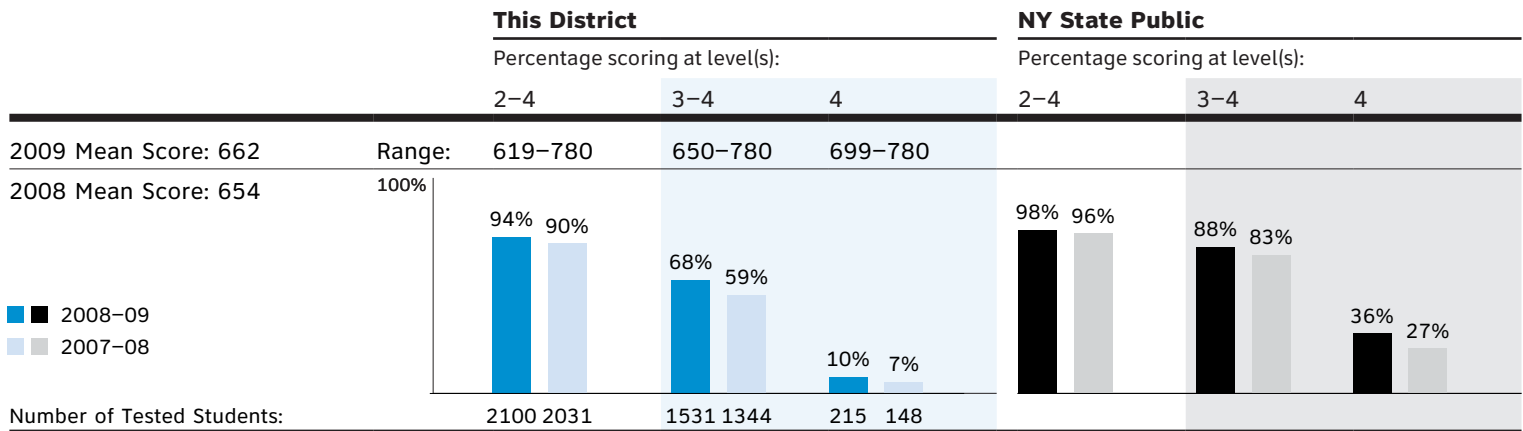
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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	26	25	19	10	13	12	11	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	33	N/A	N/A	N/A	31	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.

This District's Results in Grade 5 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 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	2244	94%	68%	10%	2262	90%	59%	7%
Female	1101	94%	68%	10%	1118	90%	57%	4%
Male	1143	93%	69%	9%	1144	90%	62%	9%
American Indian or Alaska Native	7	100%	43%	29%	1	-	-	-
Black or African American	1395	93%	66%	7%	1454	89%	57%	5%
Hispanic or Latino	526	95%	71%	10%	512	90%	60%	6%
Asian or Native Hawaiian/Other Pacific Islander	58	95%	72%	16%	55	-	-	-
White	258	95%	74%	19%	240	90%	74%	14%
Multiracial								
Small Group Totals					56	96%	66%	11%
General-Education Students	1778	97%	75%	11%	1844	94%	65%	7%
Students with Disabilities	466	81%	44%	5%	418	73%	35%	3%
English Proficient	1981	94%	70%	10%	2028	91%	61%	7%
Limited English Proficient	263	91%	54%	4%	234	82%	42%	1%
Economically Disadvantaged	2000	94%	67%	8%	1952	90%	59%	6%
Not Disadvantaged	244	91%	76%	22%	310	87%	63%	9%
Migrant								
Not Migrant	2244	94%	68%	10%	2262	90%	59%	7%

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

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	26	23	18	6	13	12	10	2

This District's Results in Grade 6 English Language Arts

	This District			NY State Public					
	Percentage scoring at level(s):			Percentage scoring at level(s):					
	2-4	3-4	4	2-4	3-4	4			
2009 Mean Score: 657	Range: 598-785			650-785			696-785*		
2008 Mean Score: 653									
Number of Tested Students:	2228	2076	1553	1201	39	29			

Results by Student Group

	2008-09 School Year				2007-08 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	2232	100%	70%	2%	2134	97%	56%	1%
Female	1097	100%	74%	3%	1024	98%	61%	1%
Male	1135	100%	65%	1%	1110	97%	52%	1%
American Indian or Alaska Native	1	-	-	-	5	100%	100%	20%
Black or African American	1449	100%	69%	1%	1335	98%	57%	1%
Hispanic or Latino	499	100%	68%	3%	475	95%	47%	1%
Asian or Native Hawaiian/Other Pacific Islander	50	-	-	-	35	97%	46%	0%
White	233	100%	75%	3%	284	98%	70%	5%
Multiracial								
Small Group Totals	51	100%	73%	4%				
General-Education Students	1760	100%	79%	2%	1680	99%	66%	2%
Students with Disabilities	472	99%	34%	0%	454	89%	21%	0%
English Proficient	2046	100%	73%	2%	1938	98%	60%	1%
Limited English Proficient	186	99%	36%	0%	196	88%	16%	0%
Economically Disadvantaged	2005	100%	69%	1%	1823	97%	55%	1%
Not Disadvantaged	227	100%	78%	4%	311	98%	64%	4%
Migrant								
Not Migrant	2232	100%	70%	2%	2134	97%	56%	1%

NOTES

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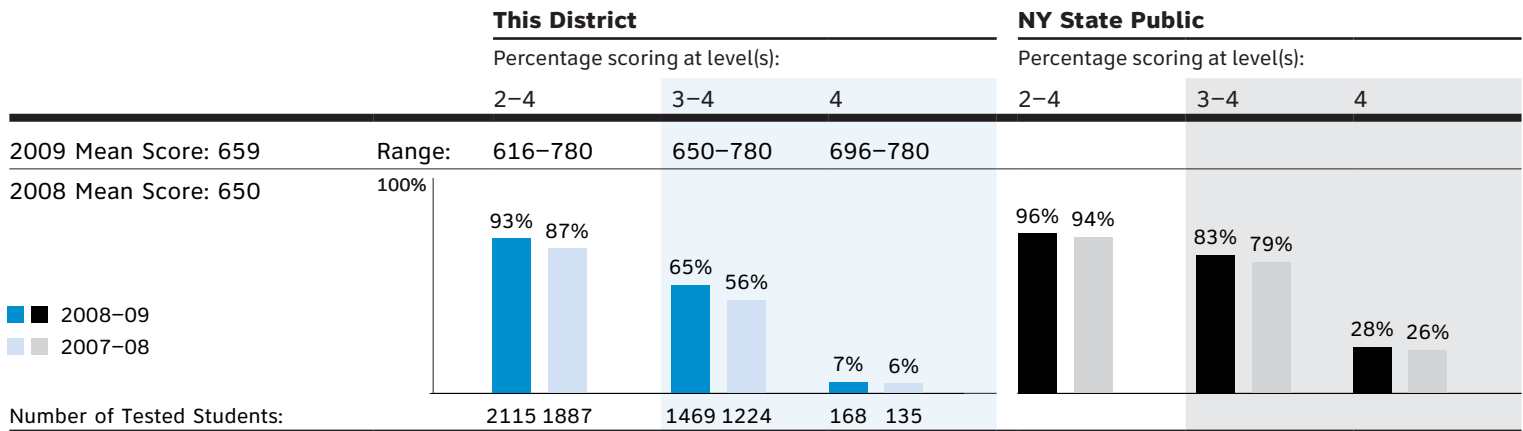
* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	14	14	10	7	28	27	18	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	29	N/A	N/A	N/A	28	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.

This District's Results in Grade 6 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 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	2276	93%	65%	7%	2173	87%	56%	6%
Female	1117	94%	67%	6%	1035	88%	57%	5%
Male	1159	92%	62%	9%	1138	86%	55%	7%
American Indian or Alaska Native	1	-	-	-	5	100%	100%	20%
Black or African American	1465	93%	62%	6%	1349	87%	57%	5%
Hispanic or Latino	511	92%	66%	9%	495	83%	48%	5%
Asian or Native Hawaiian/Other Pacific Islander	63	-	-	-	41	90%	63%	20%
White	236	94%	73%	12%	283	92%	67%	12%
Multiracial								
Small Group Totals	64	98%	72%	16%				
General-Education Students	1795	96%	72%	9%	1720	93%	64%	8%
Students with Disabilities	481	81%	37%	3%	453	65%	28%	1%
English Proficient	2058	93%	66%	8%	1937	89%	60%	7%
Limited English Proficient	218	89%	49%	6%	236	72%	29%	2%
Economically Disadvantaged	2045	93%	64%	7%	1878	87%	55%	5%
Not Disadvantaged	231	93%	73%	11%	295	88%	62%	13%
Migrant								
Not Migrant	2276	93%	65%	7%	2173	87%	56%	6%

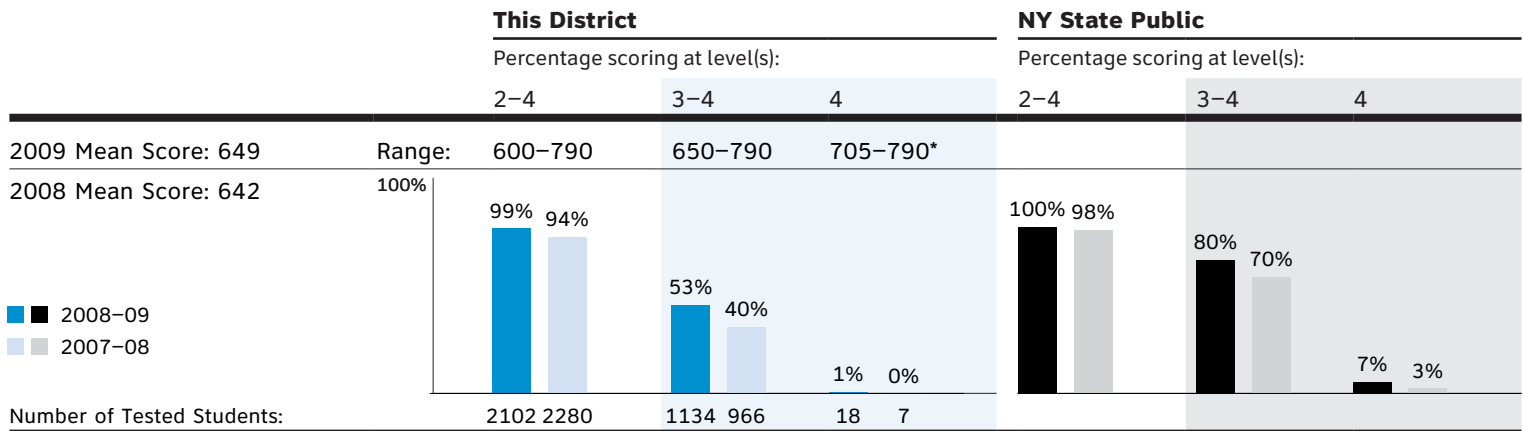
NOTES

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Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	14	14	13	8	28	27	24	15

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	2133	99%	53%	1%	2417	94%	40%	0%
Female	1003	99%	58%	1%	1161	96%	47%	0%
Male	1130	98%	49%	1%	1256	93%	34%	0%
American Indian or Alaska Native	5	100%	80%	0%	2	-	-	-
Black or African American	1354	99%	52%	0%	1604	94%	38%	0%
Hispanic or Latino	499	97%	46%	0%	529	95%	36%	0%
Asian or Native Hawaiian/Other Pacific Islander	38	92%	42%	0%	35	-	-	-
White	237	99%	75%	6%	246	96%	61%	2%
Multiracial					1	-	-	-
Small Group Totals					38	92%	58%	0%
General-Education Students	1674	99%	63%	1%	1931	98%	48%	0%
Students with Disabilities	459	96%	18%	0%	486	80%	7%	0%
English Proficient	1939	99%	57%	1%	2264	95%	42%	0%
Limited English Proficient	194	91%	14%	0%	153	82%	8%	0%
Economically Disadvantaged	1893	98%	52%	0%	1985	95%	38%	0%
Not Disadvantaged	240	99%	65%	6%	432	92%	49%	1%
Migrant								
Not Migrant	2133	99%	53%	1%	2417	94%	40%	0%

NOTES

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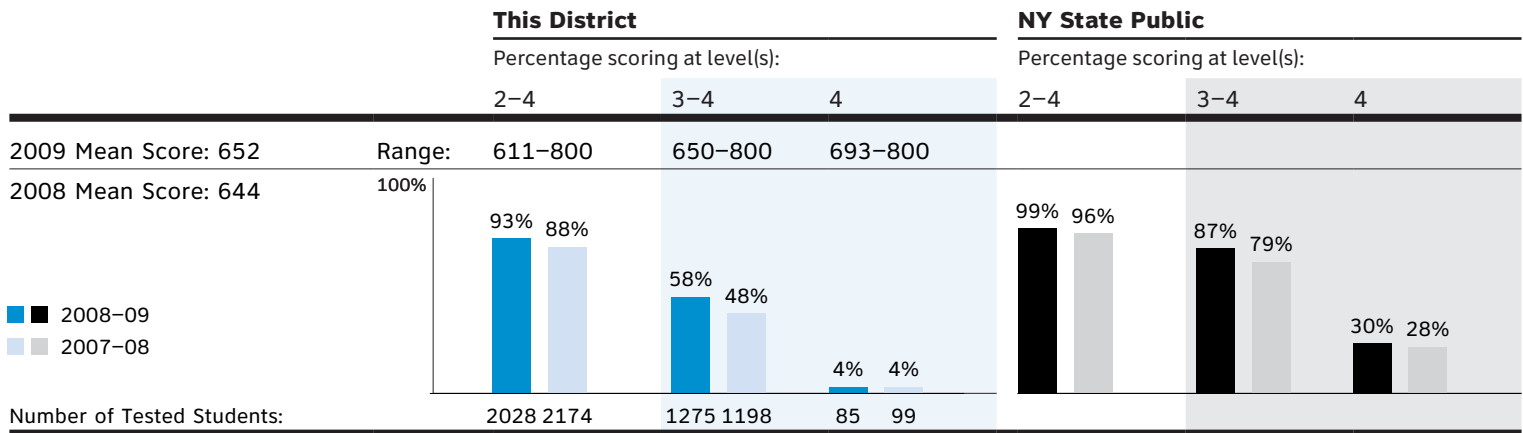
* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

Other Assessments

	2008-09 School Year				2007-08 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	27	27	21	14	38	37	25	20
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	39	N/A	N/A	N/A	33	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.

This District's Results in Grade 7 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 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	2180	93%	58%	4%	2480	88%	48%	4%
Female	1027	94%	59%	3%	1189	90%	49%	4%
Male	1153	92%	58%	4%	1291	85%	47%	4%
American Indian or Alaska Native	5	100%	100%	0%	2	-	-	-
Black or African American	1354	94%	58%	3%	1625	87%	46%	3%
Hispanic or Latino	527	93%	54%	2%	563	89%	45%	4%
Asian or Native Hawaiian/Other Pacific Islander	57	72%	44%	2%	43	-	-	-
White	237	94%	75%	13%	246	91%	71%	13%
Multiracial					1	-	-	-
Small Group Totals					46	87%	54%	7%
General-Education Students	1711	96%	66%	5%	1984	92%	55%	5%
Students with Disabilities	469	83%	32%	0%	496	71%	20%	1%
English Proficient	1936	95%	62%	4%	2290	89%	50%	4%
Limited English Proficient	244	80%	30%	0%	190	76%	24%	1%
Economically Disadvantaged	1930	93%	57%	3%	2061	88%	47%	3%
Not Disadvantaged	250	94%	68%	10%	419	88%	55%	9%
Migrant								
Not Migrant	2180	93%	58%	4%	2480	88%	48%	4%

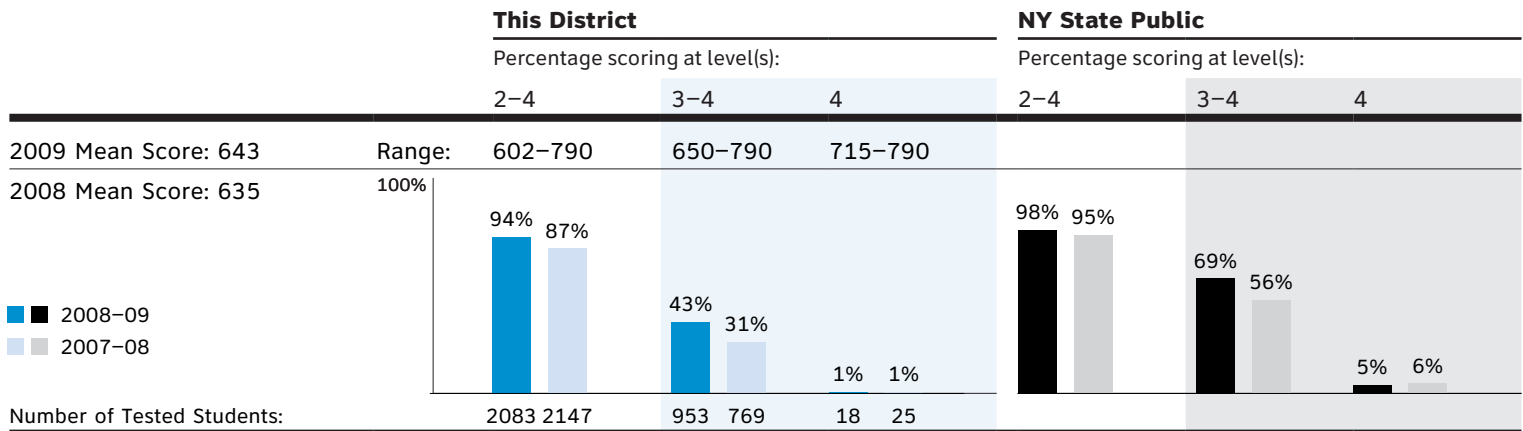
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	27	25	21	7	38	33	29	14

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2008-09 School Year				2007-08 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	2208	94%	43%	1%	2466	87%	31%	1%
Female	1089	97%	49%	1%	1221	91%	38%	1%
Male	1119	92%	37%	0%	1245	83%	25%	1%
American Indian or Alaska Native	4	-	-	-	8	88%	25%	0%
Black or African American	1441	95%	40%	0%	1672	88%	28%	0%
Hispanic or Latino	496	93%	43%	0%	503	82%	28%	1%
Asian or Native Hawaiian/Other Pacific Islander	37	81%	54%	0%	36	83%	53%	6%
White	229	95%	59%	5%	247	91%	54%	6%
Multiracial	1	-	-	-				
Small Group Totals	5	100%	60%	0%				
General-Education Students	1779	98%	51%	1%	1995	93%	37%	1%
Students with Disabilities	429	81%	10%	0%	471	63%	5%	0%
English Proficient	2043	96%	46%	1%	2328	89%	33%	1%
Limited English Proficient	165	77%	14%	0%	138	57%	5%	0%
Economically Disadvantaged	1854	94%	41%	0%	1892	88%	30%	0%
Not Disadvantaged	354	96%	56%	4%	574	85%	35%	3%
Migrant								
Not Migrant	2208	94%	43%	1%	2466	87%	31%	1%

NOTES

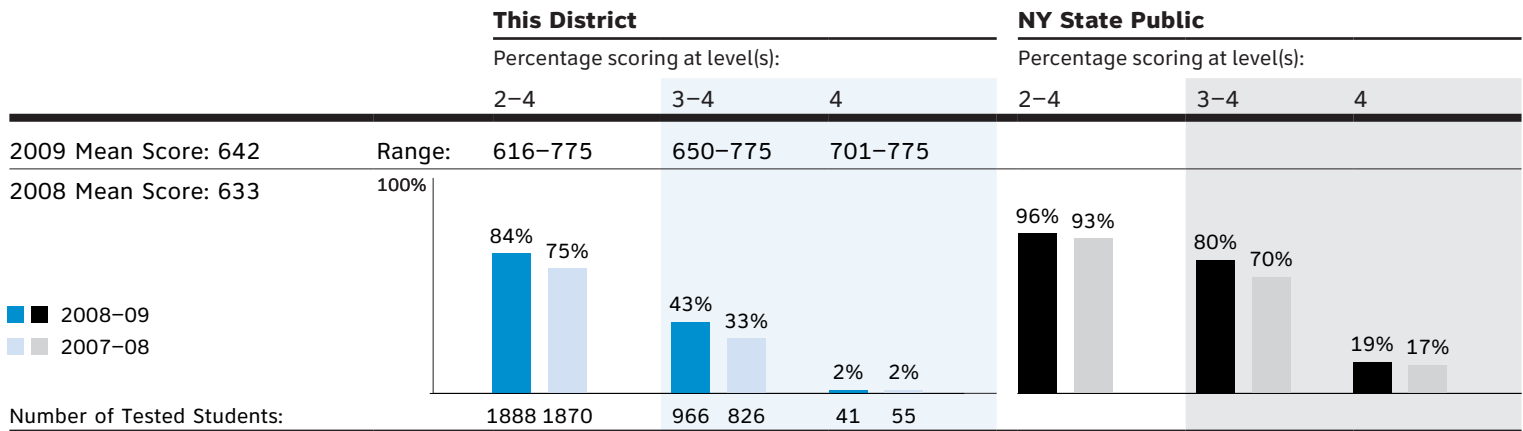
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Other Assessments

	2008-09 School Year				2007-08 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	40	40	40	30	42	39	28	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	37	N/A	N/A	N/A	28	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.

This District's Results in Grade 8 Mathematics



Results by Student Group

	2008-09 School Year				2007-08 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	2257	84%	43%	2%	2501	75%	33%	2%
Female	1117	86%	44%	2%	1235	77%	34%	2%
Male	1140	81%	42%	2%	1266	73%	32%	2%
American Indian or Alaska Native	4	-	-	-	8	88%	38%	0%
Black or African American	1457	82%	41%	1%	1678	73%	32%	2%
Hispanic or Latino	518	85%	41%	1%	524	73%	27%	1%
Asian or Native Hawaiian/Other Pacific Islander	53	-	-	-	42	79%	50%	10%
White	225	90%	62%	8%	249	86%	53%	8%
Multiracial								
Small Group Totals	57	77%	33%	4%				
General-Education Students	1816	90%	49%	2%	2013	81%	38%	3%
Students with Disabilities	441	59%	15%	0%	488	48%	11%	0%
English Proficient	2054	85%	45%	2%	2331	76%	34%	2%
Limited English Proficient	203	72%	19%	0%	170	55%	17%	2%
Economically Disadvantaged	1893	84%	42%	1%	1945	76%	32%	2%
Not Disadvantaged	364	84%	49%	5%	556	71%	35%	3%
Migrant								
Not Migrant	2257	84%	43%	2%	2501	75%	33%	2%

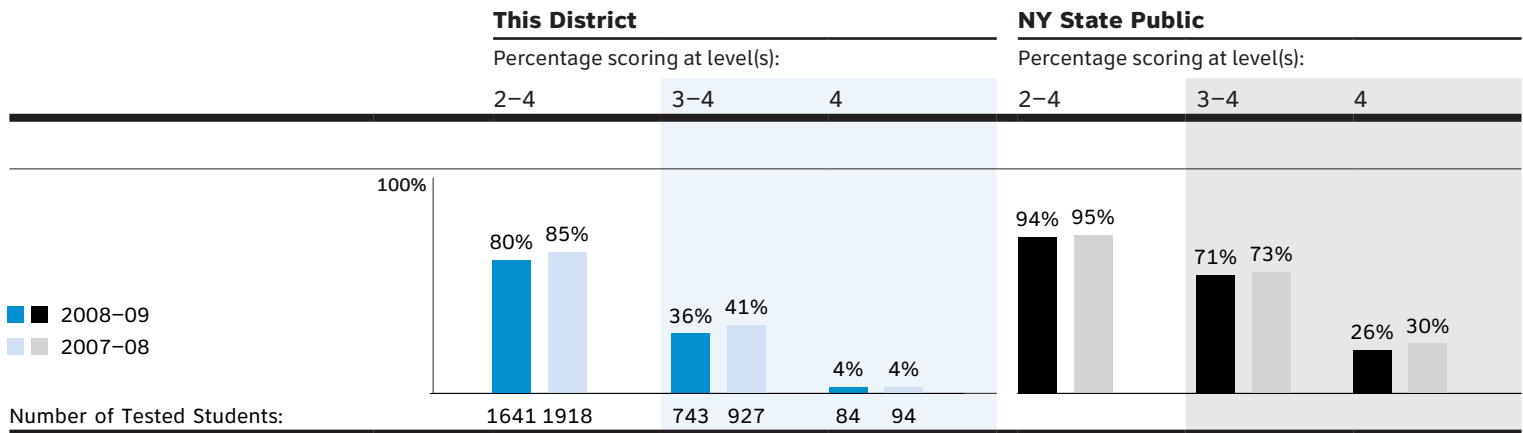
NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	40	40	35	16	42	37	30	10

This District's Results in Grade 8 Science



Results by Student Group

	2008-09 School Year				2007-08 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	1991	79%	34%	4%	2145	85%	39%	4%
Female	994	80%	33%	3%	1066	86%	39%	4%
Male	997	78%	36%	4%	1079	84%	39%	4%
American Indian or Alaska Native	3	-	-	-	6	100%	67%	0%
Black or African American	1279	78%	30%	1%	1438	85%	35%	3%
Hispanic or Latino	457	80%	32%	2%	442	82%	38%	2%
Asian or Native Hawaiian/Other Pacific Islander	48	-	-	-	39	79%	54%	8%
White	204	89%	66%	21%	220	93%	69%	16%
Multiracial								
Small Group Totals	51	51%	35%	10%				
General-Education Students	1612	85%	40%	4%	1747	88%	44%	5%
Students with Disabilities	379	55%	11%	1%	398	73%	19%	1%
English Proficient	1808	81%	37%	4%	1992	86%	41%	4%
Limited English Proficient	183	58%	12%	0%	153	71%	20%	0%
Economically Disadvantaged	1669	78%	32%	2%	1704	85%	38%	3%
Not Disadvantaged	322	82%	48%	12%	441	85%	46%	9%
Migrant								
Not Migrant	1991	79%	34%	4%	2145	85%	39%	4%

NOTES

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Other Assessments

	2008-09 School Year				2007-08 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	40	38	32	20	42	39	26	18
Regents Science	67	66	60	12	101	97	83	7

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

This District

Percentage scoring at level(s):

2-4

3-4

4

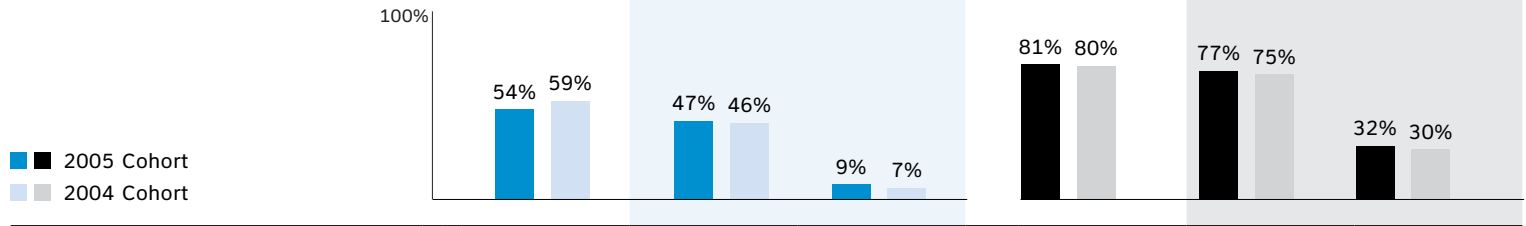
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2005 Cohort

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

2004 Cohort**

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

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	2924	54%	47%	9%	2220	59%	46%	7%
Female	1509	60%	52%	10%	1109	65%	52%	9%
Male	1415	48%	40%	7%	1111	53%	39%	6%
American Indian or Alaska Native	11	45%	45%	18%	6	-	-	-
Black or African American	2004	54%	47%	6%	1444	60%	45%	5%
Hispanic or Latino	551	51%	43%	9%	444	53%	42%	5%
Asian or Native Hawaiian/Other Pacific Islander	49	71%	69%	35%	35	71%	57%	6%
White	309	54%	50%	20%	290	61%	56%	22%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	7	86%	71%	29%	7	86%	71%	29%
General-Education Students	2432	60%	53%	10%	1844	67%	53%	9%
Students with Disabilities	492	24%	16%	0%	376	20%	11%	0%
English Proficient	2814	55%	48%	9%	2121	60%	47%	8%
Limited English Proficient	110	37%	24%	2%	99	42%	25%	1%
Economically Disadvantaged	1662	67%	58%	10%	1147	70%	54%	7%
Not Disadvantaged	1262	37%	32%	7%	1073	46%	37%	8%
Migrant	2	-	-	-	5	0%	0%	0%
Not Migrant	2922	-	-	-	2215	59%	46%	7%

NOTES

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Other Assessments

2005 Cohort

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

2004 Cohort

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

New York State Alternate Assessment (NYSAA): High School Equivalent ***

* 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.

** 2004 cohort data are those reported in the 2007-08 *Accountability and Overview Report*.

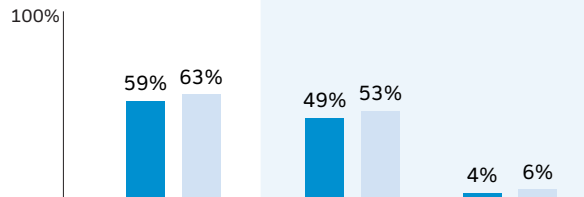
*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

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

This District

Percentage scoring at level(s):

2-4 3-4 4

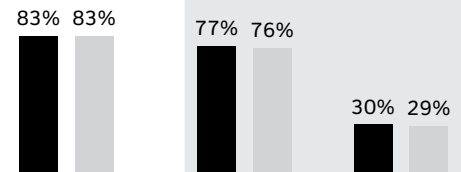


■ 2005 Cohort
■ 2004 Cohort

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2005 Cohort

Number of Students Percentage scoring at level(s):

2-4 3-4 4

2004 Cohort**

Number of Students Percentage scoring at level(s):

2-4 3-4 4

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	2924	59%	49%	4%	2220	63%	53%	6%
Female	1509	64%	53%	4%	1109	68%	58%	6%
Male	1415	53%	45%	4%	1111	58%	49%	6%
American Indian or Alaska Native	11	45%	45%	0%	6	–	–	–
Black or African American	2004	59%	48%	2%	1444	64%	52%	4%
Hispanic or Latino	551	55%	46%	2%	444	57%	50%	5%
Asian or Native Hawaiian/Other Pacific Islander	49	80%	73%	29%	35	77%	66%	20%
White	309	60%	57%	14%	290	63%	60%	18%
Multiracial	1	–	–	–	1	–	–	–
Small Group Totals	7	86%	71%	14%	7	86%	71%	14%
General-Education Students	2432	65%	55%	4%	1844	70%	60%	7%
Students with Disabilities	492	28%	19%	1%	376	28%	18%	1%
English Proficient	2814	59%	50%	4%	2121	63%	54%	6%
Limited English Proficient	110	43%	30%	0%	99	48%	34%	1%
Economically Disadvantaged	1662	73%	61%	4%	1147	75%	63%	6%
Not Disadvantaged	1262	40%	34%	4%	1073	49%	42%	6%
Migrant	2	–	–	–	5	0%	0%	0%
Not Migrant	2922	–	–	–	2215	63%	53%	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

2005 Cohort

Number of Students Number scoring at level(s):

2-4 3-4 4

2004 Cohort

Number of Students Number scoring at level(s):

2-4 3-4 4

New York State Alternate Assessment (NYSAA): High School Equivalent ***

* 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.

** 2004 cohort data are those reported in the 2007-08 *Accountability and Overview Report*.

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