



The New York State District Report Card

Accountability and Overview Report 2010 – 11

District **ROCHESTER CITY SCHOOL DISTRICT**
District ID **26-16-00-01-0000**
Superintendent **BOLGEN VARGAS**
Telephone **(585) 262-8378**
Grades **PK-12, 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 View School Accountability Status.**
This section lists all schools in your district by 2011–12 accountability status.
- 4 Review an Overview of District Performance.**
This section has information about the district's performance on state assessments in English, mathematics, and science.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@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

	2008-09	2009-10	2010-11
Pre-K	1872	1947	1981
Kindergarten	2392	2472	2502
Grade 1	2761	2678	2623
Grade 2	2634	2538	2556
Grade 3	2510	2563	2444
Grade 4	2365	2449	2508
Grade 5	2257	2307	2286
Grade 6	2266	2220	2359
Ungraded Elementary	86	0	0
Grade 7	2253	2395	2261
Grade 8	2353	2183	2282
Grade 9	3719	3523	3306
Grade 10	2745	2579	2423
Grade 11	1808	1889	1765
Grade 12	1807	1857	1961
Ungraded Secondary	176	0	3
Total K-12	32132	31653	31279

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	19	20	20
Grade 8			
English	21	22	21
Mathematics	21	22	20
Science	21	22	21
Social Studies	22	22	21
Grade 10			
English	22	22	22
Mathematics	21	21	21
Science	23	19	24
Social Studies	23	22	21

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

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	24140	75%	24933	79%	24569	79%
Reduced-Price Lunch	2257	7%	1932	6%	1664	5%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	3090	10%	3275	10%	3384	11%
Racial/Ethnic Origin						
American Indian or Alaska Native	105	0%	100	0%	88	0%
Black or African American	20798	65%	20243	64%	19761	63%
Hispanic or Latino	6969	22%	7009	22%	7136	23%
Asian or Native Hawaiian/Other Pacific Islander	744	2%	904	3%	915	3%
White	3435	11%	3277	10%	3228	10%
Multiracial	81	0%	120	0%	151	0%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate		90%		90%		90%
Student Suspensions	4668	15%	680	2%	700	2%

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

	2008-09	2009-10	2010-11
Total Number of Teachers	3152	3018	3023
Percent with No Valid Teaching Certificate	2%	1%	1%
Percent Teaching Out of Certification	5%	5%	5%
Percent with Fewer Than Three Years of Experience	9%	6%	5%
Percentage with Master's Degree Plus 30 Hours or Doctorate	14%	15%	14%
Total Number of Core Classes	7127	6752	6090
Percent Not Taught by Highly Qualified Teachers in This District	7%	3%	4%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	9210	9118	9058
Percent Taught by Teachers Without Appropriate Certification	7%	5%	5%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	21%	30%	28%
Turnover Rate of All Teachers	16%	22%	23%

Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	552	427	409
Total Paraprofessionals*	697	776	474
Assistant Principals	107	45	111
Principals	59	65	66

* 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. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

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 2010–11, 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.p12.nysed.gov/irs/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 2010–11 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 2007 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 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

12th Graders

The count of 12th graders enrolled during the 2010–11 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2007 Cohort

The count of students in the 2007 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 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, 2011, are not included in the 2007 school accountability cohort. The 2007 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 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.)

Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

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 is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make 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.p12.nysed.gov/irs.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at www.p12.nysed.gov/irs.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.

Useful Terms for Understanding Accountability (continued)

Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2010–11, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2009–10 and 2010–11 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

Performance Index (PI)

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

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

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

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

A list of tests used to measure student performance for accountability is available at www.p12.nysed.gov/irs.

Progress Targets

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

Science: The current year’s Science Progress Target is calculated by adding one point to the previous year’s Performance Index (PI). Example: The 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year’s graduation-rate cohort and the state standard. Example: The 2010–11 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}) \times 0.20] + \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}$.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2010–11 safe harbor targets are calculated using the following equation:
2009–10 PI + (200 – the 2009–10 PI) × 0.10

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “*” symbol after the 2010–11 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2010–11, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

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.p12.nysed.gov/irs/accountability/>.

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 (2011–12)

▲ Improvement (Year 9)

ELA ▲ Improvement (Year 9) Science ▲ Good Standing

Math ▲ Improvement (Year 1) Graduation Rate ▲ Improvement (Year 5)

Title I Part A Funding

Years the District Received Title I Part A Funding

2009–10	2010–11	2011–12
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	✗	✗	✗	✗	✗	✗
Limited English Proficient	✗	✗	✗	✗	✗	✗
Economically Disadvantaged	✗	✗	✗	✗	✗	✗
Student groups making AYP in each subject	✗ 3 of 10	✗ 3 of 10	✓ 1 of 1	✗ 0 of 8	✗ 1 of 8	✗ 0 of 1

AYP Status


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

Accountability Status Levels

- | Federal | State |
|---------------------------------------|------------------------------------------------|
| Good Standing ▲ | Good Standing ■ |
| Improvement (Year 1) ▲ | Requiring Academic Progress (Year 1) ■ |
| Improvement (Year 2) ▲ | Requiring Academic Progress (Year 2) ■ |
| Improvement (Year 3) ▲ | Requiring Academic Progress (Year 3) ■ |
| Improvement (Year 4) ▲ | Requiring Academic Progress (Year 4) ■ |
| Improvement (Year 5 & Above) ▲ | Requiring Academic Progress (Year 5 & Above) ■ |
| Pending – Requires Special Evaluation | |

Elementary/Middle-Level English Language Arts






























Accountability Status  Improvement (Year 9)
for This Subject
(2011–12)

Accountability Measures 3 of 10 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 2011-12, the district will be In Need of Improvement (Year 10) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 9) in 2012-13. [210]

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

Student Group (Total: Continuous Enrollment)	AYP Status	Participation		Test Performance		Performance Objectives		
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (14092:13177)			99%		101	121	110	111
Ethnicity								
American Indian or Alaska Native (34:31)		—	—		113	105		
Black or African American (8844:8397)			99%		99	121	109	109
Hispanic or Latino (3319:3020)			98%		95	120	105	106
Asian or Native Hawaiian/Other Pacific Islander (409:336)			99%		94	116	104	105
White (1454:1363)			99%		123	119		
Multiracial (32:30)		—	—		117	105		
Other Groups								
Students with Disabilities (2969:2900)			98%		63	120	72	77
Limited English Proficient (1672:1726)			97%		69	119	83	82
Economically Disadvantaged (12845:12020)			99%		98	121	107	108
Final AYP Determination	 3 of 10							
Non-Accountability Groups								
Female (6839:6419)			99%		107	121		
Male (7253:6758)			99%		95	121		
Migrant (0:0)								


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.






























Elementary/Middle-Level Mathematics

Accountability Status  Improvement (Year 1)
for This Subject
(2011–12)

Accountability Measures 3 of 10 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status To be removed from improvement status in mathematics, 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 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (14110:13260)			98%		109	136	116	118
Ethnicity								
American Indian or Alaska Native (34:31)		—	—		139	120		
Black or African American (8848:8395)			99%		106	136	113	115
Hispanic or Latino (3329:3063)			97%		105	135	115	115
Asian or Native Hawaiian/Other Pacific Islander (413:376)			98%		118	131	124	126
White (1454:1364)			99%		134	134		
Multiracial (32:31)		—	—		126	120		
Other Groups								
Students with Disabilities (2973:2905)			97%		80	135	88	92
Limited English Proficient (1688:1841)			96%		88	134	101	99
Economically Disadvantaged (12858:12110)			99%		106	136	115	115
Final AYP Determination	 3 of 10							
Non-Accountability Groups								
Female (6847:6454)			99%		109	136		
Male (7263:6806)			98%		109	136		
Migrant (0:0)								

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.



















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2011–12)

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

Prospective Status This district will be in good standing in 2012-13. [201]

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives		
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2010–11	2011–12
Accountability Groups									
All Students (4810:4334)		Qualified		95%		139	100		
Ethnicity									
American Indian or Alaska Native (10:9)	–	–	–	–	–	–	–		–
Black or African American (3021:2743)		Qualified		95%		138	100		
Hispanic or Latino (1146:1010)		Qualified		93%		134	100		
Asian or Native Hawaiian/Other Pacific Islander (140:123)		Qualified		94%		141	100		
White (488:444)		Qualified		95%		162	100		
Multiracial (5:5)	–	–	–	–	–	–	–		–
Other Groups									
Students with Disabilities (1018:929)		Qualified		92%		115	100		
Limited English Proficient (570:574)		Qualified		92%		119	100		
Economically Disadvantaged (4374:3951)		Qualified		95%		137	100		
Final AYP Determination		1 of 1							
Non-Accountability Groups									
Female (2388:2172)				95%		140	100		
Male (2422:2162)				94%		139	100		
Migrant (0:0)									


Symbols

-  Made AYP
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Secondary-Level English Language Arts


























Accountability Status  Improvement (Year 9)
for This Subject
(2011–12)

Accountability Measures 0 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 2011-12, the district will be In Need of Improvement (Year 10) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 9) in 2012-13. [210]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (2023:2166)			96%		145	181	155‡	151
Ethnicity								
American Indian or Alaska Native (3:5)	–	–	–	–	–	–	–	–
Black or African American (1338:1460)			97%		145	180	154‡	151
Hispanic or Latino (394:419)			97%		140	178	149‡	146
Asian or Native Hawaiian/Other Pacific Islander (60:64)			98%		138	171	163‡	144
White (432:216)			92%		160	175	163	164
Multiracial (2:2)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (523:420)			88%		85	178	99‡	97
Limited English Proficient (128:144)			96%		94	174	115‡	105
Economically Disadvantaged (1359:1649)			98%		145	180	156‡	151
Final AYP Determination	 0 of 8							
Non-Accountability Groups								
Female (1082:1103)			98%		157	180		
Male (941:1063)			95%		134	180		
Migrant (0:0)								


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Secondary-Level Mathematics


























Accountability Status  Improvement (Year 1)
for This Subject
(2011–12)

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

Prospective Status

To be removed from improvement status in mathematics, 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 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [206]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (2023:2166)			95%		148	178	157 [‡]	153
Ethnicity								
American Indian or Alaska Native (3:5)	–	–	–	–	–	–	–	–
Black or African American (1338:1460)			96%		147	177	157 [‡]	152
Hispanic or Latino (394:419)			95%		143	175	156 [‡]	149
Asian or Native Hawaiian/Other Pacific Islander (60:64)			98%		169	168		
White (432:216)			89%		152	172	158	157
Multiracial (2:2)	–	–	–	–	–	–	–	–
Other Groups								
Students with Disabilities (523:420)			88%		86	175	106 [‡]	97
Limited English Proficient (128:144)			97%		133	171	137 [‡]	140
Economically Disadvantaged (1359:1649)			96%		148	177	160 [‡]	153
Final AYP Determination	 1 of 8							
Non-Accountability Groups								
Female (1082:1103)			96%		154	177		
Male (1807:1063)			95%		141	177		
Migrant (0:0)								


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.











Graduation Rate

Accountability Status for This Indicator (2011–12)  Improvement (Year 5)



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

Prospective Status To be removed from improvement status in graduation rate, this district must make AYP in this measure for two consecutive years. If this district fails to make AYP in 2011-12, the district will be In Need of Improvement (Year 6) in 2012-13. If this district makes AYP in 2011-12, the district will remain In Need of Improvement (Year 5) in 2012-13. [215]

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

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
Accountability Groups					
All Students (2673)			51%	80%	53%
Ethnicity					
American Indian or Alaska Native (9)		—	—	—	
Black or African American (1771)			50%	80%	52%
Hispanic or Latino (527)			47%	80%	50%
Asian or Native Hawaiian/Other Pacific Islander (68)			63%	80%	74%
White (296)			58%	80%	56%
Multiracial (2)		—	—	—	
Other Groups					
Students with Disabilities (549)			23%	80%	32%
Limited English Proficient (179)			35%	80%	43%
Economically Disadvantaged (1803)			57%	80%	61%
Final AYP Determination	 0 of 1				
Non-Accountability Groups					
Female (1352)			56%	80%	
Male (1321)			45%	80%	
Migrant (0)					

Symbols

-  Made AYP
-  Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2006 total cohort through June 2011 (after 5 years) for this district is **55%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

2011–12 Accountability Status of Schools in Your District

This section lists all schools in your district by 2011–12 accountability status.

In Good Standing

23 schools identified 36% of total

BENJAMIN FRANKLIN MONTESSORI SCHOOL
 DR WALTER COOPER ACADEMY
 INTEGRATED ARTS AND TECHNOLOGY HIGH SCHOOL
 ROBERT BROWN SCHOOL OF CONSTRUCTION AND DESIGN
 ROCHESTER EARLY COLLEGE INTERNATIONAL HIGH SCHOOL
 ROCHESTER SCIENCE, TECHNOLOGY, ENGINEERING AND MATH HIGH SCHOOL
 SCHOOL 1-MARTIN B ANDERSON
 SCHOOL 19-DR CHARLES T LUNSFORD
 SCHOOL 2-CLARA BARTON
 SCHOOL 23-FRANCIS PARKER
 SCHOOL 25-NATHANIEL HAWTHORNE
 SCHOOL 33-AUDUBON
 SCHOOL 35-PINNACLE
 SCHOOL 4-GEORGE MATHER FORBES
 SCHOOL 43-THEODORE ROOSEVELT
 SCHOOL 52-FRANK FOWLER DOW
 SCHOOL 54-FLOWER CITY COMMUNITY SCHOOL
 SCHOOL 57-EARLY CHILDHOOD SCHOOL
 SCHOOL 58-WORLD OF INQUIRY SCHOOL
 SCHOOL FOR BUSINESS, FINANCE AND ENTREPRENEURSHIP AT EDISON
 SCHOOL OF IMAGING AND INFORMATION TECHNOLOGY AT EDISON
 SCHOOL OF THE ARTS
 VANGUARD COLLEGIATE HIGH SCHOOL

Improvement (year 1) Focused

3 schools identified 5% of total

SCHOOL 12-JAMES P B DUFFY
 SCHOOL 46-CHARLES CARROLL
 SCHOOL 7-VIRGIL GRISSOM

Improvement (year 1) Comprehensive

10 schools identified 16% of total

SCHOOL 14-CHESTER DEWEY
 SCHOOL 15-CHILDREN'S SCHOOL OF ROCHESTER (THE)
 SCHOOL 20-HENRY LOMB SCHOOL
 SCHOOL 22-LINCOLN SCHOOL
 SCHOOL 29-ADLAI E STEVENSON
 SCHOOL 3-NATHANIEL ROCHESTER
 SCHOOL 30-GENERAL ELWELL S OTIS
 SCHOOL 36-HENRY W LONGFELLOW
 SCHOOL 39-ANDREW J TOWNSON
 SCHOOL 6-DAG HAMMARSKJOLD

Improvement (year 2) Focused

1 school identified 2% of total

SCHOOL 50-HELEN BARRETT MONTGOMERY

Improvement (year 2) Comprehensive

7 schools identified 11% of total

2011–12 Accountability Status of Schools in Your District (Continued)

Improvement (year 2) Comprehensive (continued)

DR FREDDIE THOMAS HIGH SCHOOL
 JOSEPH C WILSON FOUNDATION ACADEMY
 NORTHWEST COLLEGE PREPARATORY HIGH SCHOOL
 SCHOOL 34-DR LOUIS A CERULLI
 SCHOOL 41-KODAK PARK
 SCHOOL 44-LINCOLN PARK
 SCHOOL 8-ROBERTO CLEMENTE

Corrective Action (year 1) Comprehensive

4 schools identified 6% of total
 NORTHEAST COLLEGE PREPARATORY HIGH SCHOOL
 SCHOOL 17-ENRICO FERMI
 SCHOOL 5-JOHN WILLIAMS
 SCHOOL WITHOUT WALLS

Corrective Action (year 2) Comprehensive

4 schools identified 6% of total
 SCHOOL 16-JOHN WALTON SPENCER
 SCHOOL 28-HENRY HUDSON
 SCHOOL 42-ABELARD REYNOLDS
 SKILLED TRADES AT EDISON

Restructuring (year 1) Comprehensive

3 schools identified 5% of total
 GLOBAL MEDIA ARTS HS AT FRANKLIN
 INTERNATIONAL FINANCE & ECONOMIC DEVELOPMENT HS AT FRANKLIN
 SCHOOL OF ENGINEERING AND MANUFACTURING AT EDISON

Restructuring (year 2) Comprehensive

1 school identified 2% of total
 BIOSCIENCE & HEALTH CAREER HS AT FRANKLIN

Restructuring (advanced) Comprehensive

8 schools identified 13% of total
 CHARLOTTE HIGH SCHOOL
 EAST HIGH SCHOOL
 JAMES MONROE HIGH SCHOOL
 JOHN MARSHALL HIGH SCHOOL
 JOSEPH C WILSON MAGNET HIGH SCHOOL
 SCHOOL 45-MARY MCLEOD BETHUNE
 SCHOOL 9-DR MARTIN LUTHER KING JR
 THOMAS JEFFERSON HIGH SCHOOL

4 Overview of District Performance

District **ROCHESTER CITY SCHOOL DISTRICT**

District ID **26-16-00-01-0000**

Summary of 2010–11 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	24%			2365
Grade 4	29%			2430
Grade 5	26%			2249
Grade 6	29%			2195
Grade 7	21%			2137
Grade 8	17%			2164

Mathematics			
Grade 3	29%		2395
Grade 4	32%		2464
Grade 5	33%		2287
Grade 6	34%		2230
Grade 7	30%		2165
Grade 8	20%		2188

Science			
Grade 4	72%		2447
Grade 8	30%		2021

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	55%			2873
Mathematics	55%			2873

About the Performance Level Descriptors

English Language Arts

Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this 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.p12.nysed.gov/irs.

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

This District's N/RC Category:

Large Cities

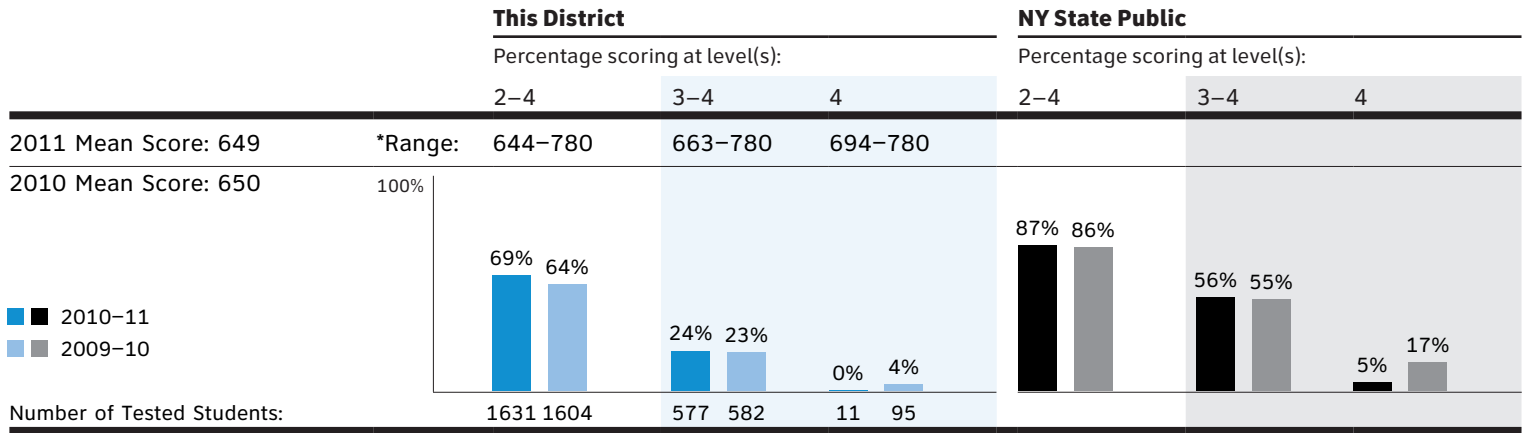
This is one of the large city school districts; Buffalo, Rochester, Syracuse, or Yonkers. All these districts have high student needs relative to district resource capacity.

4 Overview of District Performance

District **ROCHESTER CITY SCHOOL DISTRICT**

District ID **26-16-00-01-0000**

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	2365	69%	24%	0%	2489	64%	23%	4%
Female	1109	72%	27%	1%	1243	68%	25%	4%
Male	1256	66%	22%	0%	1246	61%	22%	3%
American Indian or Alaska Native	5	60%	20%	0%	11	-	-	-
Black or African American	1501	69%	23%	0%	1618	64%	22%	3%
Hispanic or Latino	539	66%	22%	0%	531	63%	20%	2%
Asian or Native Hawaiian/Other Pacific Islander	58	64%	26%	0%	49	67%	27%	4%
White	241	76%	34%	2%	279	69%	35%	11%
Multiracial	21	76%	43%	0%	1	-	-	-
Small Group Totals					12	75%	33%	0%
General-Education Students	1938	76%	28%	1%	1994	72%	27%	5%
Students with Disabilities	427	37%	8%	0%	495	34%	7%	1%
English Proficient	2085	71%	26%	1%	2201	67%	25%	4%
Limited English Proficient	280	51%	10%	0%	288	48%	11%	1%
Economically Disadvantaged	2186	68%	23%	0%	2301	63%	21%	3%
Not Disadvantaged	179	83%	45%	4%	188	84%	52%	19%
Migrant								
Not Migrant	2365	69%	24%	0%	2489	64%	23%	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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	26	25	22	17	21	19	14	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	28	N/A	N/A	N/A	32	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	29	N/A	N/A	N/A	31	N/A	N/A	N/A

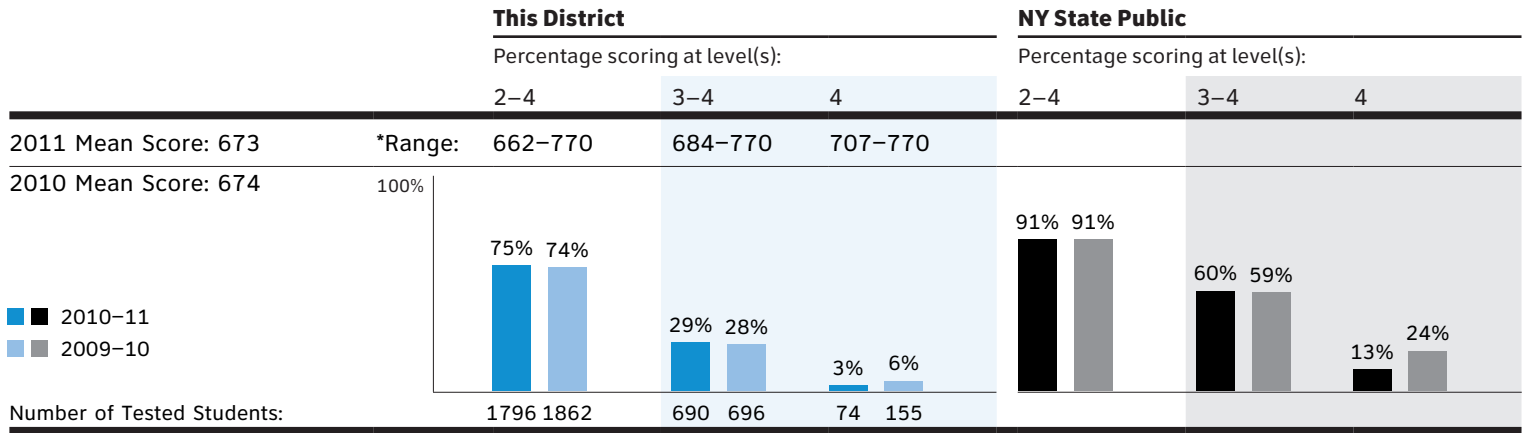
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **ROCHESTER CITY SCHOOL DISTRICT**

District ID **26-16-00-01-0000**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	2395	75%	29%	3%	2517	74%	28%	6%
Female	1124	74%	26%	2%	1256	73%	27%	6%
Male	1271	76%	31%	4%	1261	75%	28%	6%
American Indian or Alaska Native	5	80%	40%	20%	11	-	-	-
Black or African American	1507	76%	28%	3%	1618	73%	25%	5%
Hispanic or Latino	552	72%	23%	2%	545	73%	27%	6%
Asian or Native Hawaiian/Other Pacific Islander	67	73%	36%	3%	59	71%	34%	12%
White	242	77%	40%	7%	283	81%	43%	12%
Multiracial	22	77%	50%	5%	1	-	-	-
Small Group Totals					12	83%	33%	17%
General-Education Students	1963	79%	31%	4%	2019	79%	31%	7%
Students with Disabilities	432	56%	19%	1%	498	55%	14%	4%
English Proficient	2087	77%	31%	3%	2197	76%	30%	7%
Limited English Proficient	308	62%	15%	0%	320	59%	14%	3%
Economically Disadvantaged	2217	74%	27%	2%	2326	73%	26%	5%
Not Disadvantaged	178	84%	51%	14%	191	85%	51%	20%
Migrant								
Not Migrant	2395	75%	29%	3%	2517	74%	28%	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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	26	26	25	16	21	21	18	6

4 Overview of District Performance

District **ROCHESTER CITY SCHOOL DISTRICT**

District ID **26-16-00-01-0000**

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 655	*Range: 637-775	671-775	722-775			
2010 Mean Score: 656						
Number of Tested Students:	1962	1951	703	724	10	26

Results by Student Group

	2010-11 School Year				2009-10 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	2430	81%	29%	0%	2409	81%	30%	1%
Female	1206	85%	32%	1%	1179	85%	32%	1%
Male	1224	77%	26%	0%	1230	77%	28%	1%
American Indian or Alaska Native	9	-	-	-	5	100%	0%	0%
Black or African American	1582	81%	26%	0%	1558	81%	28%	1%
Hispanic or Latino	520	79%	28%	0%	523	80%	26%	0%
Asian or Native Hawaiian/Other Pacific Islander	54	76%	35%	0%	56	68%	30%	0%
White	261	82%	45%	3%	267	86%	48%	6%
Multiracial	4	-	-	-				
Small Group Totals	13	77%	31%	0%				
General-Education Students	1951	87%	34%	1%	1959	87%	34%	1%
Students with Disabilities	479	56%	9%	0%	450	54%	12%	0%
English Proficient	2155	83%	31%	0%	2148	83%	33%	1%
Limited English Proficient	275	60%	11%	0%	261	65%	10%	0%
Economically Disadvantaged	2260	80%	27%	0%	2198	81%	28%	1%
Not Disadvantaged	170	89%	59%	5%	211	86%	50%	5%
Migrant								
Not Migrant	2430	81%	29%	0%	2409	81%	30%	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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	25	25	23	10	32	32	22	13
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	37	N/A	N/A	N/A	26	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	38	N/A	N/A	N/A	24	N/A	N/A	N/A

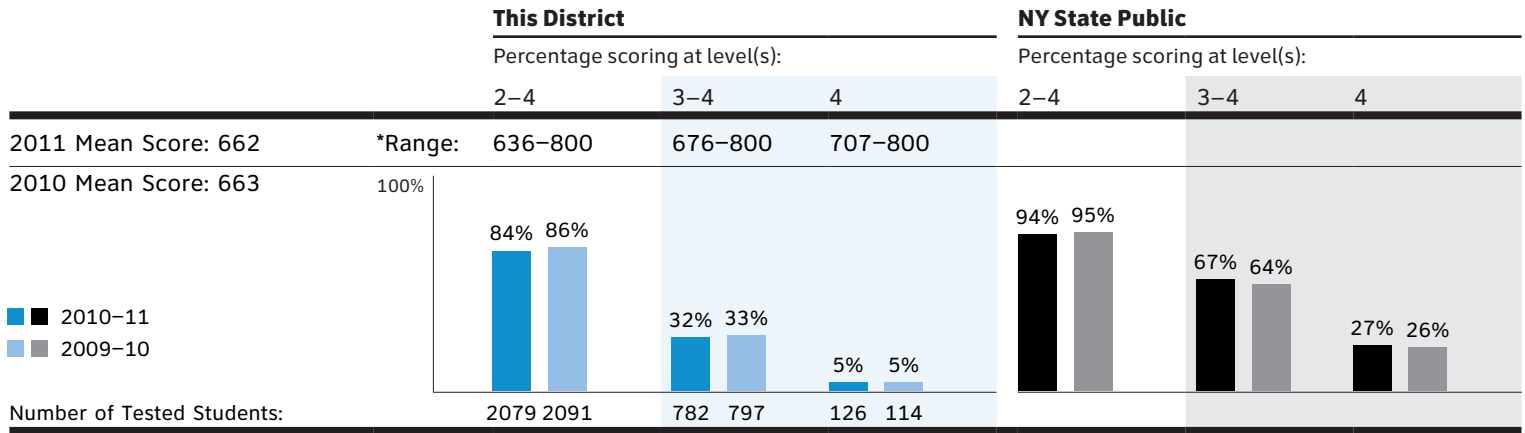
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **ROCHESTER CITY SCHOOL DISTRICT**

District ID **26-16-00-01-0000**

This District's Results in Grade 4 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	2464	84%	32%	5%	2431	86%	33%	5%
Female	1227	85%	31%	5%	1189	87%	31%	5%
Male	1237	83%	32%	5%	1242	85%	34%	4%
American Indian or Alaska Native	9	-	-	-	5	100%	60%	0%
Black or African American	1588	85%	29%	3%	1559	85%	31%	4%
Hispanic or Latino	540	81%	32%	5%	537	85%	29%	4%
Asian or Native Hawaiian/Other Pacific Islander	63	92%	38%	10%	63	94%	41%	6%
White	260	87%	47%	15%	267	90%	46%	9%
Multiracial	4	-	-	-				
Small Group Totals	13	85%	31%	8%				
General-Education Students	1982	89%	36%	6%	1982	90%	37%	5%
Students with Disabilities	482	64%	15%	1%	449	69%	15%	3%
English Proficient	2152	86%	35%	6%	2146	87%	35%	5%
Limited English Proficient	312	72%	12%	1%	285	78%	15%	2%
Economically Disadvantaged	2295	84%	30%	4%	2219	86%	32%	4%
Not Disadvantaged	169	91%	58%	21%	212	87%	46%	13%
Migrant								
Not Migrant	2464	84%	32%	5%	2431	86%	33%	5%

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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

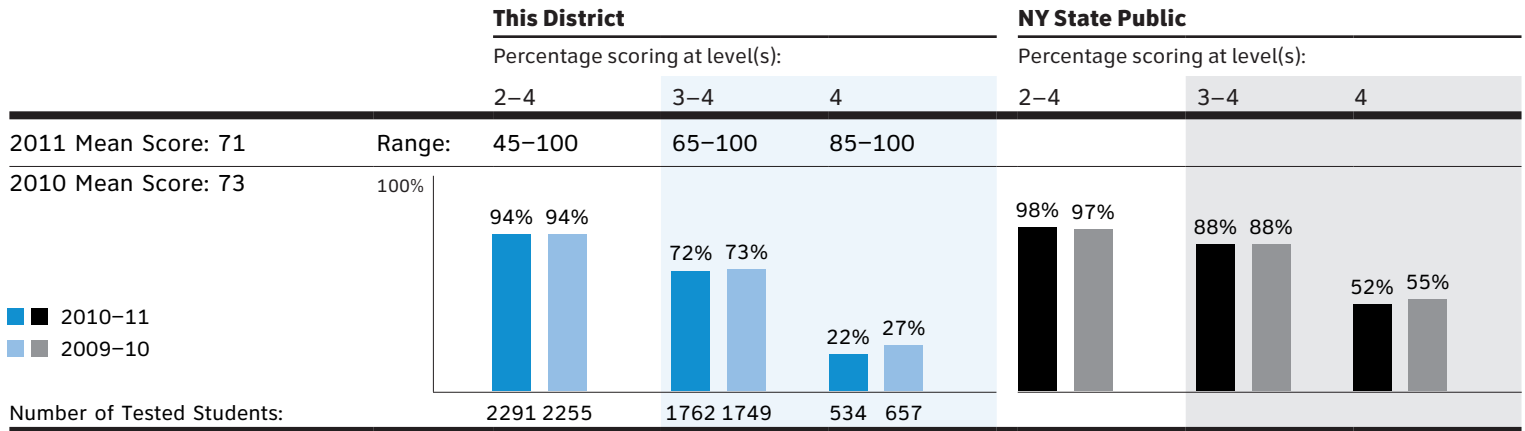
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	25	24	20	6	32	32	25	6

4 Overview of District Performance

District **ROCHESTER CITY SCHOOL DISTRICT**

District ID **26-16-00-01-0000**

This District's Results in Grade 4 Science



Results by Student Group

	2010-11 School Year				2009-10 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	2447	94%	72%	22%	2402	94%	73%	27%
Female	1221	94%	72%	20%	1179	93%	72%	26%
Male	1226	93%	72%	23%	1223	94%	73%	28%
American Indian or Alaska Native	9	-	-	-	5	100%	60%	20%
Black or African American	1586	94%	71%	20%	1539	94%	72%	26%
Hispanic or Latino	533	93%	70%	19%	530	93%	68%	24%
Asian or Native Hawaiian/Other Pacific Islander	58	98%	91%	31%	62	98%	81%	35%
White	257	95%	79%	38%	266	94%	83%	41%
Multiracial	4	-	-	-				
Small Group Totals	13	92%	77%	15%				
General-Education Students	1974	95%	75%	24%	1967	95%	75%	30%
Students with Disabilities	473	88%	59%	12%	435	89%	62%	17%
English Proficient	2147	94%	74%	24%	2119	94%	75%	29%
Limited English Proficient	300	89%	56%	7%	283	91%	55%	12%
Economically Disadvantaged	2278	93%	71%	20%	2192	94%	72%	26%
Not Disadvantaged	169	98%	83%	48%	210	94%	82%	42%
Migrant								
Not Migrant	2447	94%	72%	22%	2402	94%	73%	27%

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

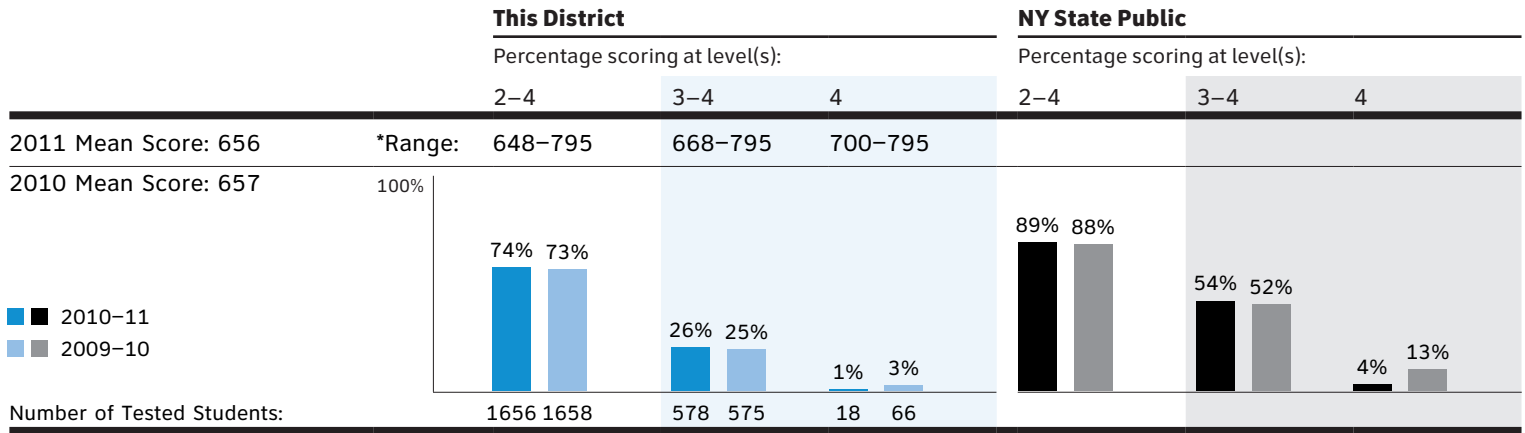
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	25	24	24	19	32	32	31	20

4 Overview of District Performance

District **ROCHESTER CITY SCHOOL DISTRICT**

District ID **26-16-00-01-0000**

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	2249	74%	26%	1%	2260	73%	25%	3%
Female	1108	77%	27%	1%	1084	78%	29%	4%
Male	1141	71%	24%	1%	1176	69%	22%	2%
American Indian or Alaska Native	4	-	-	-	10	-	-	-
Black or African American	1461	74%	24%	0%	1474	75%	25%	2%
Hispanic or Latino	491	70%	23%	0%	494	68%	23%	2%
Asian or Native Hawaiian/Other Pacific Islander	56	70%	36%	4%	52	67%	37%	8%
White	236	81%	41%	3%	229	78%	34%	7%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	5	80%	20%	0%	11	73%	18%	0%
General-Education Students	1821	81%	30%	1%	1776	82%	30%	4%
Students with Disabilities	428	43%	7%	0%	484	42%	8%	0%
English Proficient	2041	76%	28%	1%	2009	77%	28%	3%
Limited English Proficient	208	46%	6%	0%	251	47%	6%	0%
Economically Disadvantaged	2059	73%	24%	1%	2097	73%	24%	2%
Not Disadvantaged	190	78%	47%	3%	163	77%	39%	13%
Migrant								
Not Migrant	2249	74%	26%	1%	2260	73%	25%	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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	34	34	28	11	29	29	23	9
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	33	N/A	N/A	N/A	33	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	34	N/A	N/A	N/A	33	N/A	N/A	N/A

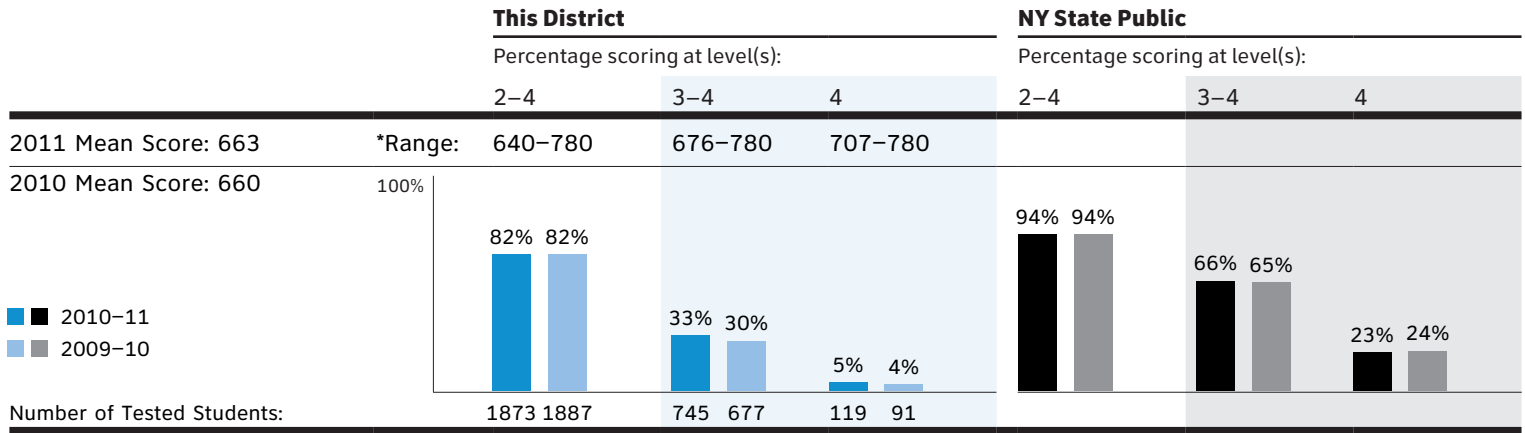
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **ROCHESTER CITY SCHOOL DISTRICT**

District ID **26-16-00-01-0000**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	2287	82%	33%	5%	2294	82%	30%	4%
Female	1123	83%	32%	5%	1101	83%	29%	3%
Male	1164	81%	34%	5%	1193	82%	30%	5%
American Indian or Alaska Native	4	-	-	-	10	-	-	-
Black or African American	1467	82%	30%	4%	1480	81%	28%	3%
Hispanic or Latino	512	79%	30%	3%	510	83%	27%	4%
Asian or Native Hawaiian/Other Pacific Islander	63	79%	41%	6%	61	85%	36%	11%
White	240	90%	50%	19%	232	87%	42%	11%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	5	100%	60%	0%	11	82%	45%	0%
General-Education Students	1850	86%	36%	6%	1807	87%	34%	5%
Students with Disabilities	437	63%	18%	3%	487	63%	14%	2%
English Proficient	2045	84%	35%	6%	2008	84%	32%	4%
Limited English Proficient	242	63%	14%	1%	286	70%	13%	1%
Economically Disadvantaged	2095	81%	31%	4%	2131	82%	28%	3%
Not Disadvantaged	192	86%	49%	15%	163	81%	44%	12%
Migrant								
Not Migrant	2287	82%	33%	5%	2294	82%	30%	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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	34	34	31	18	29	28	26	15

4 Overview of District Performance

District **ROCHESTER CITY SCHOOL DISTRICT**

District ID **26-16-00-01-0000**

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
2011 Mean Score: 653	*Range: 644-785	662-785	694-785			
2010 Mean Score: 654						
Number of Tested Students:	1710	1728	646	698	10	29

Results by Student Group

	2010-11 School Year				2009-10 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	2195	78%	29%	0%	2186	79%	32%	1%
Female	1050	80%	31%	1%	1066	81%	33%	2%
Male	1145	76%	28%	0%	1120	77%	31%	1%
American Indian or Alaska Native	10	-	-	-	6	100%	17%	0%
Black or African American	1426	80%	28%	0%	1376	80%	30%	1%
Hispanic or Latino	482	72%	26%	0%	513	74%	29%	1%
Asian or Native Hawaiian/Other Pacific Islander	58	57%	33%	2%	54	72%	39%	4%
White	216	85%	46%	2%	237	86%	47%	5%
Multiracial	3	-	-	-				
Small Group Totals	13	85%	31%	0%				
General-Education Students	1740	85%	35%	1%	1709	88%	39%	2%
Students with Disabilities	455	52%	9%	0%	477	46%	8%	0%
English Proficient	1953	82%	33%	1%	1971	82%	35%	1%
Limited English Proficient	242	42%	4%	0%	215	50%	7%	0%
Economically Disadvantaged	2011	78%	28%	0%	1988	78%	30%	1%
Not Disadvantaged	184	81%	49%	3%	198	89%	52%	5%
Migrant								
Not Migrant	2195	78%	29%	0%	2186	79%	32%	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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	34	33	24	17	28	27	22	12
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	33	N/A	N/A	N/A	33	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	33	N/A	N/A	N/A	32	N/A	N/A	N/A

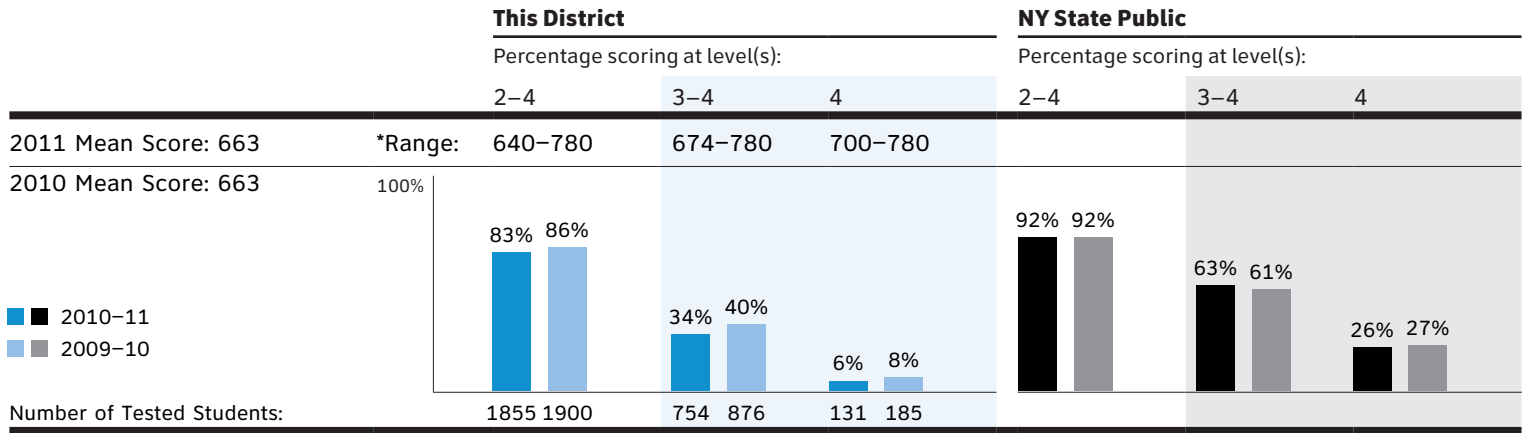
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **ROCHESTER CITY SCHOOL DISTRICT**

District ID **26-16-00-01-0000**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	2230	83%	34%	6%	2214	86%	40%	8%
Female	1068	83%	34%	6%	1074	87%	39%	8%
Male	1162	83%	34%	6%	1140	85%	40%	8%
American Indian or Alaska Native	10	-	-	-	6	83%	50%	17%
Black or African American	1432	84%	32%	3%	1376	85%	37%	7%
Hispanic or Latino	499	78%	31%	5%	520	87%	40%	8%
Asian or Native Hawaiian/Other Pacific Islander	69	84%	45%	10%	70	87%	47%	14%
White	217	91%	52%	25%	242	89%	52%	15%
Multiracial	3	-	-	-				
Small Group Totals	13	92%	31%	8%				
General-Education Students	1772	88%	38%	7%	1735	92%	46%	10%
Students with Disabilities	458	65%	18%	3%	479	62%	18%	3%
English Proficient	1951	86%	36%	7%	1967	87%	42%	9%
Limited English Proficient	279	63%	17%	1%	247	77%	21%	4%
Economically Disadvantaged	2047	83%	33%	4%	2015	86%	38%	7%
Not Disadvantaged	183	86%	46%	22%	199	88%	56%	19%
Migrant								
Not Migrant	2230	83%	34%	6%	2214	86%	40%	8%

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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	34	33	31	21	28	28	23	8

4 Overview of District Performance

District **ROCHESTER CITY SCHOOL DISTRICT**

District ID **26-16-00-01-0000**

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 650	*Range: 642-790	665-790	698-790			
2010 Mean Score: 650						
Number of Tested Students:	1619	1606	439	440	13	31

Results by Student Group

	2010-11 School Year				2009-10 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	2137	76%	21%	1%	2231	72%	20%	1%
Female	1056	80%	23%	1%	1095	78%	23%	2%
Male	1081	72%	18%	0%	1136	67%	16%	1%
American Indian or Alaska Native	5	100%	60%	0%	1	-	-	-
Black or African American	1321	76%	19%	0%	1433	72%	18%	1%
Hispanic or Latino	523	72%	19%	0%	537	69%	16%	1%
Asian or Native Hawaiian/Other Pacific Islander	54	67%	30%	2%	51	-	-	-
White	234	82%	32%	3%	209	79%	38%	6%
Multiracial								
Small Group Totals					52	65%	25%	4%
General-Education Students	1680	85%	25%	1%	1742	81%	24%	2%
Students with Disabilities	457	41%	5%	0%	489	42%	4%	0%
English Proficient	1936	79%	22%	1%	2044	75%	21%	2%
Limited English Proficient	201	43%	4%	0%	187	35%	2%	0%
Economically Disadvantaged	1956	75%	19%	0%	2026	71%	17%	1%
Not Disadvantaged	181	81%	40%	4%	205	80%	42%	6%
Migrant								
Not Migrant	2137	76%	21%	1%	2231	72%	20%	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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	29	29	23	16	15	15	11	6
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	38	N/A	N/A	N/A	34	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	40	N/A	N/A	N/A	37	N/A	N/A	N/A

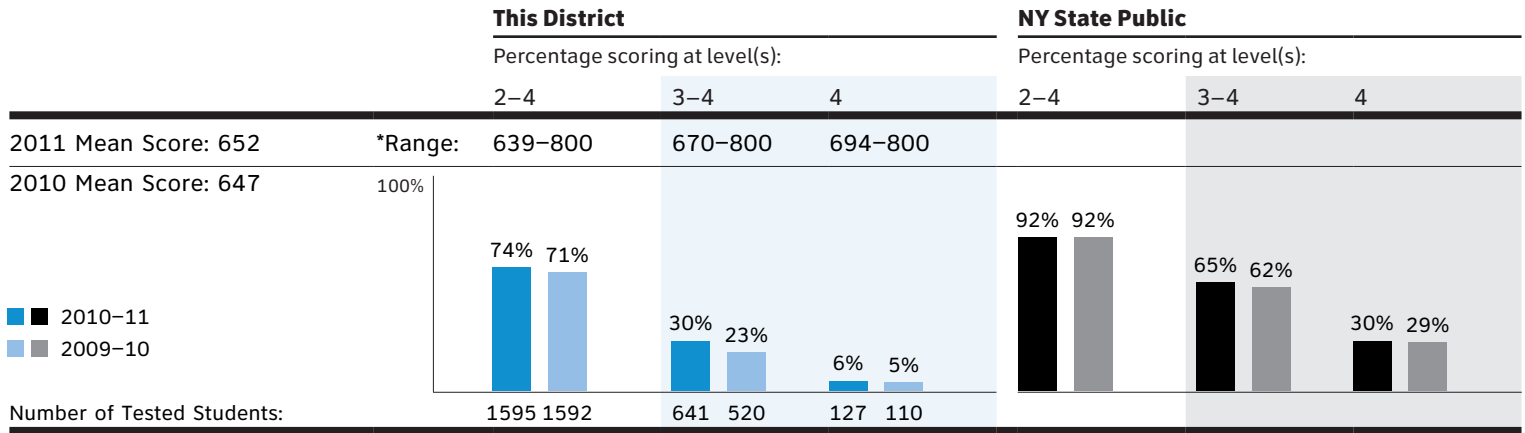
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **ROCHESTER CITY SCHOOL DISTRICT**

District ID **26-16-00-01-0000**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	2165	74%	30%	6%	2258	71%	23%	5%
Female	1069	75%	29%	5%	1111	72%	21%	5%
Male	1096	73%	30%	7%	1147	69%	25%	5%
American Indian or Alaska Native	5	100%	60%	0%	1	-	-	-
Black or African American	1313	74%	27%	4%	1434	69%	20%	4%
Hispanic or Latino	546	71%	28%	5%	549	71%	25%	5%
Asian or Native Hawaiian/Other Pacific Islander	66	61%	41%	17%	65	-	-	-
White	235	83%	47%	17%	209	81%	38%	10%
Multiracial								
Small Group Totals					66	62%	24%	6%
General-Education Students	1702	81%	35%	7%	1766	77%	27%	6%
Students with Disabilities	463	46%	10%	2%	492	47%	10%	1%
English Proficient	1925	78%	32%	6%	2039	73%	24%	5%
Limited English Proficient	240	42%	11%	1%	219	50%	10%	0%
Economically Disadvantaged	1984	73%	28%	5%	2049	70%	22%	5%
Not Disadvantaged	181	79%	48%	15%	209	78%	33%	8%
Migrant								
Not Migrant	2165	74%	30%	6%	2258	71%	23%	5%

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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	30	30	26	8	15	14	13	4

4 Overview of District Performance

District **ROCHESTER CITY SCHOOL DISTRICT**

District ID **26-16-00-01-0000**

This District's Results in Grade 8 English Language Arts

	This District				NY State Public			
	Percentage scoring at level(s):				Percentage scoring at level(s):			
	2-4	3-4	4		2-4	3-4	4	
2011 Mean Score: 637	*Range: 628-790	658-790	699-790					
2010 Mean Score: 639								
Number of Tested Students:	1563	1487	360	435	4	27		

Results by Student Group

	2010-11 School Year				2009-10 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	2164	72%	17%	0%	2059	72%	21%	1%
Female	1074	79%	20%	0%	983	77%	26%	2%
Male	1090	65%	13%	0%	1076	68%	17%	1%
American Indian or Alaska Native	1	-	-	-	4	-	-	-
Black or African American	1345	73%	15%	0%	1273	73%	18%	1%
Hispanic or Latino	543	68%	15%	0%	504	68%	17%	1%
Asian or Native Hawaiian/Other Pacific Islander	60	-	-	-	53	47%	15%	2%
White	214	81%	35%	1%	224	86%	50%	7%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	62	56%	15%	0%	5	100%	20%	0%
General-Education Students	1711	79%	20%	0%	1628	82%	26%	2%
Students with Disabilities	453	45%	2%	0%	431	35%	3%	0%
English Proficient	1972	76%	18%	0%	1847	77%	23%	1%
Limited English Proficient	192	30%	0%	0%	212	33%	3%	0%
Economically Disadvantaged	1936	71%	15%	0%	1819	71%	19%	1%
Not Disadvantaged	228	80%	35%	0%	240	83%	36%	5%
Migrant								
Not Migrant	2164	72%	17%	0%	2059	72%	21%	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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	19	19	19	15	28	24	23	15
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	35	N/A	N/A	N/A	37	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	37	N/A	N/A	N/A	39	N/A	N/A	N/A

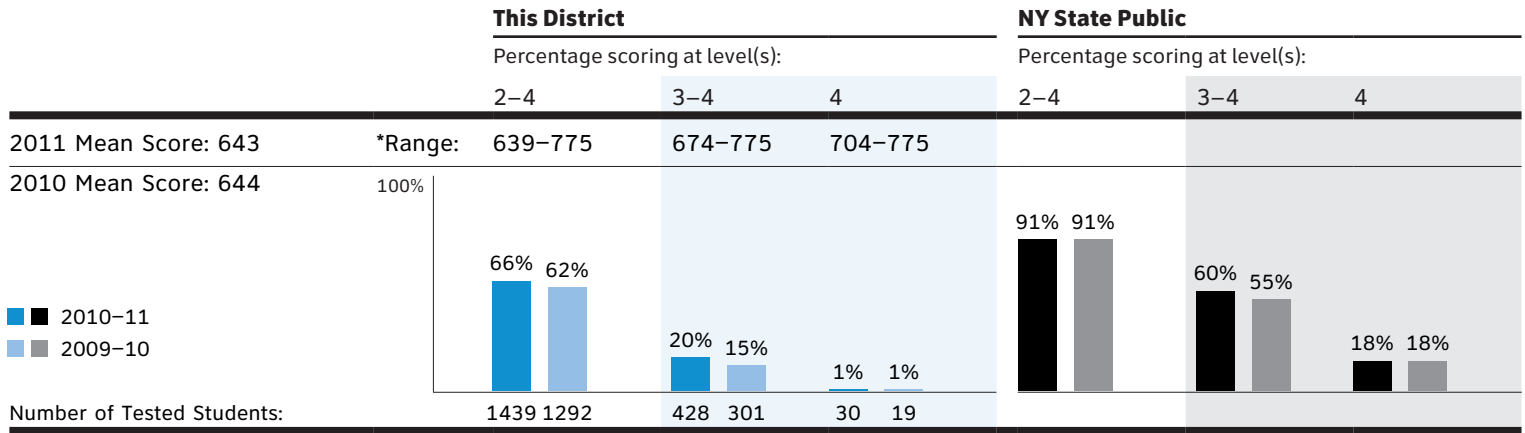
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **ROCHESTER CITY SCHOOL DISTRICT**

District ID **26-16-00-01-0000**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	2188	66%	20%	1%	2075	62%	15%	1%
Female	1086	69%	20%	1%	997	64%	15%	1%
Male	1102	63%	19%	2%	1078	61%	14%	1%
American Indian or Alaska Native	1	-	-	-	4	-	-	-
Black or African American	1346	64%	16%	1%	1261	61%	12%	1%
Hispanic or Latino	548	66%	20%	1%	519	61%	12%	0%
Asian or Native Hawaiian/Other Pacific Islander	75	-	-	-	65	54%	17%	2%
White	217	77%	39%	6%	225	76%	35%	4%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	77	64%	32%	1%	5	80%	20%	0%
General-Education Students	1735	72%	23%	2%	1646	69%	18%	1%
Students with Disabilities	453	42%	6%	0%	429	35%	2%	0%
English Proficient	1963	68%	21%	1%	1832	65%	16%	1%
Limited English Proficient	225	43%	10%	0%	243	41%	4%	1%
Economically Disadvantaged	1958	65%	17%	1%	1833	61%	13%	1%
Not Disadvantaged	230	76%	37%	5%	242	73%	29%	2%
Migrant								
Not Migrant	2188	66%	20%	1%	2075	62%	15%	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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	19	19	17	9	28	23	22	5

4 Overview of District Performance

District **ROCHESTER CITY SCHOOL DISTRICT**

District ID **26-16-00-01-0000**

This District's Results in Grade 8 Science

This District

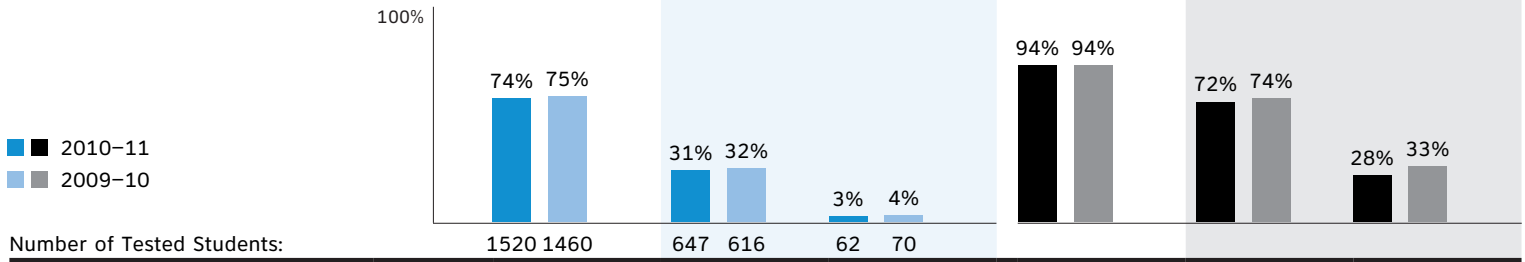
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

2010-11 School Year

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

2009-10 School Year

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

	2010-11 School Year				2009-10 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	2021	73%	30%	3%	1887	74%	30%	3%
Female	1020	75%	29%	2%	906	75%	27%	3%
Male	1001	72%	32%	4%	981	73%	32%	3%
American Indian or Alaska Native	1	-	-	-	4	-	-	-
Black or African American	1238	73%	27%	2%	1150	74%	25%	1%
Hispanic or Latino	511	70%	29%	2%	463	74%	28%	1%
Asian or Native Hawaiian/Other Pacific Islander	73	-	-	-	65	45%	20%	0%
White	197	85%	58%	11%	204	87%	59%	18%
Multiracial	1	-	-	-	1	-	-	-
Small Group Totals	75	65%	31%	3%	5	100%	80%	0%
General-Education Students	1604	78%	35%	3%	1502	79%	34%	4%
Students with Disabilities	417	56%	11%	0%	385	56%	12%	0%
English Proficient	1800	77%	33%	3%	1661	78%	32%	3%
Limited English Proficient	221	45%	9%	0%	226	48%	8%	0%
Economically Disadvantaged	1806	72%	27%	2%	1668	73%	27%	2%
Not Disadvantaged	215	85%	55%	12%	219	84%	48%	13%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	2021	73%	30%	3%	1887	74%	30%	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

2010-11 School Year

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

2009-10 School Year

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

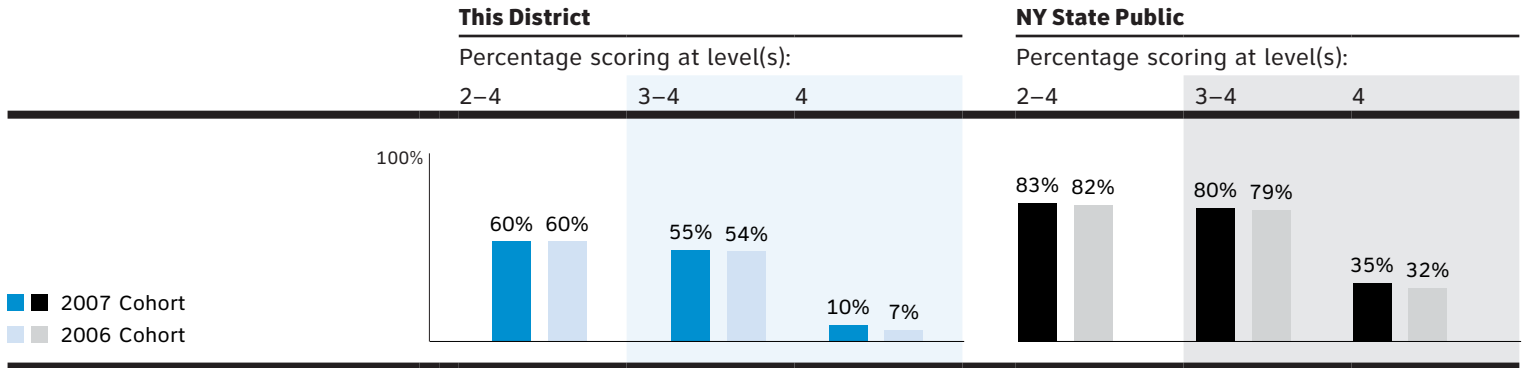
	2010-11	2009-10
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	19 (19, 17, 13)	28 (28, 24, 17)
Regents Science	37 (37, 33, 5)	62 (60, 59, 13)

4 Overview of District Performance

District **ROCHESTER CITY SCHOOL DISTRICT**

District ID **26-16-00-01-0000**

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



Results by Student Group

	2007 Cohort			2006 Cohort**				
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2873	60%	55%	10%	2670	60%	54%	7%
Female	1421	67%	63%	13%	1350	66%	60%	8%
Male	1452	52%	47%	7%	1320	54%	49%	6%
American Indian or Alaska Native	5	-	-	-	9	-	-	-
Black or African American	1934	60%	55%	7%	1770	60%	55%	5%
Hispanic or Latino	570	58%	53%	9%	526	54%	48%	5%
Asian or Native Hawaiian/Other Pacific Islander	81	58%	53%	15%	67	75%	63%	13%
White	282	65%	62%	27%	296	65%	62%	21%
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	6	50%	50%	50%	11	73%	73%	9%
General-Education Students	2283	68%	64%	12%	2158	67%	62%	8%
Students with Disabilities	590	28%	19%	1%	512	27%	21%	1%
English Proficient	2691	61%	57%	10%	2503	61%	56%	7%
Limited English Proficient	182	36%	26%	0%	167	40%	28%	1%
Economically Disadvantaged	2010	65%	59%	9%	1803	68%	62%	6%
Not Disadvantaged	863	47%	44%	12%	867	42%	39%	9%
Migrant								
Not Migrant	2873	60%	55%	10%	2670	60%	54%	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.

* 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.

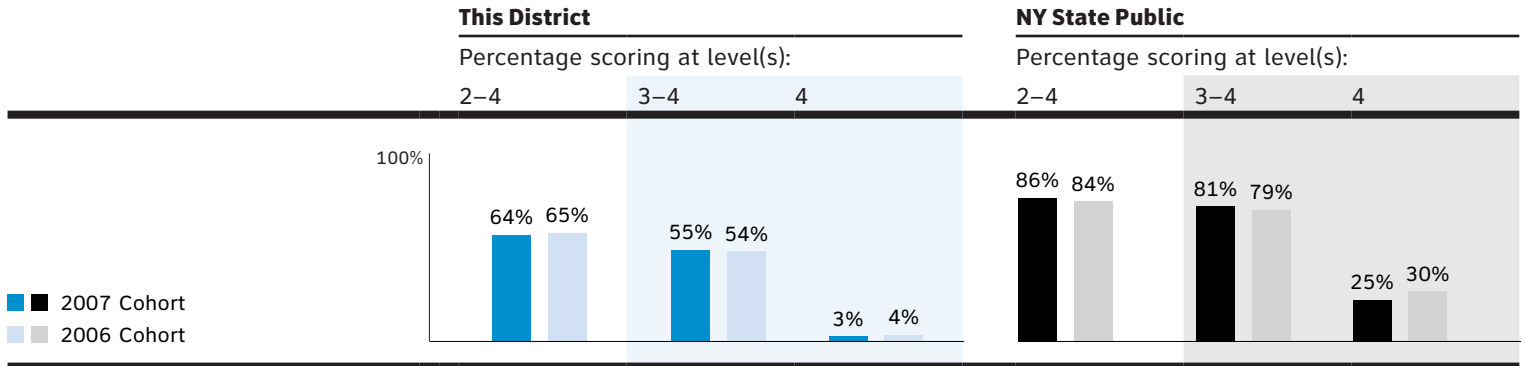
** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

4 Overview of District Performance

District **ROCHESTER CITY SCHOOL DISTRICT**

District ID **26-16-00-01-0000**

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



Results by Student Group

	2007 Cohort			2006 Cohort**				
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	2873	64%	55%	3%	2670	65%	54%	4%
Female	1421	69%	60%	4%	1350	70%	59%	4%
Male	1452	60%	49%	2%	1320	59%	49%	5%
American Indian or Alaska Native	5	-	-	-	9	-	-	-
Black or African American	1934	64%	54%	3%	1770	65%	53%	3%
Hispanic or Latino	570	64%	53%	1%	526	59%	52%	2%
Asian or Native Hawaiian/Other Pacific Islander	81	77%	67%	7%	67	75%	61%	16%
White	282	64%	60%	12%	296	68%	60%	13%
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	6	83%	67%	0%	11	82%	55%	9%
General-Education Students	2283	72%	64%	4%	2158	72%	62%	5%
Students with Disabilities	590	34%	18%	0%	512	33%	18%	1%
English Proficient	2691	65%	56%	4%	2503	65%	55%	4%
Limited English Proficient	182	57%	41%	0%	167	51%	35%	3%
Economically Disadvantaged	2010	70%	59%	2%	1803	74%	62%	4%
Not Disadvantaged	863	50%	45%	5%	867	44%	38%	5%
Migrant								
Not Migrant	2873	64%	55%	3%	2670	65%	54%	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.

* 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.

** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.