

New York State District Report Card Comprehensive Information Report

BEDS Code: 26-16-00-01-0000
 Name: Rochester City School District
 Superintendent: Manuel J. Rivera

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	1077	1133	754
Kindergarten	2367	2361	2413
First	2614	2503	2466
Second	2629	2287	2277
Third	2847	2452	2162
Fourth	2846	2651	2279
Fifth	2747	2628	2456
Sixth	2752	2642	2587
Ungraded Elementary	1864	2241	1958
Seventh	2555	2643	3090
Eighth	2303	2290	2423
Ninth	3261	3244	2997
Tenth	1878	2079	2029
Eleventh	1254	1379	1423
Twelfth	843	892	978
Ungraded Secondary	2398	2234	2360
Total K-12 Enrollment	35158	34526	33898

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	778	2.2%	734	2.1%	712	2.1%
Black (Not Hispanic)	22262	63.3%	22048	63.9%	21849	64.5%
Hispanic	6711	19.1%	6756	19.6%	6713	19.8%
White (Not Hispanic)	5407	15.4%	4988	14.4%	4624	13.6%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	17	18	20
Common Branch	19	20	20
English Grade 8	23	25	25
Mathematics Grade 8	23	24	26
Science Grade 8	23	25	27
Social Studies Grade 8	24	25	26
English Grade 10	24	28	26
Mathematics Grade 10	23	27	25
Science Grade 10	25	27	26
Social Studies Grade 10	25	29	28

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
2	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.

Similar School Group and Description

Similar School Group	Description
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	2389	6.6%	2768	7.8%	2617	7.6%
Eligible for Free Lunch	24191	68.8%	22393	64.9%	23052	68.1%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		90.2%		90.2%		89.6%
Student Suspensions	7012	19.8%	5686	16.2%	7367	21.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	8.1%	7.3%	7.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	3107
Total Other Professional Staff	629
Total Paraprofessionals	790
Teaching Out of Certification*	419

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	949	198	21%	941	207	22%	1109	343	31%
Students with Disabilities	72	7	10%	51	2	4%	87	13	15%
All Students	1021	205	20%	992	209	21%	1196	356	30%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	334	561	20	36	85	160
Percent	28%	47%	2%	3%	7%	13%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
87	13	97	184

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	395		711		577	8.1%
	Entered GED Program*	456		483		342	4.8%
	Total Noncompleters	851		1194		919	12.9%
Students with Disabilities	Dropped Out	135		183		222	13.3%
	Entered GED Program*	79		99		104	6.2%
	Total Noncompleters	214		282		326	19.5%
All Students	Dropped Out	530	6.3%	894	10.1%	799	9.1%
	Entered GED Program*	535	6.4%	582	6.6%	446	5.1%
	Total Noncompleters	1065	12.7%	1476	16.6%	1245	14.2%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	6%	5%	3%
2-3	5%	4%	2%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	118	129	83
	Number of Students with Disabilities	66	55	30
	Number of All Students	184	184	113
	Percent of Enrollment	3%	3%	2%
6-8	Number of General-Education Students	2577	2766	5253
	Number of Students with Disabilities	462	695	1472
	Number of All Students	3039	3461	6725
	Percent of Enrollment	34%	39%	71%
9-12	Number of General-Education Students	2846	3517	6984
	Number of Students with Disabilities	945	1084	1634
	Number of All Students	3791	4601	8618
	Percent of Enrollment	44%	51%	98%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	711		
Completed and Passed Regents Exams	711	100%	77%
Completed and had Course Average of 75% or More	711	100%	81%
Completed and Attained a HS Diploma or Equivalent	696	98%	96%
Completed and Whose Status is Known	708		
Completed and Were Successfully Placed	691	98%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	749	40%	30%
Underrepresented Gender Members Who Completed	35	23%	19%

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	44	77%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	18	67%	70	94%	49	96%
Spanish	0	0%	753	76%	571	43%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	1	#	0	0%
Spanish	0	0%	60	35%	83	29%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	219	41%	21	62%	8	50%
Science	188	50%	25	72%	9	44%
Reading	87	54%	4	#	2	#
Writing	84	40%	4	#	3	#
Global Studies	127	26%	6	33%	13	38%
U.S. Hist & Gov't	76	36%	8	63%	5	40%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	24	46%	357	41%	218	53%
Science	22	55%	184	30%	145	36%
Reading	18	50%	153	52%	102	53%
Writing	25	68%	163	36%	114	65%
Global Studies	13	54%	201	26%	159	33%
U.S. Hist & Gov't	12	58%	64	48%	85	41%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	1398	1565	1871	8	130	221
Number Scoring 55-100	1111	1152	1414	6	58	79
Number Scoring 65-100	746	883	1064	3	39	38
Number Scoring 85-100	189	143	171	1	2	5
Percentage of Tested Scoring 55-100	79%	74%	76%	75%	45%	36%
Percentage of Tested Scoring 65-100	53%	56%	57%	38%	30%	17%
Percentage of Tested Scoring 85-100	14%	9%	9%	12%	2%	2%
Mathematics A						
Number Tested	319	2180	1679	3	163	114
Number Scoring 55-100	97	1091	1530	#	45	82
Number Scoring 65-100	43	710	1257	#	28	56
Number Scoring 85-100	2	55	106	#	0	4
Percentage of Tested Scoring 55-100	30%	50%	91%	#	28%	72%
Percentage of Tested Scoring 65-100	13%	33%	75%	#	17%	49%
Percentage of Tested Scoring 85-100	1%	3%	6%	#	0%	4%
Mathematics B						
Number Tested	0	0	259	0	0	1
Number Scoring 55-100	0	0	190	0	0	#
Number Scoring 65-100	0	0	145	0	0	#
Number Scoring 85-100	0	0	41	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	73%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	56%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	16%	0%	0%	#
Global History and Geography						
Number Tested	1794	2166	2471	11	289	306
Number Scoring 55-100	1303	1351	1716	6	93	135
Number Scoring 65-100	875	1051	1182	5	66	65
Number Scoring 85-100	117	197	218	0	5	7
Percentage of Tested Scoring 55-100	73%	62%	69%	55%	32%	44%
Percentage of Tested Scoring 65-100	49%	49%	48%	45%	23%	21%
Percentage of Tested Scoring 85-100	7%	9%	9%	0%	2%	2%
U.S. History and Government						
Number Tested	1434	1401	1603	13	127	170
Number Scoring 55-100	1192	1247	1247	10	86	74
Number Scoring 65-100	850	1027	920	6	58	39
Number Scoring 85-100	136	248	240	1	11	6
Percentage of Tested Scoring 55-100	83%	89%	78%	77%	68%	44%
Percentage of Tested Scoring 65-100	59%	73%	57%	46%	46%	23%
Percentage of Tested Scoring 85-100	9%	18%	15%	8%	9%	4%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	1541	1775	1929	4	151	269
Number Scoring 55-100	1421	1410	1420	#	95	119
Number Scoring 65-100	1189	992	1044	#	56	64
Number Scoring 85-100	84	91	87	#	3	5
Percentage of Tested Scoring 55-100	92%	79%	74%	#	63%	44%
Percentage of Tested Scoring 65-100	77%	56%	54%	#	37%	24%
Percentage of Tested Scoring 85-100	5%	5%	5%	#	2%	2%
Physical Setting/Earth Science						
Number Tested	1018	967	1327	2	41	82
Number Scoring 55-100	841	780	880	#	23	40
Number Scoring 65-100	675	602	601	#	14	26
Number Scoring 85-100	123	142	75	#	4	2
Percentage of Tested Scoring 55-100	83%	81%	66%	#	56%	49%
Percentage of Tested Scoring 65-100	66%	62%	45%	#	34%	32%
Percentage of Tested Scoring 85-100	12%	15%	6%	#	10%	2%
Physical Setting/Chemistry						
Number Tested	457	735	659	0	12	15
Number Scoring 55-100	333	424	477	0	4	10
Number Scoring 65-100	158	179	210	0	2	6
Number Scoring 85-100	11	8	9	0	0	0
Percentage of Tested Scoring 55-100	73%	58%	72%	0%	33%	67%
Percentage of Tested Scoring 65-100	35%	24%	32%	0%	17%	40%
Percentage of Tested Scoring 85-100	2%	1%	1%	0%	0%	0%
Physical Setting/Physics						
Number Tested			190			5
Number Scoring 55-100			96			3
Number Scoring 65-100			60			3
Number Scoring 85-100			9			2
Percentage of Tested Scoring 55-100			51%			60%
Percentage of Tested Scoring 65-100			32%			60%
Percentage of Tested Scoring 85-100			5%			40%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	59	41	45	0	2	0
Number Scoring 55-100	47	34	44	0	#	0
Number Scoring 65-100	38	27	39	0	#	0
Number Scoring 85-100	5	1	8	0	#	0
Percentage of Tested Scoring 55-100	80%	83%	98%	0%	#	0%
Percentage of Tested Scoring 65-100	64%	66%	87%	0%	#	0%
Percentage of Tested Scoring 85-100	8%	2%	18%	0%	#	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	478	483	522	2	8	18
Number Scoring 55-100	437	447	469	#	7	13
Number Scoring 65-100	393	419	421	#	7	12
Number Scoring 85-100	216	202	211	#	3	1
Percentage of Tested Scoring 55-100	91%	93%	90%	#	88%	72%
Percentage of Tested Scoring 65-100	82%	87%	81%	#	88%	67%
Percentage of Tested Scoring 85-100	45%	42%	40%	#	38%	6%
Comprehensive Latin						
Number Tested	77	70	53	0	1	0
Number Scoring 55-100	74	69	53	0	#	0
Number Scoring 65-100	69	66	49	0	#	0
Number Scoring 85-100	24	14	19	0	#	0
Percentage of Tested Scoring 55-100	96%	99%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	90%	94%	92%	0%	#	0%
Percentage of Tested Scoring 85-100	31%	20%	36%	0%	#	0%

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	397	462	91	2	2	0
Number Scoring 55-100	328	328	71	#	#	0
Number Scoring 65-100	281	265	53	#	#	0
Number Scoring 85-100	108	72	6	#	#	0
Percentage of Tested Scoring 55-100	83%	71%	78%	#	#	0%
Percentage of Tested Scoring 65-100	71%	57%	58%	#	#	0%
Percentage of Tested Scoring 85-100	27%	16%	7%	#	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	697	79%	214	79%	304	52%
Students with Disabilities	15	67%	26	35%	46	46%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	2346	20%	14%	55%	11%
	Students with Disabilities	516	50%	14%	32%	4%
	All Students	2862	25%	14%	51%	10%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	1952	10%	71%	17%	1%
	Students with Disabilities	417	29%	64%	6%	0%
	All Students	2369	14%	70%	15%	1%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	15	2	2	3	3	7
Middle Level						
Social Studies	29	0	0	2	4	23
Secondary Level						
English Language Arts	17	0	0	0	1	16
Social Studies	13	0	0	0	0	13
Mathematics	17	0	0	0	0	17
Science	12	0	0	0	0	12

2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	1356	1356	1356	282	282	282	1638	1638	1638
Number Scoring 55–64	185	123	154	32	25	31	217	148	185
Number Scoring 65–84	751	632	823	38	47	48	789	679	871
Number Scoring 85–100	123	229	138	4	9	4	127	238	142
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			764			35
Beginning (0-18)			45			3
Intermediate (19-31)			139			9
Advanced (32-36)			336			16
Proficient (37-39)			244			7
Reading and Writing (Grade K-1)						
Number Tested			765			35
Beginning (0-14)			209			13
Intermediate (15-24)			200			8
Advanced (25-32)			249			11
Proficient (33-35)			107			3
Listening and Speaking (Grade 2-4)						
Number Tested			759			66
Beginning (0-18)			41			3
Intermediate (19-31)			122			17
Advanced (32-36)			263			25
Proficient (37-39)			333			21
Reading and Writing (Grade 2-4)						
Number Tested			761			67
Beginning (0-14)			214			31
Intermediate (15-24)			333			30
Advanced (25-32)			162			3
Proficient (33-35)			52			3
Listening and Speaking (Grade 5-6)						
Number Tested			229			26
Beginning (0-18)			13			1
Intermediate (19-31)			26			3
Advanced (32-36)			78			15
Proficient (37-39)			112			7
Reading and Writing (Grade 5-6)						
Number Tested			230			26
Beginning (0-14)			42			9
Intermediate (15-24)			93			15
Advanced (25-32)			82			2
Proficient (33-35)			13			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			194			15
Beginning (0-18)			32			3
Intermediate (19-31)			41			6
Advanced (32-36)			75			6
Proficient (37-39)			46			0
Reading and Writing (Grade 7-8)						
Number Tested			194			15
Beginning (0-14)			54			7
Intermediate (15-24)			86			8
Advanced (25-32)			47			0
Proficient (33-35)			7			0
Listening and Speaking (Grade 9-12)						
Number Tested			236			20
Beginning (0-18)			43			11
Intermediate (19-31)			71			6
Advanced (32-36)			81			3
Proficient (37-39)			41			0
Reading and Writing (Grade 9-12)						
Number Tested			228			18
Beginning (0-14)			76			14
Intermediate (15-24)			72			4
Advanced (25-32)			71			0
Proficient (33-35)			9			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)