

The University of the State of New York  
**The State Education Department**



**ANALYSES BY STUDENT SUBGROUP OF SCHOOL  
PERFORMANCE IN ENGLISH LANGUAGE ARTS  
AND MATHEMATICS**  
for  
**Rochester City School District**

Historically, on State assessments the average performance of Black, Hispanic, and Native American students has been lower than that of White and Asian students. Similarly, students from low-income families have not performed as well as those from higher income families. A high priority of the Board of Regents is to eliminate these gaps in student performance. In addition, Title 1 of the federal Elementary and Secondary Education Act includes explicit requirements "to ensure that students served by Title 1 are given the same opportunity to achieve to high standards and are held to the same high expectations as all students in each State." Beginning with this report card, New York State will report performance data by gender, disability status, racial/ethnic group, English proficiency status, migrant status, and income level. District reports do not show high school performance data by gender, racial/ethnic group, migrant status, or income level because data were available only from high schools that received Title 1 funding.

The purpose of the analyses on the following pages is to determine if students who perform below the standards in this district tend to fall into particular groups, such as minority students, English language learners, or economically disadvantaged students. If these analyses provide evidence that students in one of the groups achieve at a lower level than other students, the district and community should examine the reasons for this lower performance and make necessary changes in curriculum, instruction and student support services to remedy these performance gaps.

It is important that programmatic changes be based on valid and reliable data. If a district does not have 20 students in a group in a given year, the district should evaluate results for students in this group over a period of years to make programmatic decisions. To protect the privacy of students, the Department's policy is never to publish data for groups with fewer than five students, nor to publish data that would allow readers to easily determine the performance of a group smaller than five. If the number of students in small group racial/ethnic groups exceeds four, the aggregate performance of students in these groups is shown in the last row (Small Group Totals) of Results by Race/Ethnicity.

# Elementary English Language Arts

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	0	1	0	1	6	2	2	11	91%	36%
Black	0	12	86	341	899	635	83	1958	83%	37%
Hispanic	0	96	37	61	214	177	23	475	87%	42%
Asian or Pacific Islander	0	10	4	4	11	24	9	48	92%	69%
White	0	22	54	44	142	214	82	482	91%	61%
Total	0	141	181	451	1272	1052	199	2974	85%	42%
Small Group Totals (s)	0	0	0	0	0	0	0	0	0%	0%
<b>Results by Gender</b>										
Female	0	66	79	181	663	551	121	1516	88%	44%
Male	0	75	102	270	609	501	78	1458	81%	40%
Total	0	141	181	451	1272	1052	199	2974	85%	42%
<b>Results by English Proficiency Status</b>										
English Proficient	0	0	175	436	1238	1033	198	2905	85%	42%
Limited English Proficient	0	141	6	15	34	19	1	69	78%	29%
Total	0	141	181	451	1272	1052	199	2974	85%	42%
<b>Results by Income Level</b>										
Economically Disadvantaged	0	128	128	429	1159	855	115	2558	83%	38%
Not Disadvantaged	0	13	53	22	112	197	84	415	95%	68%
Total	0	141	181	451	1271	1052	199	2973	85%	42%
<b>Results by Migrant Status</b>										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	0	141	181	451	1272	1052	199	2974	85%	42%
Total	0	141	181	451	1272	1052	199	2974	85%	42%

**Note.** ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

# Elementary Mathematics

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	0	0	2	2	2	4	2	10	80%	60%
Black	0	0	117	334	790	722	93	1939	83%	42%
Hispanic	0	0	35	85	230	222	36	573	85%	45%
Asian or Pacific Islander	0	0	15	1	11	22	13	47	98%	74%
White	0	0	83	36	102	212	125	475	92%	71%
Total	0	0	252	458	1135	1182	269	3044	85%	48%
Small Group Totals (s)	0	0	0	0	0	0	0	0	0%	0%
<b>Results by Gender</b>										
Female	0	0	97	234	586	619	125	1564	85%	48%
Male	0	0	155	224	549	563	144	1480	85%	48%
Total	0	0	252	458	1135	1182	269	3044	85%	48%
<b>Results by English Proficiency Status</b>										
English Proficient	0	0	212	407	1066	1131	264	2868	86%	49%
Limited English Proficient	0	0	40	51	69	51	5	176	71%	32%
Total	0	0	252	458	1135	1182	269	3044	85%	48%
<b>Results by Income Level</b>										
Economically Disadvantaged	0	0	186	432	1030	990	176	2628	84%	44%
Not Disadvantaged	0	0	66	26	104	192	93	415	94%	69%
Total	0	0	252	458	1134	1182	269	3043	85%	48%
<b>Results by Migrant Status</b>										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	0	0	252	458	1135	1182	269	3044	85%	48%
Total	0	0	252	458	1135	1182	269	3044	85%	48%

**Note.** ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

# Middle-Level English Language Arts

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
Results by Race/Ethnicity										
American Indian/Alaskan Native	0	0	1	s	s	s	s	2	s	s
Black	0	14	232	363	779	254	25	1421	74%	20%
Hispanic	0	96	57	74	197	95	5	371	80%	27%
Asian or Pacific Islander	0	6	2	s	s	s	s	40	s	s
White	0	13	67	51	137	117	40	345	85%	46%
Total	0	129	359	492	1135	480	72	2179	77%	25%
Small Group Totals (s)	0	6	3	4	22	14	2	42	90%	38%
Results by Gender										
Female	0	59	164	204	583	281	41	1109	82%	29%
Male	0	70	195	288	552	199	31	1070	73%	21%
Total	0	129	359	492	1135	480	72	2179	77%	25%
Results by English Proficiency Status										
English Proficient	0	0	355	484	1121	477	72	2154	78%	25%
Limited English Proficient	0	129	4	8	14	3	0	25	68%	12%
Total	0	129	359	492	1135	480	72	2179	77%	25%
Results by Income Level										
Economically Disadvantaged	0	122	267	424	919	339	30	1712	75%	22%
Not Disadvantaged	0	7	92	68	215	141	42	466	85%	39%
Total	0	129	359	492	1134	480	72	2178	77%	25%
Results by Migrant Status										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	0	129	359	492	1135	480	72	2179	77%	25%
Total	0	129	359	492	1135	480	72	2179	77%	25%

**Note.** ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

# Middle-Level Mathematics

A description of the performance levels and summary results for all general-education students and all students with disabilities can be found in the *Overview* of the New York State Report Card.

Student Subgroup	Counts of Students								Percentages of Tested Students	
	Not Tested			Tested					Level 2-4	Level 3-4
	ALT	ELL	No Valid Score	Level 1	Level 2	Level 3	Level 4	Total		
<b>Results by Race/Ethnicity</b>										
American Indian/Alaskan Native	0	0	1	s	s	s	s	2	s	s
Black	0	0	241	939	399	84	4	1426	34%	6%
Hispanic	0	0	84	242	157	39	2	440	45%	9%
Asian or Pacific Islander	0	0	8	s	s	s	s	40	s	s
White	0	0	85	104	135	90	11	340	69%	30%
Total	0	0	419	1304	705	222	17	2248	42%	11%
Small Group Totals (s)	0	0	9	19	14	9	0	42	55%	21%
<b>Results by Gender</b>										
Female	0	0	202	660	356	105	9	1130	42%	10%
Male	0	0	217	644	349	117	8	1118	42%	11%
Total	0	0	419	1304	705	222	17	2248	42%	11%
<b>Results by English Proficiency Status</b>										
English Proficient	0	0	351	1237	683	221	17	2158	43%	11%
Limited English Proficient	0	0	68	67	22	1	0	90	26%	1%
Total	0	0	419	1304	705	222	17	2248	42%	11%
<b>Results by Income Level</b>										
Economically Disadvantaged	0	0	338	1069	558	132	4	1763	39%	8%
Not Disadvantaged	0	0	81	235	146	90	13	484	51%	21%
Total	0	0	419	1304	704	222	17	2247	42%	11%
<b>Results by Migrant Status</b>										
Migrant Family	0	0	0	0	0	0	0	0	0%	0%
Not Migrant Family	0	0	419	1304	705	222	17	2248	42%	11%
Total	0	0	419	1304	705	222	17	2248	42%	11%

**Note.** ALT designates severely disabled students eligible for the New York State Alternate Assessment; ELL designates English language learners eligible for an alternative assessment of proficiency in reading English; and No Valid Score designates students who did not receive a valid test score because of absence from all or part of the test or because the test was administered under nonstandard conditions.

# 1997 High School Cohort

General-education students who first entered ninth grade in 1997 must score 55 or higher on Regents English and mathematics examinations to graduate. During the phase-in of the Regents examination graduation requirements, all students (with local Board approval) may qualify for a local diploma by earning a score of 55-64 on the required Regents examinations; a score of 65 or higher is required for a Regents diploma. Students with disabilities and certain Section 504 students may qualify for a local diploma by passing Regents competency tests. Data on this page are based on the *Special Regents Examination Report* for the 1997 Cohort.

## Performance on the English Graduation Assessment Requirement

Student Subgroup	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs	
		55-64	65-100		
General Education	1202	316	478	0	66%
Students with Disabilities	167	24	14	17	33%
<b>Total</b>	1369	340	492	17	62%
Results by English Language Proficiency					
English Proficient	1351	334	488	17	62%
Limited English Proficient	18	6	4	0	56%
<b>Total</b>	1369	340	492	17	62%

## Performance on the Mathematics Graduation Assessment Requirement

Student Subgroup	Students in Cohort	Count of Students by Score			Percent Meeting Graduation Requirement
		Regents		Passed RCTs	
		55-64	65-100		
General Education	1202	155	624	0	65%
Students with Disabilities	167	8	19	46	44%
<b>Total</b>	1369	163	643	46	62%

## Students Not Counted in the Cohort

Student Group	First-Time Ninth-Graders in Fall 1997	Students in Cohort in June 2001	Students Eliminated after October 1999			
			Eligible for Alternate Assessment	ELL Students Entering US at 17 or over	Transferred to GED or Another High School	Died or Left the USA
<b>Total</b>	1882	1369	177	21	353	4