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The New York State School District Report Card
for
Rush-Henrietta Central School District

An Overview of Academic Performance



March 2002



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

March 26, 2002

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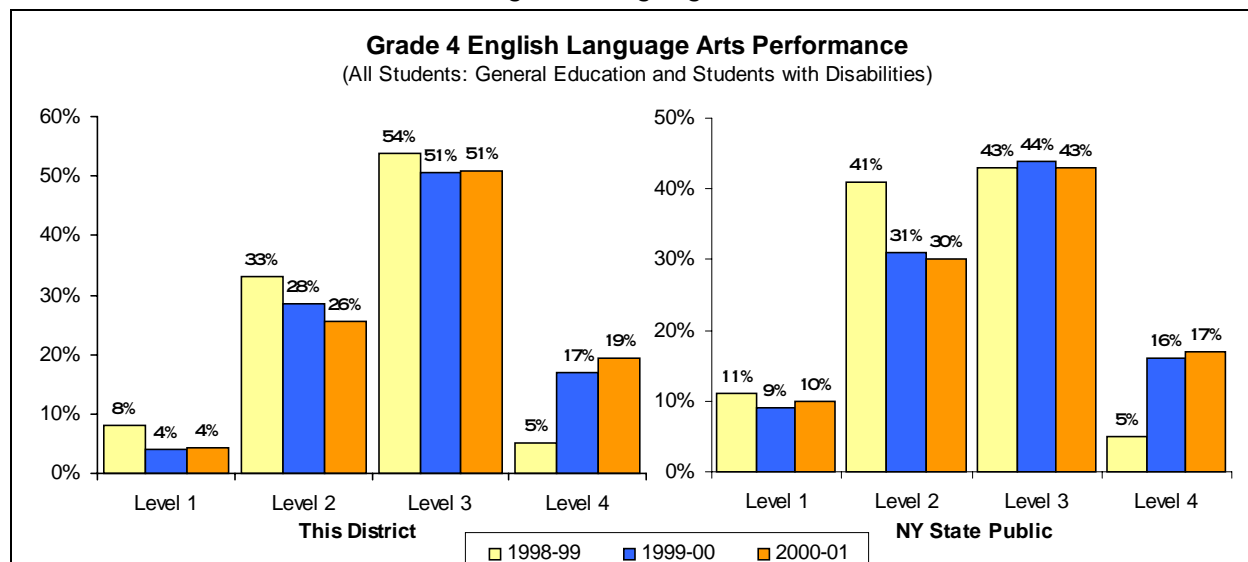
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Elementary Level English Language Arts



Performance at This District		Counts of Students							Mean Score	
		Not Tested			Tested					
		AA ¹	ELL ²	Absent ³	Level 1	Level 2	Level 3	Level 4		Total
Jan 1999	General Education		7	6	9	132	256	25	422	653
	Students with Disabilities	2	1	2	31	33	12	0	76	607
	All Students	2	8	8	40	165	268	25	498	646
Jan 2000	General Education		7	8	4	101	250	86	441	666
	Students with Disabilities	2	0	3	17	46	11	1	75	618
	All Students	2	7	11	21	147	261	87	516	659
Jan 2001	General Education		9	8	4	84	206	83	377	669
	Students with Disabilities	8	0	6	15	26	13	0	54	620
	All Students	8	9	14	19	110	219	83	431	663

Grade 4 English Language Arts Levels - Listening, Reading, and Writing Standards

Level 4	These students exceed the standards and are moving toward high performance on the Regents examination. All students scoring from 692 to 800 are in this level.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination. All students scoring from 645 to 691 are in this level.
Level 2	These students need extra help to meet the standards and pass the Regents examination. All students scoring from 603 to 644 are in this level.
Level 1	These students have serious academic deficiencies . All students scoring from 455 to 602 are in this level.

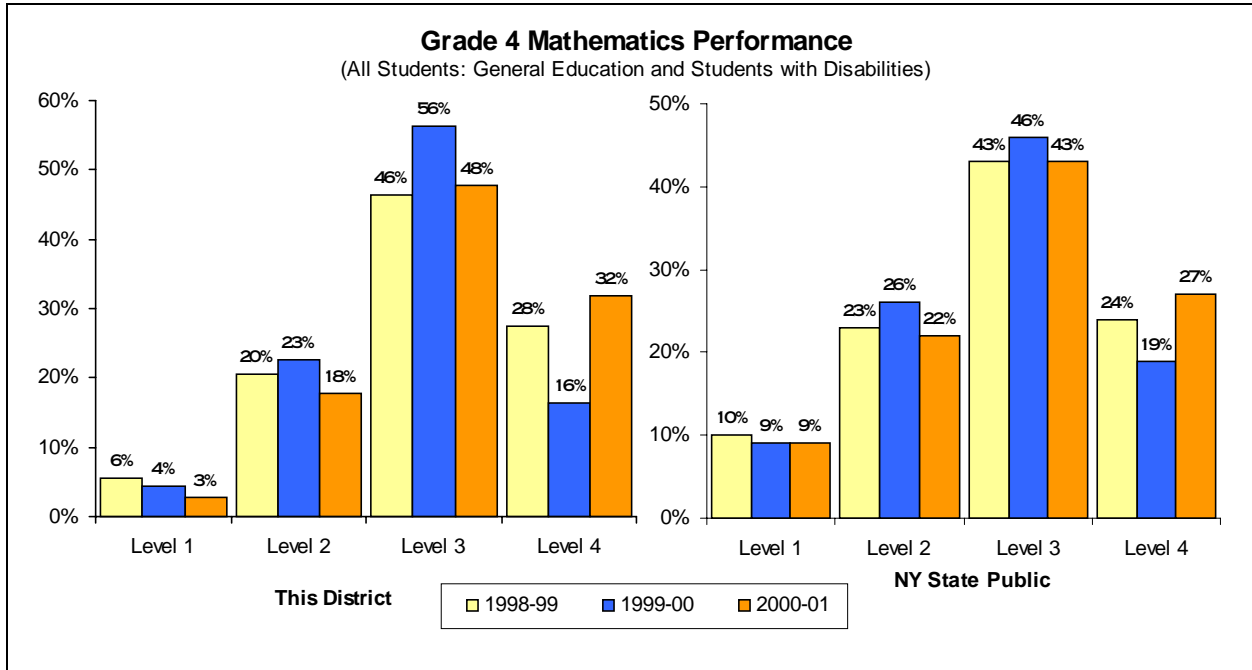
Performance of English Language Learners (ELL)

ELL are students for whom English is a second language. Schools teach these students English so they can participate effectively in the academic program. ELL students without sufficient proficiency in English are not required to take the grade 4 ELA test. Their progress in learning English is measured, using standardized tests, and reported.

Grade 4	English Proficiency Below Effective Participation Level	Making Appropriate Progress
January 2001	9	3

- 1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.
 - 2 These students were not required to take the grade 4 ELA test because they were English Language Learners (ELL) who performed below the 30th percentile on another appropriate English reading assessment.
 - 3 These students were enrolled at the time of testing, but were not present to complete some part of the ELA assessment.
- # To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Elementary Level Mathematics



Performance at This District		Counts of Students							Mean Score	
		Not Tested			Tested					
		AA ¹	ELL ²	Absent ³	Level 1	Level 2	Level 3	Level 4		Total
June 1999	General Education		0	0	6	65	213	136	420	665
	Students with Disabilities	0	0	1	22	39	23	4	88	620
	All Students	0	0	1	28	104	236	140	508	657
May 2000	General Education		4	10	4	80	273	85	442	658
	Students with Disabilities	2	0	4	19	37	18	0	74	617
	All Students	2	4	14	23	117	291	85	516	652
May 2001	General Education		7	6	2	59	188	132	381	669
	Students with Disabilities	8	0	5	10	18	20	7	55	637
	All Students	8	7	11	12	77	208	139	436	665

Grade 4 Mathematics Levels - Knowledge, Reasoning, and Problem-Solving Standards

Level 4	These students exceed the standards and are moving toward high performance on the Regents examination. All students scoring from 678 to 810 are in this level.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination. All students scoring from 637 to 677 are in this level.
Level 2	These students need extra help to meet the standards and pass the Regents examination. All students scoring from 602 to 636 are in this level.
Level 1	These students have serious academic deficiencies . All students scoring from 448 to 601 are in this level.

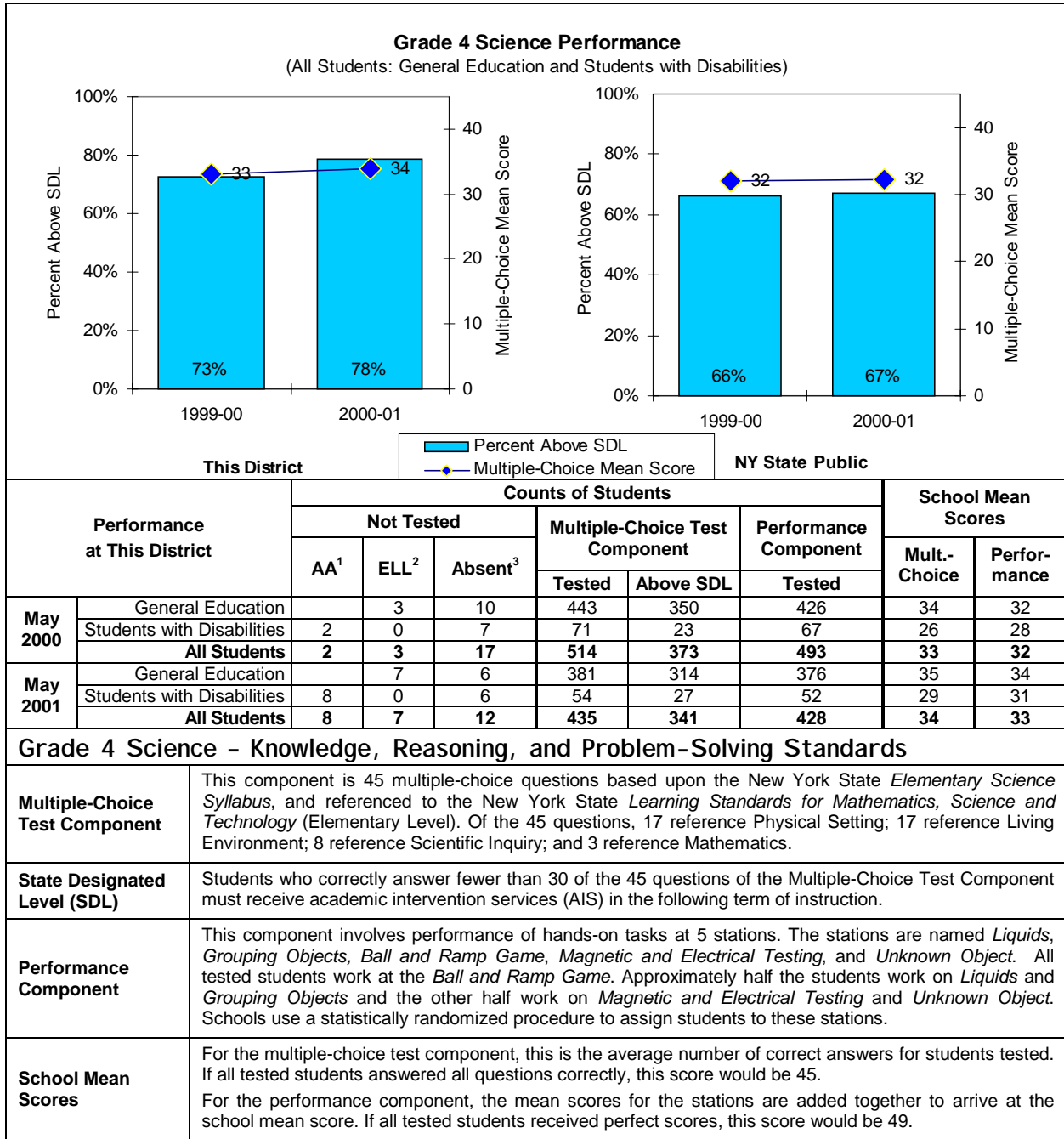
1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

2 These students were not required to take this test because they were English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.

3 These students were enrolled at the time of testing but were not present to complete some part of this mathematics assessment.

To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Elementary Level Science



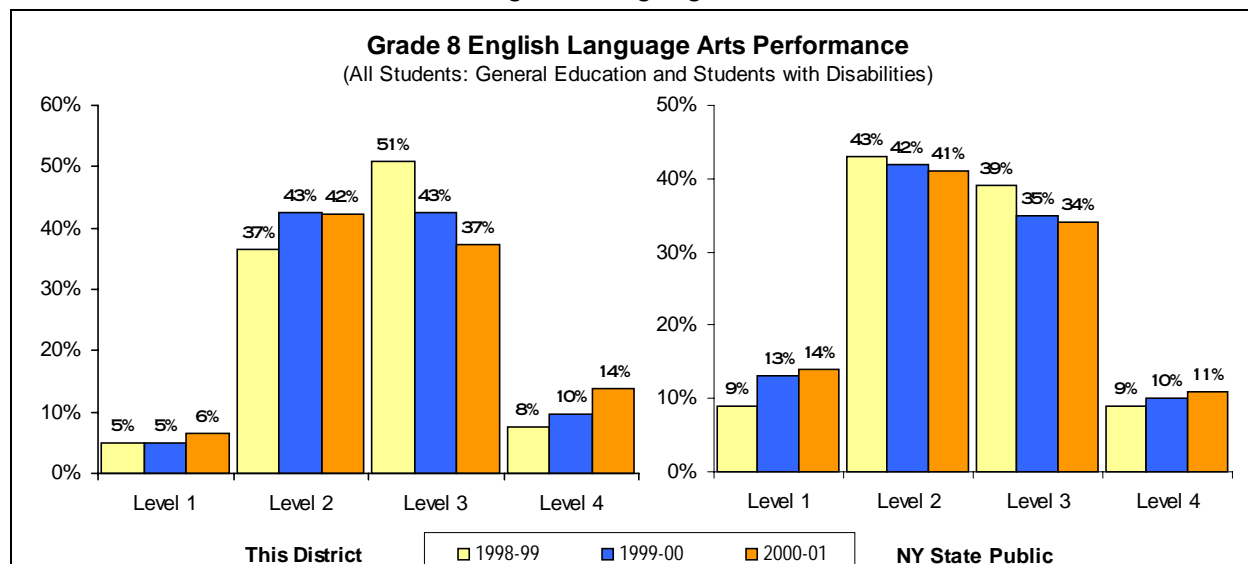
1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

2 These students were not required to take this test because they were English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.

3 These students were enrolled at the time of testing but did not complete any part of this science assessment.

To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Middle Level English Language Arts



Performance at This District	Counts of Students								Mean Score	
	Not Tested			Tested						
	AA ¹	ELL ²	Absent	Level 1	Level 2	Level 3	Level 4	Total		
June 1999	General Education		0	0	4	129	231	36	400	710
	Students with Disabilities	0	1	1	19	43	8	0	70	675
	All Students	0	1	1	23	172	239	36	470	704
May 2000	General Education		3	5	5	151	205	49	410	709
	Students with Disabilities	3	0	4	20	63	9	0	92	676
	All Students	3	3	9	25	214	214	49	502	703
May 2001	General Education		0	7	9	145	166	65	385	711
	Students with Disabilities	1	0	20	21	52	8	0	81	673
	All Students	1	0	27	30	197	174	65	466	704

Grade 8 English Language Arts Levels - Listening, Reading, and Writing Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination. All students scoring from 739 to 830 are in this level.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination. All students scoring from 701 to 738 are in this level.
Level 2	These students need extra help to meet the standards and pass the Regents examination. All students scoring from 662 to 700 are in this level.
Level 1	These students have serious academic deficiencies . All students scoring from 527 to 661 are in this level.

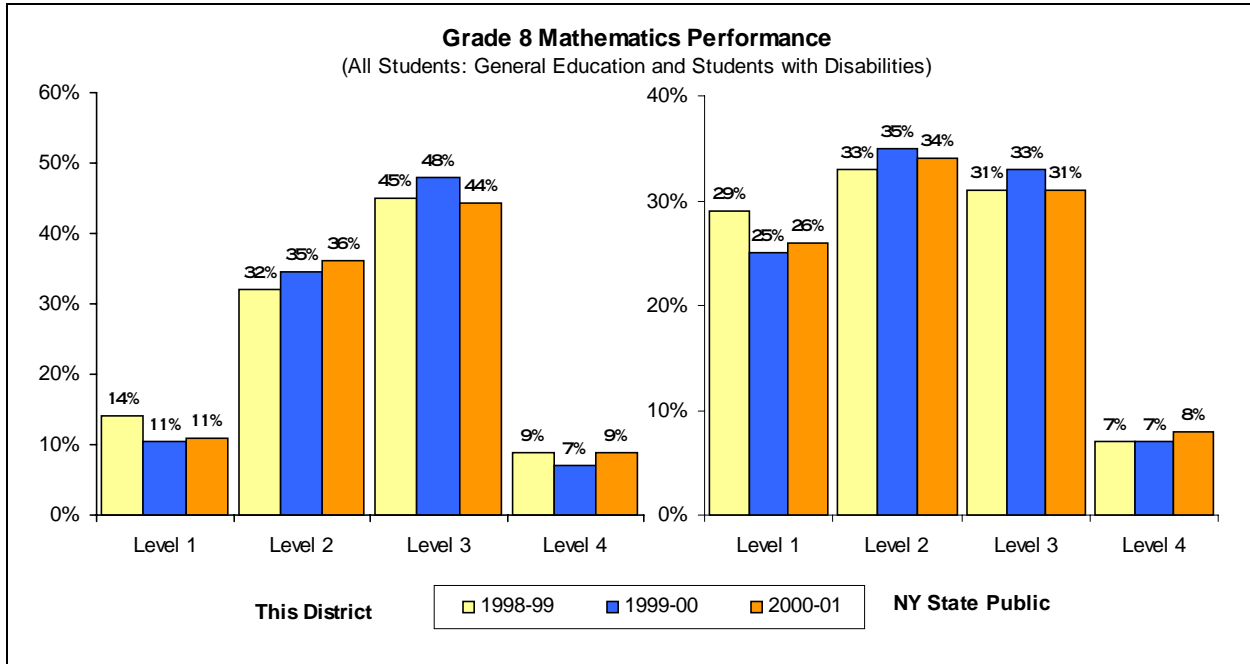
Performance of English Language Learners (ELL)

ELL are students for whom English is a second language. Schools teach these students English so they can participate effectively in the academic program. ELL students without sufficient proficiency in English are not required to take the grade 8 ELA test. Their progress in learning English is measured, using standardized tests, and reported.

Grade 8	English Proficiency Below Effective Participation Level	Making Appropriate Progress
June 2001	0	0

- 1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.
 - 2 These students were not required to take the grade 8 ELA test because they were English Language Learners (ELL) who performed below the 30th percentile on another appropriate English reading assessment.
 - 3 These students were enrolled at the time of testing but were not present to complete some part of the ELA assessment.
- # To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Middle Level Mathematics



Performance at This District		Counts of Students							Mean Score	
		Not Tested			Tested					
		AA ¹	ELL ²	Absent ³	Level 1	Level 2	Level 3	Level 4		Total
June 1999	General Education		0	2	29	125	204	41	399	722
	Students with Disabilities	0	0	2	37	26	8	1	72	677
	All Students	0	0	4	66	151	212	42	471	715
May 2000	General Education		2	6	14	134	227	35	410	725
	Students with Disabilities	3	0	2	39	40	15	0	94	685
	All Students	3	2	8	53	174	242	35	504	718
May 2001	General Education		0	7	24	130	191	40	385	722
	Students with Disabilities	1	0	20	27	38	15	1	81	688
	All Students	1	0	27	51	168	206	41	466	716

Grade 8 Mathematics Levels - Knowledge, Reasoning, and Problem-Solving Standards

Level 4	These students exceed the standards and are moving toward high performance on the Regents examination. All students scoring from 760 to 882 are in this level.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination. All students scoring from 716 to 759 are in this level.
Level 2	These students need extra help to meet the standards and pass the Regents examination. All students scoring from 681 to 715 are in this level.
Level 1	These students have serious academic deficiencies . All students scoring from 517 to 680 are in this level.

* Similar Schools are schools grouped by district and student demographic characteristics. More information is on the **School Profile** page of this report. Further explanation is available at <http://www.emsc.nysed.gov/reprcd2002/similar.html>

1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

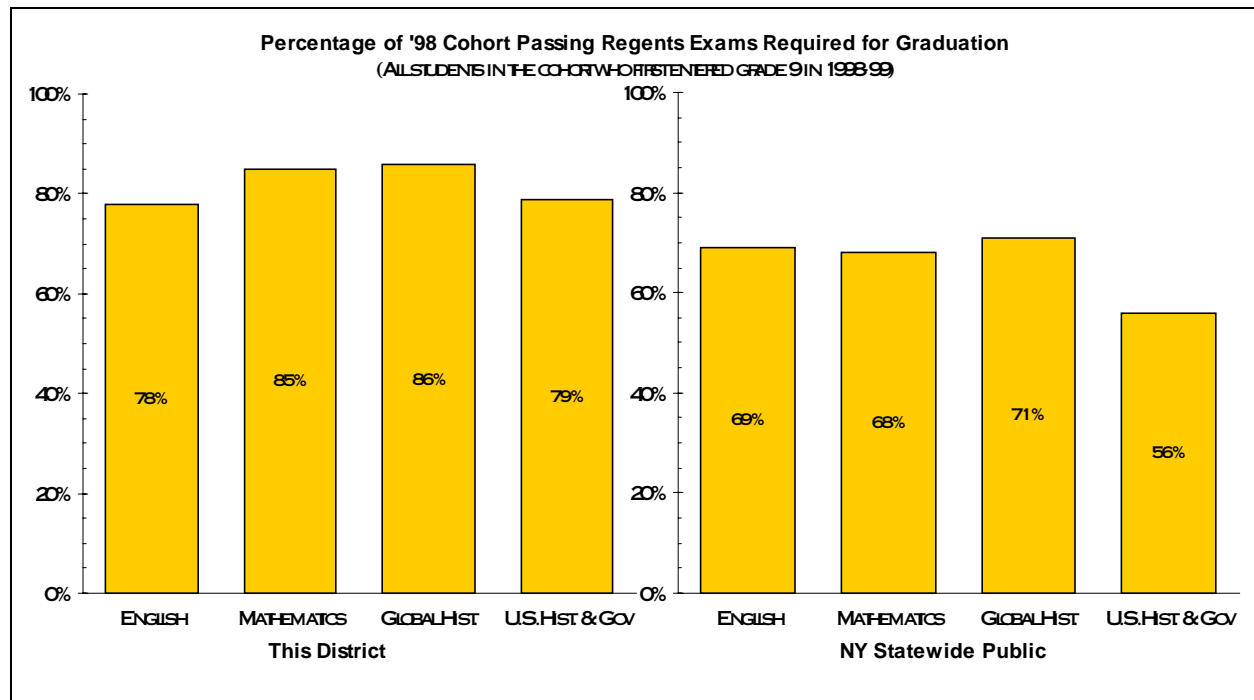
2 These students are not required to take this test because they are English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there is no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.

3 These students were enrolled at the time of testing but were not present to complete some part of the mathematics assessment.

To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

High School Achievement - After Three Years of Instruction

This section presents the success of students on Regents examinations required for graduation. Passing is defined as scoring 65 or higher, or earning approved alternative credit. Students who earn credit through component retesting are counted as if they scored in range 55 to 64 or in range 65 to 84 as determined by the results of the component retest. This page presents information about students who first entered grade 9 in 1998-99, displaying results for these students after three years. Safety-net provisions of the graduation requirements allow some students to earn credit for graduation by alternative means. The percentage of students meeting their personal graduation requirements after four years is presented elsewhere in this report as a school accountability measure.



Requirement	Student Category	Students in Cohort ¹	Highest Score ² From 55 To 64	Highest Score ² From 65 To 84	Highest Score ² From 85 To 100	Approved Alternative Credit
English (after 3 years)	General Education	372	23	252	50	0
	Students w/ Disabilities	48	8	21	3	0
	All Students	420	31	273	53	0
Mathematics (after 3 years)	General Education	372	13	152	176	0
	Students w/ Disabilities	48	2	23	7	0
	All Students	420	15	175	183	0
Global History (after 3 years)	General Education	372	21	211	121	0
	Students w/ Disabilities	48	9	25	4	0
	All Students	420	30	236	125	0
U.S. Hist. & Gov. (after 3 years)	General Education	372	7	140	167	0
	Students w/ Disabilities	48	2	18	6	0
	All Students	420	9	158	173	0

¹ Cohort is defined in Section 100.2 (p) (8) (iii) of Commissioner's Regulations.

² Only the highest score of each student is counted, regardless of how many times the student may have taken the examination.

To protect student confidentiality, the pound character (#) appears when there are fewer than five students in a group. If fewer than five special-education students were reported, then counts appear only in the "All Students" category.

School District Profile

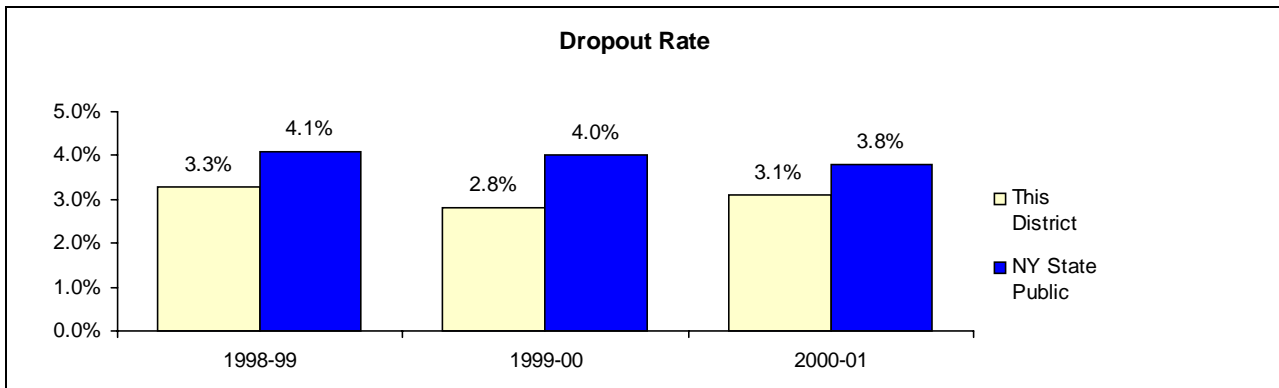
Superintendent: Dr. Kenneth Graham		Phone: (585)359-5012		
Organization 2000-01		School District Staff ¹ (both full- and part-time)		
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals	Count of Paraprofessionals
K-12	5,943	529	75	141

1999-00 School District Total Expenditure per Pupil	\$12,366
1999-00 NY State Public Schools Total Expenditure per Pupil	\$11,040

Student Enrollment			
Grade Level	October 2000	Grade Level	October 2000
Pre-Kindergarten	0	Grade 7	476
Kindergarten	404	Grade 8	469
Grade 1	438	Grade 9	499
Grade 2	443	Grade 10	447
Grade 3	477	Grade 11	441
Grade 4	437	Grade 12	413
Grade 5	509	Ungraded Elementary with Disabilities	0
Grade 6	490	Ungraded Secondary with Disabilities	0

Student Demographics	1998-99		1999-2000		2000-01	
	Count	Percent	Count	Percent	Count	Percent
English Language Learners	138	2.3%	153	2.6%	144	2.4%
Eligible For Free Lunch	644	11.5%	777	14.0%	625	11.3%

Need to Resource Capacity (N/RC) Group	The State Education Department assigns each school district to a comparison group based on student demographics and the resource capacity of the district. This district is in N/RC Group 5. This district has average needs relative to local resource capacity.
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A dropout is any student who left school prior to graduation for any reason except death and did not enter another school or approved high school equivalency preparation program. The dropout rate is calculated by dividing the total number of students who dropped out in a given year by the total fall enrollment in grades 9-12, including that portion of the ungraded secondary student enrollment that can be attributed to grades 9-12.

¹ Some district-employed staff serve in more than one school. These shared people are included in counts reported here.