

# 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	2000–2001	2001–2002	2002–2003
Pre-K	995	1077	1133
Kindergarten	2186	2367	2361
First	2916	2614	2503
Second	3104	2629	2287
Third	3048	2847	2452
Fourth	2899	2846	2651
Fifth	2869	2747	2628
Sixth	2606	2752	2642
Ungraded Elementary	1705	1864	2241
Seventh	2514	2555	2643
Eighth	2181	2303	2290
Ninth	3220	3261	3244
Tenth	1774	1878	2079
Eleventh	1265	1254	1379
Twelfth	802	843	892
Ungraded Secondary	2346	2398	2234
Total K-12 Enrollment	35435	35158	34526

## Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	797	2.2%	778	2.2%	734	2.1%
Black (Not Hispanic)	22245	62.8%	22262	63.3%	22048	63.9%
Hispanic	6695	18.9%	6711	19.1%	6756	19.6%
White (Not Hispanic)	5698	16.1%	5407	15.4%	4988	14.4%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	15	17	18
Common Branch	19	19	20
English Grade 8	24	23	25
Mathematics Grade 8	24	23	24
Science Grade 8	25	23	25
Social Studies Grade 8	25	24	25
English Grade 10	24	24	28
Mathematics Grade 10	24	23	27
Science Grade 10	25	25	27
Social Studies Grade 10	25	25	29

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	2341	6.4%	2389	6.6%	2768	7.8%
<b>Eligible for Free Lunch</b>	22989	67.6%	24191	68.8%	22393	64.9%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>Annual Attendance Rate</b>		90.4%		90.2%		90.2%
<b>Student Suspensions</b>	7002	19.0%	7012	19.8%	5686	16.2%

### Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
<b>Reduced Lunch</b>	9.0%	8.1%	7.3%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	3382
Total Other Professional Staff	472
Total Paraprofessionals	698
Teaching Out of Certification*	563
Teachers with Temporary Licenses	25

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	859	191	22%	949	198	21%	941	207	22%
Students with Disabilities	66	5	8%	72	7	10%	51	2	4%
All Students	925	196	21%	1021	205	20%	992	209	21%

\*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	320	469	7	32	66	98
Percent	32%	47%	1%	3%	7%	10%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
51	2	108	159

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			395		711	
	Entered GED Program*			456		483	
	Total Noncompleters			851		1194	
Students with Disabilities	Dropped Out			135		183	
	Entered GED Program*			79		99	
	Total Noncompleters			214		282	
All Students	Dropped Out	815	10.0%	530	6.3%	894	10.1%
	Entered GED Program*	665	8.1%	535	6.4%	582	6.6%
	Total Noncompleters	1480	18.1%	1065	12.7%	1476	16.6%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		6%	5%
2-3		5%	4%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		118	129
	Number of Students with Disabilities		66	55
	Number of All Students		184	184
	Percent of Enrollment		3%	3%
6-8	Number of General-Education Students		2577	2766
	Number of Students with Disabilities		462	695
	Number of All Students		3039	3461
	Percent of Enrollment		34%	39%
9-12	Number of General-Education Students		2846	3517
	Number of Students with Disabilities		945	1084
	Number of All Students		3791	4601
	Percent of Enrollment		44%	51%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	36	94%	0	0%	44	77%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	186	89%	18	67%	70	94%
Spanish	489	73%	0	0%	753	76%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	1	#	0	0%	1	#
Spanish	17	53%	0	0%	60	35%

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	52	69%	219	41%	21	62%
Science	277	70%	188	50%	25	72%
Reading	8	12%	87	54%	4	#
Writing	6	83%	84	40%	4	#
Global Studies	175	64%	127	26%	6	33%
U.S. Hist & Gov't	110	61%	76	36%	8	62%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	83	60%	24	46%	357	41%
Science	147	32%	22	55%	184	30%
Reading	27	37%	18	50%	153	52%
Writing	19	74%	25	68%	163	36%
Global Studies	54	46%	13	54%	201	26%
U.S. Hist & Gov't	30	53%	12	58%	64	48%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	1163	1398	1565	52	8	130
Number Scoring 55–100	1011	1111	1152	40	6	58
Number Scoring 65–100	754	746	883	21	3	39
Number Scoring 85–100	113	189	143	1	1	2
Percentage of Tested Scoring 55–100	87%	79%	74%	77%	75%	45%
Percentage of Tested Scoring 65–100	65%	53%	56%	40%	38%	30%
Percentage of Tested Scoring 85–100	10%	14%	9%	2%	12%	2%
<b>Mathematics A</b>						
Number Tested	270	319	2180	8	3	163
Number Scoring 55–100	104	97	1091	1	#	45
Number Scoring 65–100	40	43	710	0	#	28
Number Scoring 85–100	3	2	55	0	#	0
Percentage of Tested Scoring 55–100	39%	30%	50%	12%	#	28%
Percentage of Tested Scoring 65–100	15%	13%	33%	0%	#	17%
Percentage of Tested Scoring 85–100	1%	1%	3%	0%	#	0%
<b>Mathematics B (first administered June 2001)</b>						
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%
<b>Global History and Geography</b>						
Number Tested	1282	1794	2166	70	11	289
Number Scoring 55–100	1079	1303	1351	49	6	93
Number Scoring 65–100	808	875	1051	31	5	66
Number Scoring 85–100	158	117	197	4	0	5
Percentage of Tested Scoring 55–100	84%	73%	62%	70%	55%	32%
Percentage of Tested Scoring 65–100	63%	49%	49%	44%	45%	23%
Percentage of Tested Scoring 85–100	12%	7%	9%	6%	0%	2%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	997	1434	1401	52	13	127
Number Scoring 55–100	719	1192	1247	30	10	86
Number Scoring 65–100	515	850	1027	19	6	58
Number Scoring 85–100	148	136	248	4	1	11
Percentage of Tested Scoring 55–100	72%	83%	89%	58%	77%	68%
Percentage of Tested Scoring 65–100	52%	59%	73%	37%	46%	46%
Percentage of Tested Scoring 85–100	15%	9%	18%	8%	8%	9%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	1640	1541	1775	86	4	151
Number Scoring 55–100	1331	1421	1410	65	#	95
Number Scoring 65–100	1023	1189	992	41	#	56
Number Scoring 85–100	64	84	91	3	#	3
Percentage of Tested Scoring 55–100	81%	92%	79%	76%	#	63%
Percentage of Tested Scoring 65–100	62%	77%	56%	48%	#	37%
Percentage of Tested Scoring 85–100	4%	5%	5%	3%	#	2%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	513	1018	967	15	2	41
Number Scoring 55–100	376	841	780	10	#	23
Number Scoring 65–100	278	675	602	8	#	14
Number Scoring 85–100	60	123	142	2	#	4
Percentage of Tested Scoring 55–100	73%	83%	81%	67%	#	56%
Percentage of Tested Scoring 65–100	54%	66%	62%	53%	#	34%
Percentage of Tested Scoring 85–100	12%	12%	15%	13%	#	10%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		457	735		0	12
Number Scoring 55–100		333	424		0	4
Number Scoring 65–100		158	179		0	2
Number Scoring 85–100		11	8		0	0
Percentage of Tested Scoring 55–100		73%	58%		0%	33%
Percentage of Tested Scoring 65–100		35%	24%		0%	17%
Percentage of Tested Scoring 85–100		2%	1%		0%	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.  
(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	74	59	41	2	0	2
Number Scoring 55–100	65	47	34	#	0	#
Number Scoring 65–100	56	38	27	#	0	#
Number Scoring 85–100	15	5	1	#	0	#
Percentage of Tested Scoring 55–100	88%	80%	83%	#	0%	#
Percentage of Tested Scoring 65–100	76%	64%	66%	#	0%	#
Percentage of Tested Scoring 85–100	20%	8%	2%	#	0%	#
<b>Comprehensive Italian</b>						
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%
<b>Comprehensive German</b>						
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%
<b>Comprehensive Hebrew</b>						
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%
<b>Comprehensive Spanish</b>						
Number Tested	415	478	483	5	2	8
Number Scoring 55–100	367	437	447	3	#	7
Number Scoring 65–100	331	393	419	3	#	7
Number Scoring 85–100	167	216	202	0	#	3
Percentage of Tested Scoring 55–100	88%	91%	93%	60%	#	88%
Percentage of Tested Scoring 65–100	80%	82%	87%	60%	#	88%
Percentage of Tested Scoring 85–100	40%	45%	42%	0%	#	38%
<b>Comprehensive Latin</b>						
Number Tested	76	77	70	0	0	1
Number Scoring 55–100	76	74	69	0	0	#
Number Scoring 65–100	75	69	66	0	0	#
Number Scoring 85–100	37	24	14	0	0	#
Percentage of Tested Scoring 55–100	100%	96%	99%	0%	0%	#
Percentage of Tested Scoring 65–100	99%	90%	94%	0%	0%	#
Percentage of Tested Scoring 85–100	49%	31%	20%	0%	0%	#

(Form – H)



# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	942	920	224	29	8	11
Number Scoring 55–100	576	591	141	13	6	4
Number Scoring 65–100	428	440	103	11	5	2
Number Scoring 85–100	123	104	20	3	1	0
Percentage of Tested Scoring 55–100	61%	64%	63%	45%	75%	36%
Percentage of Tested Scoring 65–100	45%	48%	46%	38%	62%	18%
Percentage of Tested Scoring 85–100	13%	11%	9%	10%	12%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	373	397	462	4	2	2
Number Scoring 55–100	300	328	328	#	#	#
Number Scoring 65–100	262	281	265	#	#	#
Number Scoring 85–100	89	108	72	#	#	#
Percentage of Tested Scoring 55–100	80%	83%	71%	#	#	#
Percentage of Tested Scoring 65–100	70%	71%	57%	#	#	#
Percentage of Tested Scoring 85–100	24%	27%	16%	#	#	#

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	228	77%	697	79%	214	79%
Students with Disabilities	29	48%	15	67%	26	35%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

### Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</b>	General-Education Students	2441	18%	28%	50%	5%
	Students with Disabilities	543	34%	30%	34%	1%
	All Students	2984	21%	28%	47%	4%

### Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2003</b>	General-Education Students	1919	10%	68%	21%	1%
	Students with Disabilities	467	37%	58%	5%	0%
	All Students	2386	15%	66%	18%	1%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	12	0	1	3	5	3
<b>Middle Level</b>						
Social Studies	10	1	0	1	5	4
<b>Secondary Level</b>						
English Language Arts	13	1	0	2	8	3
Social Studies	11	3	2	3	2	4
Mathematics	11	3	1	2	6	2
Science	11	3	0	3	6	2

## 1999 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	1206	1206	1206	208	208	208	1414	1414	1414
Number Scoring 55–64	246	254	199	26	26	16	272	280	215
Number Scoring 65–84	609	565	687	35	22	29	644	587	716
Number Scoring 85–100	140	119	100	1	1	1	141	120	101
Approved Alternatives	2	0	0	0	0	0	2	0	0

(Form – K)