

Rochester City School District

# STUDENT DATA 2017

Working Document



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*Every student by face and name. Every school, every classroom. To and through graduation.*

## Executive Summary of the Rochester City School District Student Data Report 2017

### Office of Accountability







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This report summarizes RCSD's student data in the following areas: district enrollment trend, insight into poverty, specialized population enrollment and performance, AP/IB/Honors enrollment, school climate and discipline, student homelessness, college readiness and career and technical education. The purpose of this report is to implement Superintendent Barbara Deane-Williams' vision of "Every Student by Face and Name. Every School. Every Classroom. To and Through Graduation." This report also aligns with the district's Path Forward plan. Contextualizing the above data and metrics with the current issues of racial, socio-economic, and gender disparities the district is facing. Educational equity is a priority area of the superintendent's guiding work focused on eliminating achievement gaps for urban youth. The District's theory of actions is built upon ensuring increased equitable access to high-quality programs and services and improving school climate through strong dynamic interaction between great educators, rigorous and cognitively demanding content, engaged students and families, and community partners that bring coherent supports matched to the specific needs of Rochester children.

RCSD still faces grim realities of bridging the racial and socio-economic gaps within its student population, but there are pockets of excellence in areas such as **AP/IB enrollment, reduction in suspensions, CTE enrollment, and School 23 as best school based on NY School Quality Index**. The increase in the number and diversity of students enrolled in AP and IB courses shows the district's commitment to improving college access for students of color. The reduction in suspensions throughout the district, and especially for SWD further demonstrates the district's determination to change its school climate through the new Code of Conduct. Furthermore, the exponential growth in CTE enrollment also provides multiple additional opportunities for students to be career-ready. Additionally, due to its excellence in attendance, teacher experience, and student diversity, School 23 has recently been named the best school in Monroe County, based on the NY School Quality Index. School 58 is also among the top-ranked secondary schools in the county.

 <p><b>Poverty</b></p>	<p>1 out of 2 children in the city of Rochester lives below the poverty line, and yet the achievement gap between the economically disadvantaged (ED) and the non-economically disadvantaged (non-ED) students remains significant.</p>
 <p><b>SWD and ELL</b></p>	<p>While district overall enrollment shows a decline, the number and proportion of students with disabilities (SWD) and English Language Learners (ELLs) have been increasing in the past four years (SWD enrollment rose from 5,524 in 2013-2014 to 5,953 in 2016-2017; ELL enrollment rose from 3,373 to 3,901 in the past four years). The achievement gaps between SWD and General Education students and between ELLs and non-ELLs still persist (4-year cohort August graduation rate for SWD is 33%, as compared to 59% for Gen Ed; 4-year cohort August graduation rate for ELL is 23%, as compared to 57% for non-ELL in 2016-2017).</p>
 <p><b>Trauma</b></p>	<p>Trauma prevails the district. 85% of the students who participated in the Youth Risk Behavior Survey experienced one or more experiences of trauma (adverse childhood experience).</p>
 <p><b>School Climate</b></p>	<p>In terms of school climate, more than a quarter of the respondents (teachers, students, and staff) of the School Climate Survey did not feel safe at their schools, and less than half of the survey respondents thought discipline was fair. However, over 80% reported caring relationships at their schools.</p>
 <p><b>Homelessness</b></p>	<p>Student homelessness has gone up 46% from 1,685 in 2011-2012 to 2,459 in 2016-2017, and yet the rest of Monroe County stays the same. As of Tuesday 10/31/2017, 168 students from hurricane-impacted regions have been enrolled in the RCSD. All qualify for McKinney-Vento, and are considered homeless. Nearly all are English Language Learners.</p>
 <p><b>AP/ IB/ Honors Enrollment</b></p>	<p>One promising improvement for college readiness is the increase in enrollment in AP and IB courses from 2016-2017. The number of students enrolled in AP and IB courses has increased 43% from 613 to 875 from the prior year. AP enrollment alone is up more than 25% from 689 to 863, compared to last year. The total number of unique student enrollment in AP courses has increased by 32% from 491 to 647. Additional new AP courses and subjects are offered both in classrooms across the District and through virtual academy. Furthermore, majority of the AP and IB courses have more students enrolled than last year. Compared to 2016-2017, <b>there is a higher number and proportion of Black and Hispanic students and females taking AP and/or IB courses in 2017-2018.</b> The number of Black and African American students taking AP and/or IB courses went from 296 to 467 from last year, and for Hispanic and Latino students it went from 112 to 166. The proportion of Black and Hispanic students taking AP went from 66.6% to 72.4%. The female AP-enrollees went from 362 to 539, and the proportion increased from 59.1% to 61.6%.</p> <p>Additionally, student enrollment in AP/IB/Honors/Acceleration courses across the district is up more than 25% from 2016-2017.</p>

 <b>Suspensions</b>	<p><b>Three-year trend shows a decrease in overall suspensions.</b> The gap between SWD and Gen Ed students is narrowing (8.2% gap between SWD and Gen Ed in 2015-2016 vs. 5.8% gap in 2016-2017), and economically disadvantaged students have shown some further reductions in suspensions (16.1% unduplicated suspension rate for FRPL students in 2015-2016 down to 13.5% in 2016-2017).</p>
 <b>CTE</b>	<p><b>Student Enrollment in CTE has increased exponentially over the last 5 years from 70 in 2012-2013 to 4,109 in 2016-2017.</b> The demographic make-up of the CTE population reflects that of the District’s enrollment.</p>
 <b>College Readiness</b>	<p>Districtwide, there is a decline in the percentage of first-time 9th graders scoring at mastery level on Math Regents (Integrated Algebra and Common Core Algebra) in 2016-2017 from the previous year. Although racial and socio-economic gaps still persist, the gender gap is closing.</p>

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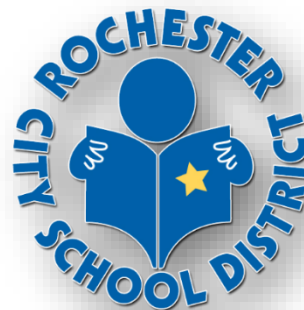
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*Working Document*

## Our Vision

***Every Child by Face and Name,  
Every Classroom, Every School.  
To and Through Graduation.***



***Knowing every child by face and name, every classroom, every school. To and through graduation means more than knowing his/her name and what classes he/she is taking. The whole child is behind every data point we analyze. This means that we get to know our students, their families, their community, their hopes, dreams, and goals in and beyond the classroom. The use of data enables us to review individual student progress in real time and make adjustments as needed in order to personalize supports at regular intervals. The pattern of failure will be disrupted.***



## Moving Forward

### Federal Legislation/ NY State Implementation

The Every Student Succeeds Act (ESSA) provides federal funds to improve elementary and secondary education in the nation's schools. ESSA requires states and Local Educational Agencies (i.e., school districts and charter schools) to take a variety of actions to ensure that all children, regardless of race, socioeconomic status, gender, disability status, primary language, or ZIP code, receive the education that they need to be prepared for success in postsecondary education, careers, and citizenship. New York State receives approximately \$1.6 billion annually in funding through ESSA.

ESSA includes many provisions that will help to ensure success for all students and all schools. Below are a few highlights of the law:

- Advances equity by upholding critical protections for all students.
- Requires that all students be taught to high academic standards that will prepare students to succeed in college and careers, and that all students be assessed on these standards to provide important information to educators, families, students, and communities.
- Maintains an expectation that there will be accountability, support, and action to create positive change in all our schools, including our lowest-performing schools.
- Provides for culturally responsive instruction and other services to students, parents, school employees, and community members.

# Transforming the Rochester City School District

*“All students should achieve graduation. One hundred percent of them. I believe that providing all children with a high-quality education, along with the supports to achieve graduation, is the great civil rights challenge of our time.”*

—BARBARA DEANE-WILLIAMS, SUPERINTENDENT OF SCHOOLS – ROCHESTER CITY SCHOOL DISTRICT

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Ensuring Powerful learning for every student



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## About the Rochester City School District

The Rochester City School District is located in Rochester, New York and consists of 49 schools. The following are school configurations:

School Configuration	No. of Schools
K-2	1
PreK-6	20
K-6	2
PreK-8	7
K-8	5
K-12	1
6-8	1
7-8	1
7-12	4
9-12	7

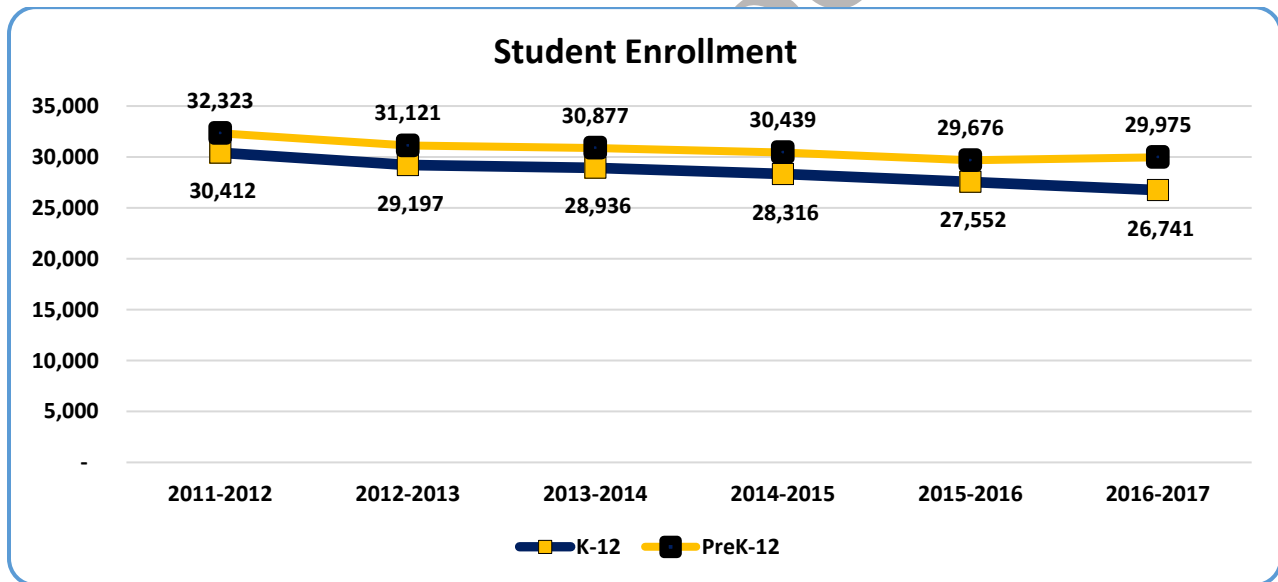


# SECTION 1: Rochester City School District Student Enrollment

**The Rochester City School District K-12 Enrollment has declined for the past six years.**

District enrollment has continued to decline over each of the past several years although the District's saw a slight increase in enrollment in school year 2016-2017 over the previous year primarily due to the Pre-K expansion and the closing of a local parochial school. Although K-12 enrollment continues to decline, the expansion of the District's Pre-K program has helped to maintain overall enrollment near 30,000 students.

K-12 enrollment represents the core body of data used to develop enrollment projections. Total enrollment in RCSD schools stood at 30,412 students in 2011-2012. Since then, enrollment has decreased to 26,741 in 2016-17.



Source data: RCSD BEDS Enrollment



## District enrollment by subgroup in school year 2016-2017

Grade Levels	% Gen Ed	% ELL	% SWD	% Eco Disadvantaged	District Enrollment by Grade Level
PK half-day	78%	0%	22%	63%	79
PK full-day	87%	0%	13%	31%	3,155
KF	84%	12%	16%	89%	2,159
01	83%	14%	17%	93%	2,203
02	80%	15%	20%	93%	2,351
03	79%	15%	21%	93%	2,296
04	79%	13%	21%	92%	2,349
05	77%	13%	23%	91%	2,066
06	78%	18%	22%	93%	1,888
07	79%	16%	21%	89%	1,734
08	79%	18%	21%	90%	1,775
09	77%	16%	23%	91%	2,688
10	81%	15%	19%	88%	1,990
11	85%	11%	15%	84%	1,346
12	85%	10%	15%	83%	1,616
Ungraded	0%	26%	100%	96%	280
<b>Total K-12</b>	<b>79%</b>	<b>15%</b>	<b>21%</b>	<b>90%</b>	<b>26,741</b>
<b>Total PreK-12</b>	<b>80%</b>	<b>13%</b>	<b>20%</b>	<b>84%</b>	<b>29,975</b>

Source data: RCSD enrollment 2016-17

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## SECTION 2: Insight into Poverty

The city of Rochester is the 5<sup>th</sup> poorest city among the largest 75 United States metropolitan areas and ranks **FIRST** in child poverty in cities of comparable size.

### 1 OUT OF 2 CHILDREN IN THE CITY OF ROCHESTER

### **LIVES BELOW THE POVERTY LINE**

Due to the high level of poverty, **100% of** our students are eligible for breakfast and lunch at no cost through the United States Department of Agriculture's Community Eligibility Provision.

#### Definitions and Context

Poverty is a multifaceted concept, which includes social, economic and political elements. Poverty may be defined as either *absolute* or *relative*.

**Absolute Poverty** refers to the lack of means necessary to meet basic needs such as food, clothing and shelter. **Relative Poverty** takes into consideration an individual's social and economic status compared to the rest of society.

Annual 2017 Poverty Guidelines for the 48 Contiguous States

Family Size	50%	100%	150%	200%	250%
1	6,030	12,060	18,090	24,120	30,150
2	8,120	16,240	24,360	32,480	40,600
3	10,210	20,420	30,630	40,840	51,050
4	12,300	24,600	36,900	49,200	61,500
5	14,390	28,780	43,170	57,560	71,950

#### Free Reduced Lunch

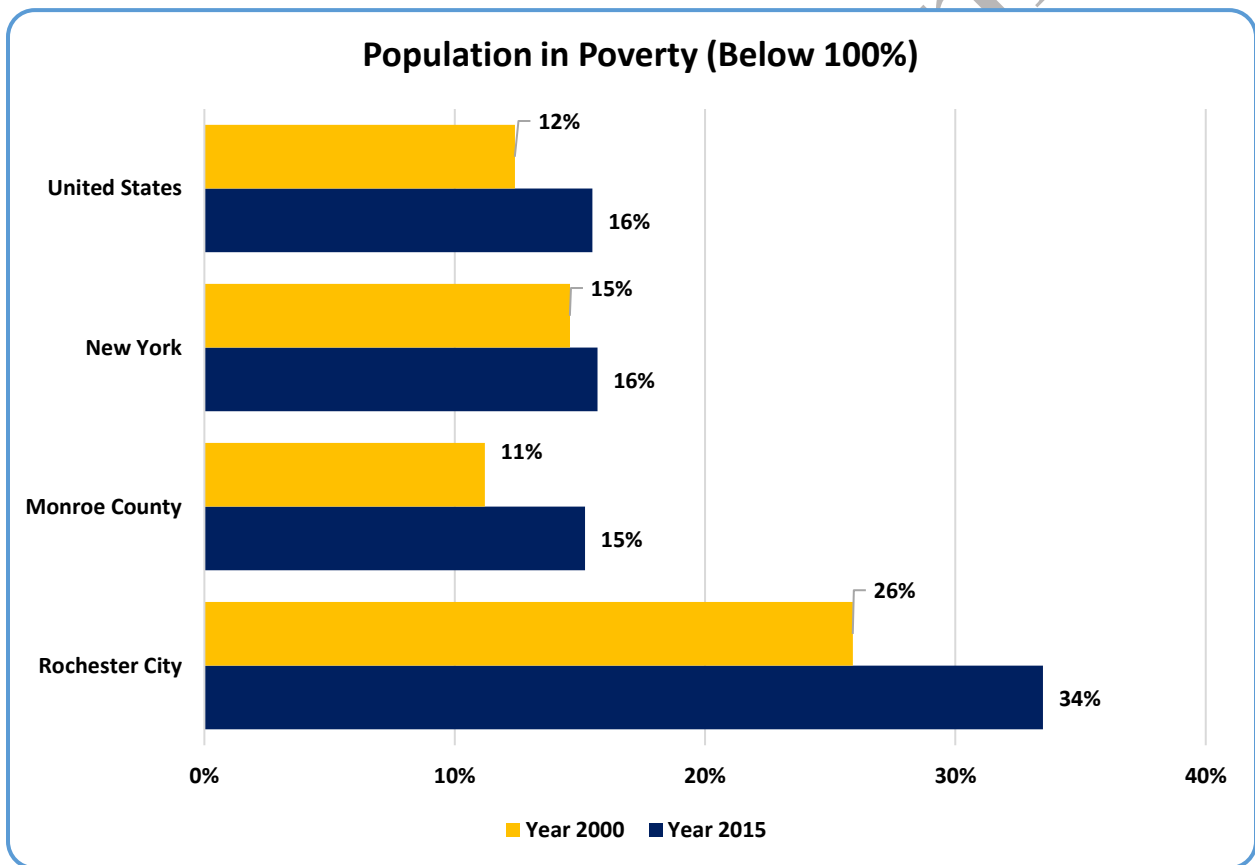
Eligibility for free or reduced-price meals is determined by your household size and income level. Children from families with incomes at or below 130 percent of the poverty level are eligible for free meals. Those with incomes between 130 and 185 percent of the poverty level are eligible for reduced price meals, for which students can be charged no more than 40 cents.

FRPL Eligibility Guidelines

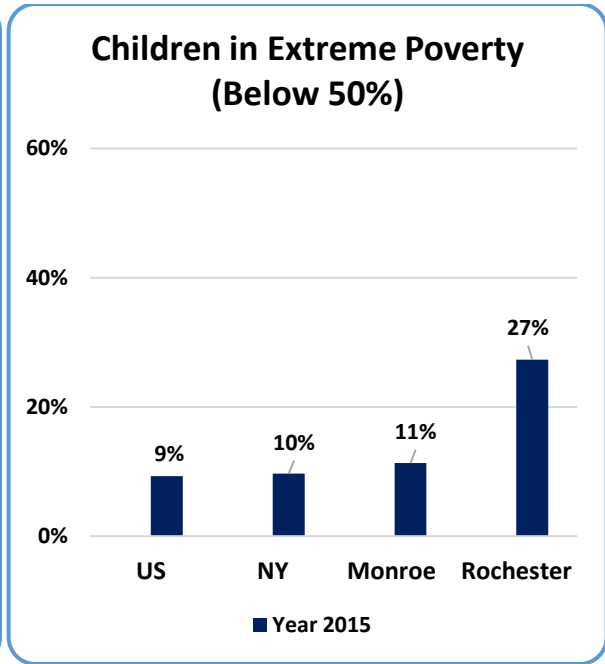
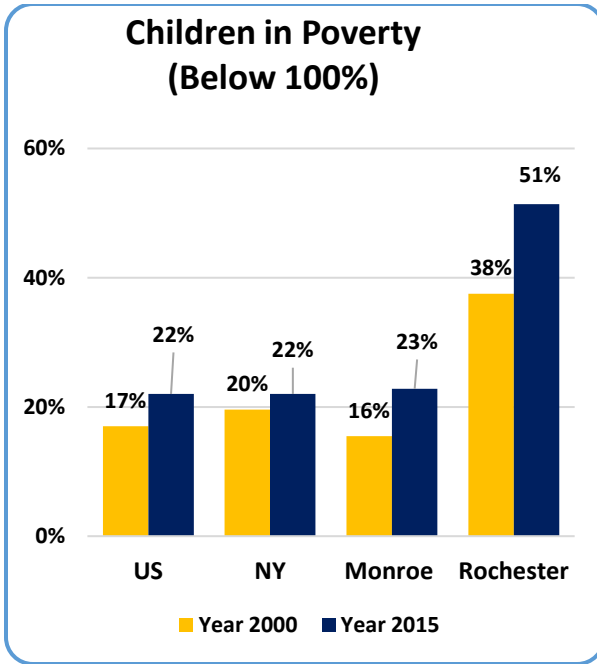
	1	2
1	15,444	21,978
2	20,826	29,637
3	26,208	37,296
4	31,590	44,955
5	36,972	52,614

## District students are primarily from low-income families.

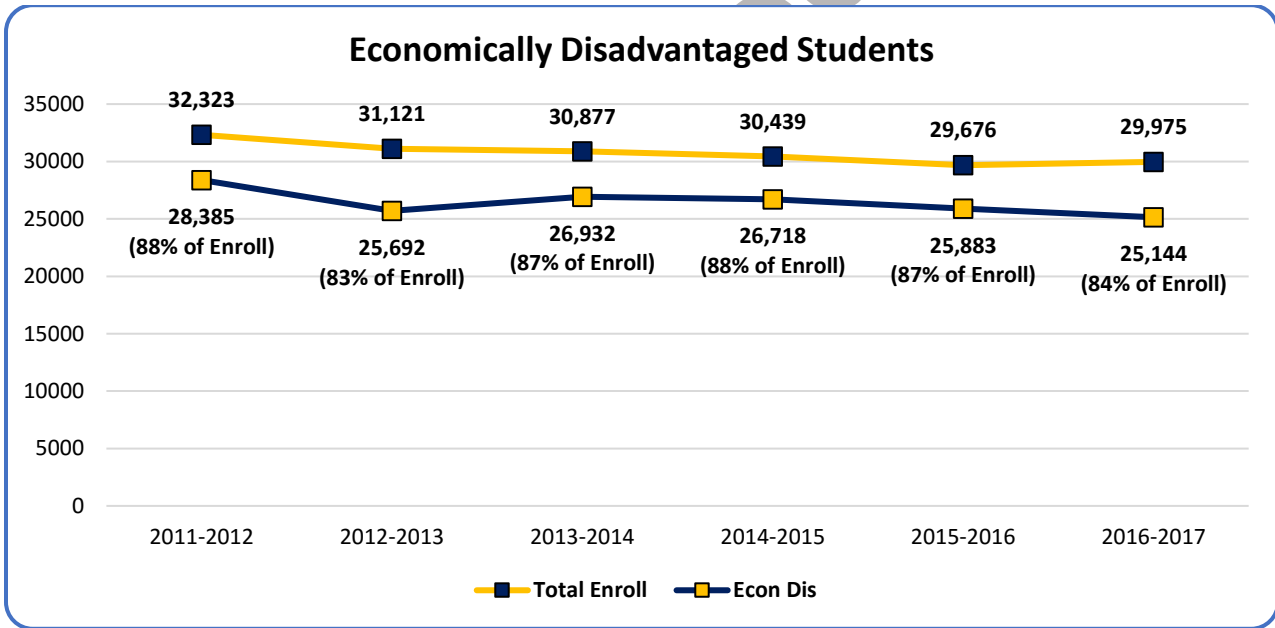
Rochester, the City is the fifth poorest city among the largest 75 United States metropolitan areas and ranks first in child poverty<sup>1</sup>. An economically disadvantaged student is defined as one who is eligible for free or reduced priced meals under the National School Lunch and Child Nutrition Program. On average, 85% or more students are identified as economically disadvantaged in the Rochester City School District. Several grades have 90% or more of their students identified as economically disadvantaged.



<sup>1</sup> "Poverty and Self-Sufficiency in the Nine-County Greater Rochester Area", September 2016, Rochester Area Community Foundation & ACT Rochester.

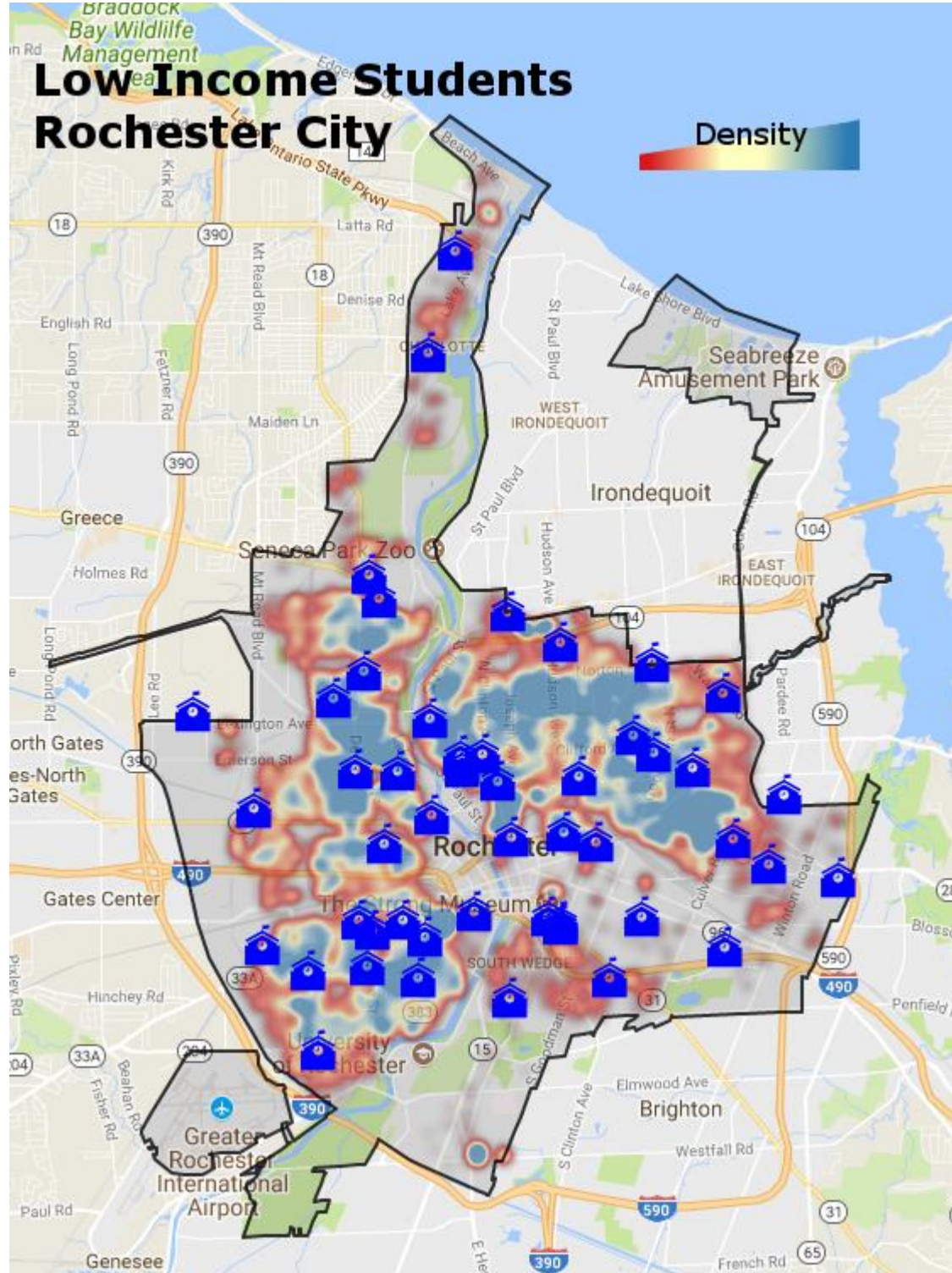


- No data available for children in extreme poverty for the year 2000.

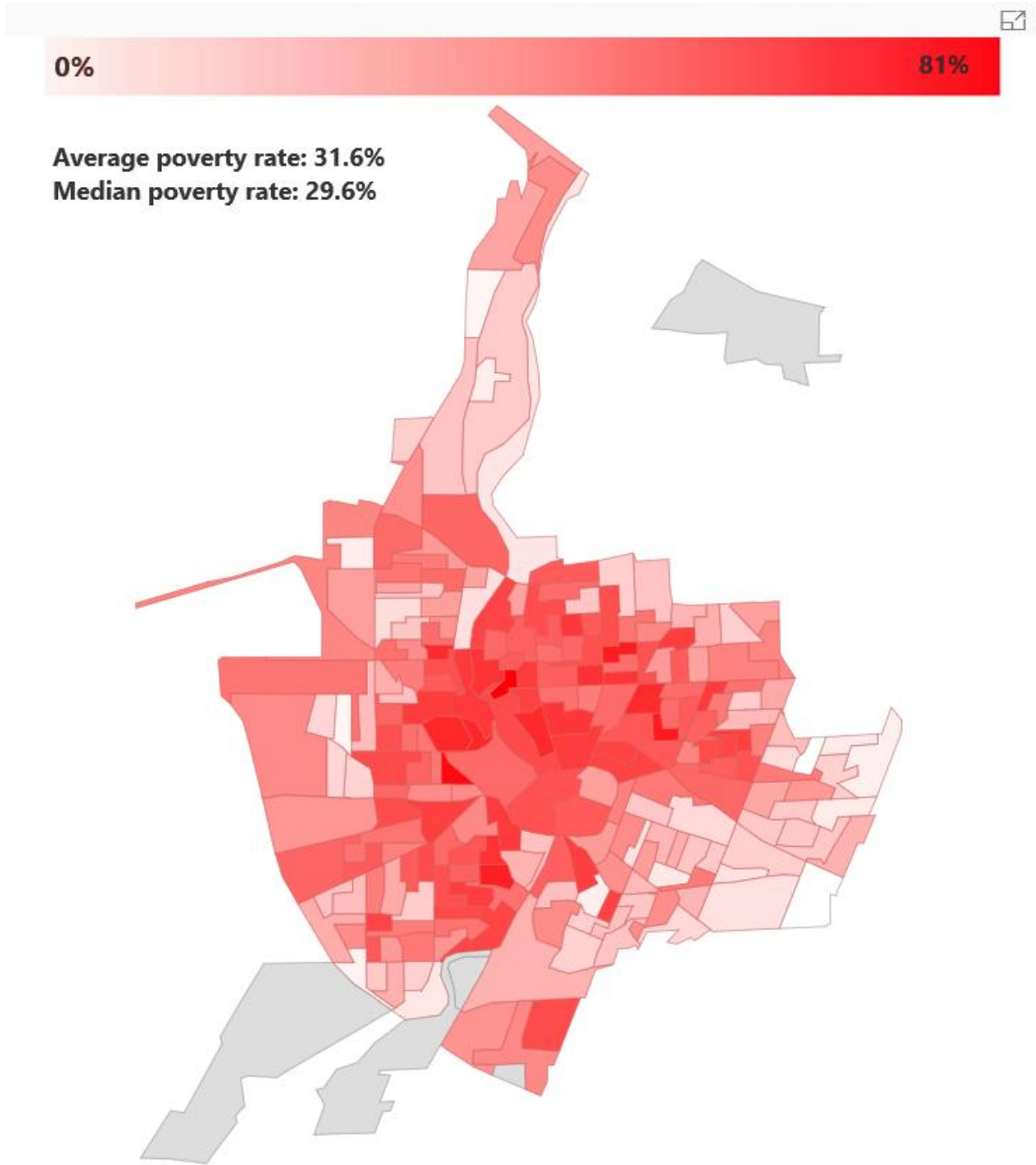


Source data: RCSD BEDS Enrollment

# Heat Map



# Poverty Rate by Census Block



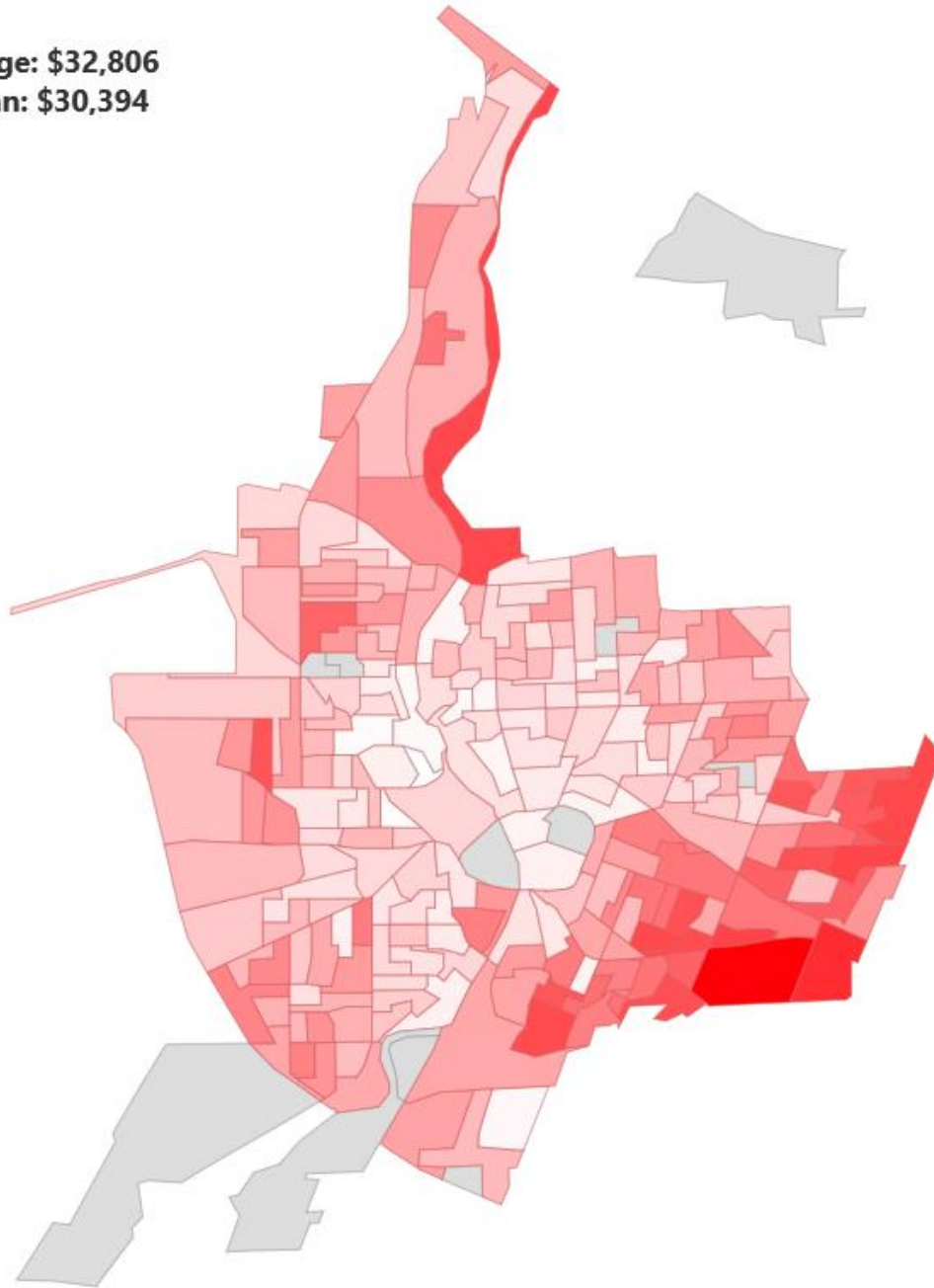
Source: U.S. Census Bureau, American Community Survey, 2011-2015 5-Year Estimates



# Median Household Income by Census Block



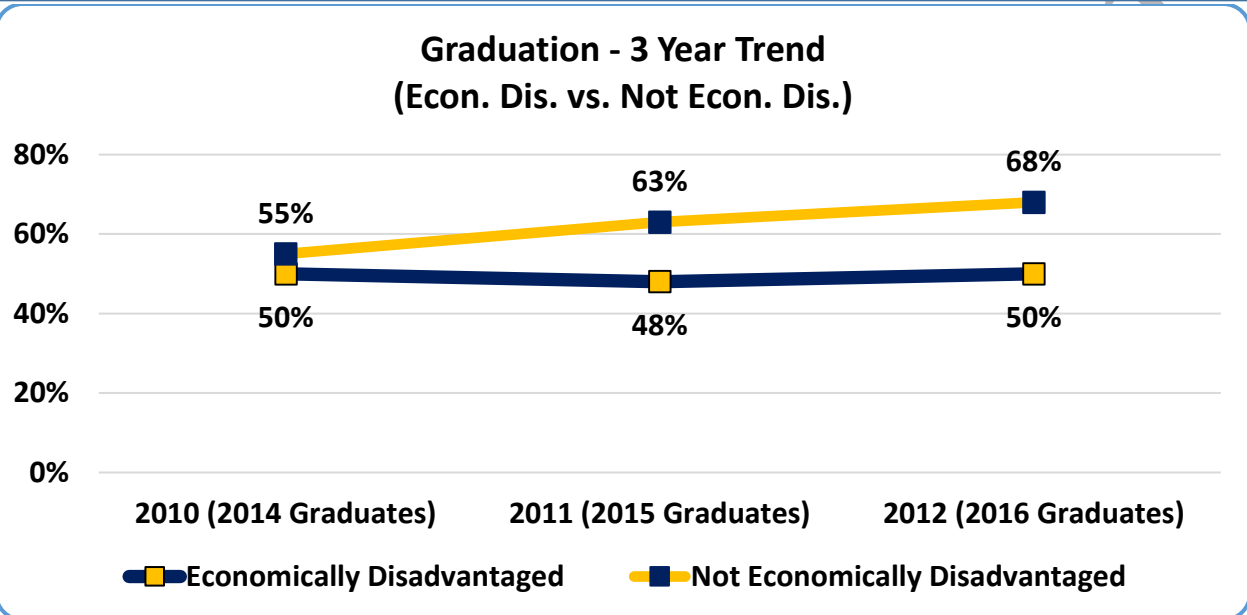
Average: \$32,806  
Median: \$30,394



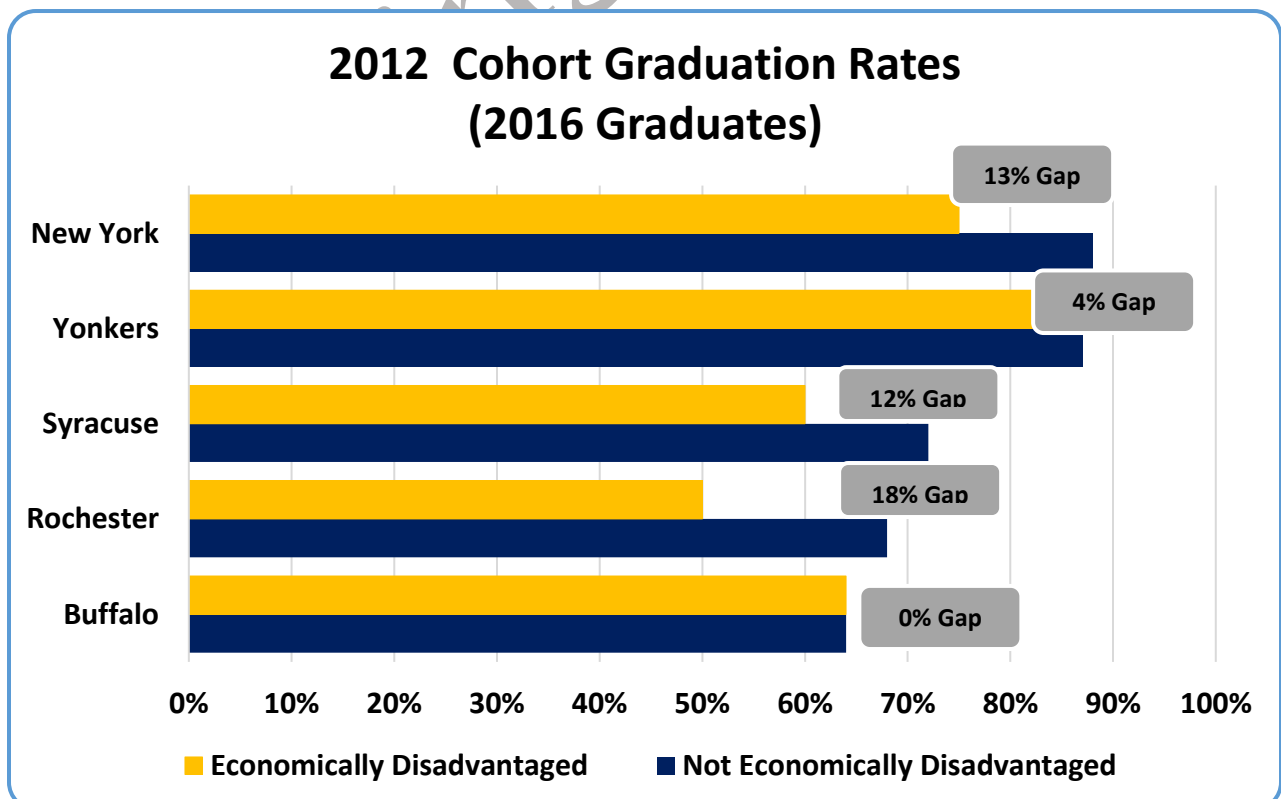
Source: U.S. Census Bureau, American Community Survey, 2011-2015 5-Year Estimates

## SECTION 3: Specialized Populations: Enrollment Trends and Academic Performance (Graduation, 3-8)

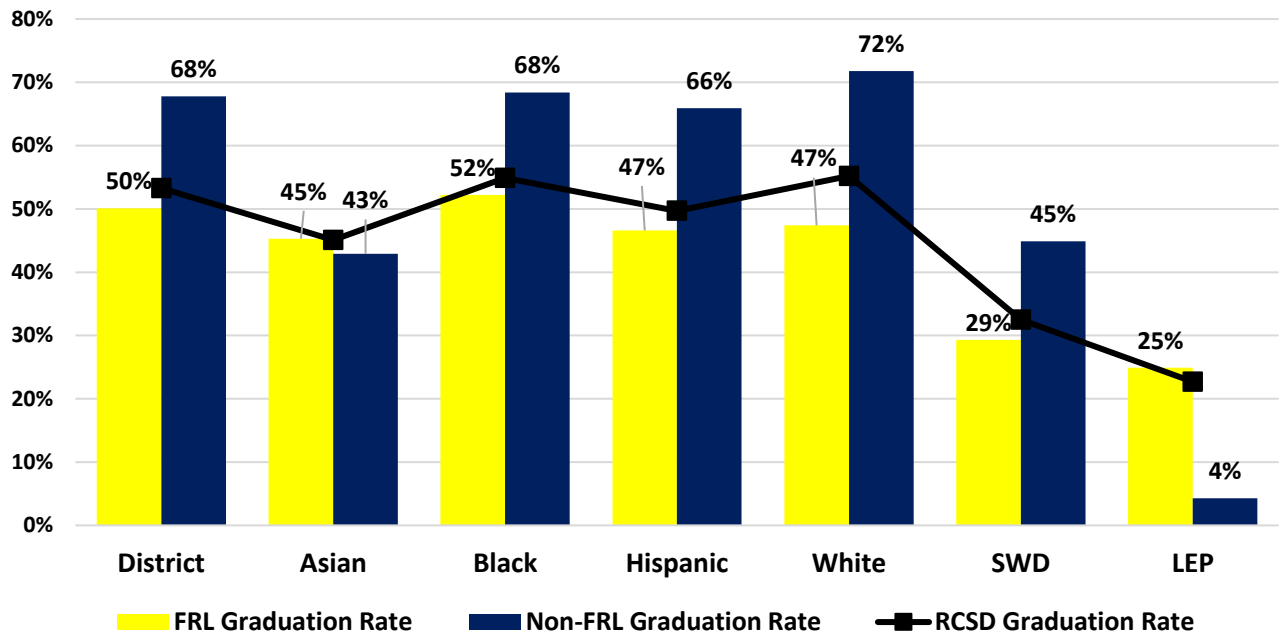
The achievement gap between the economically disadvantaged (ED) students and the non-economically disadvantaged (non-ED) students remains significant.



Source data: NYS Report Card



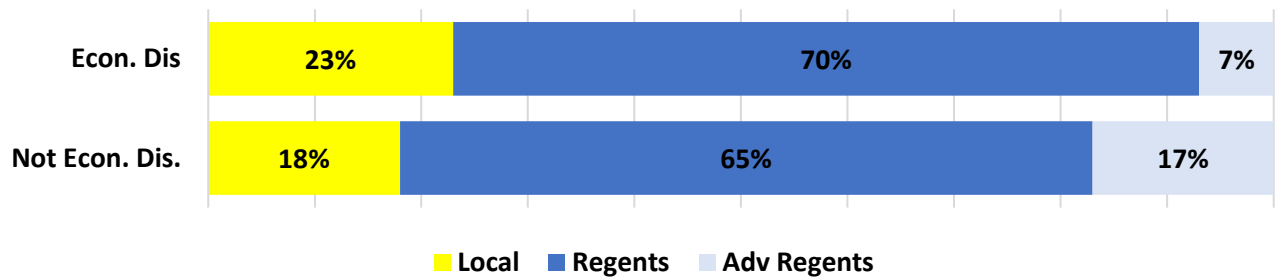
### 2012 Total Cohort (2016 Graduates) Economically Disadvantaged & Not Economically Disadvantaged Cohort 4-Year Graduation Rates



Source data: NYS WNYRIC L2RPT Total Cohort Summary

	District	Asian	Black	Hispanic	White	SWD	LEP
Econ. Dis.	859	34	536	212	72	105	48
Not Econ. Dis.	260	3	147	58	51	44	1

### Diploma Earned by Economically Disadvantaged Status



Source data: NYS WNYRIC L2RPT Total Cohort Summary

## Grade 3-8 Testing Performance (Economically Disadvantaged vs. Non-economically Disadvantaged Students)

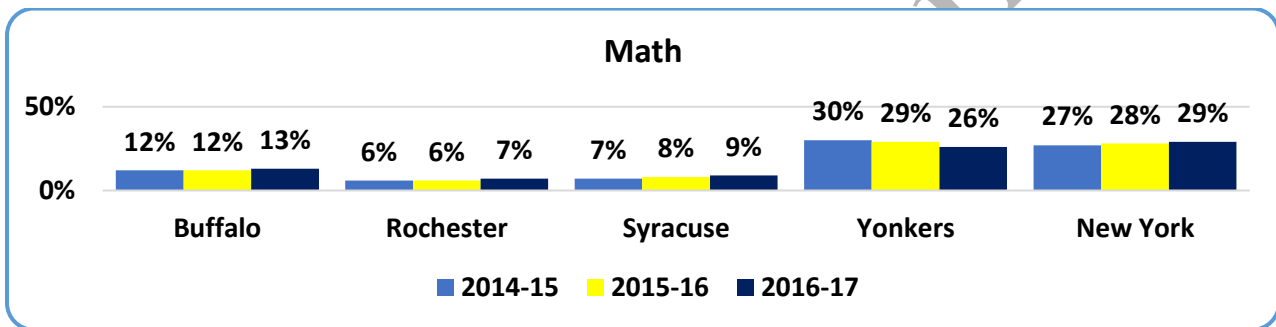
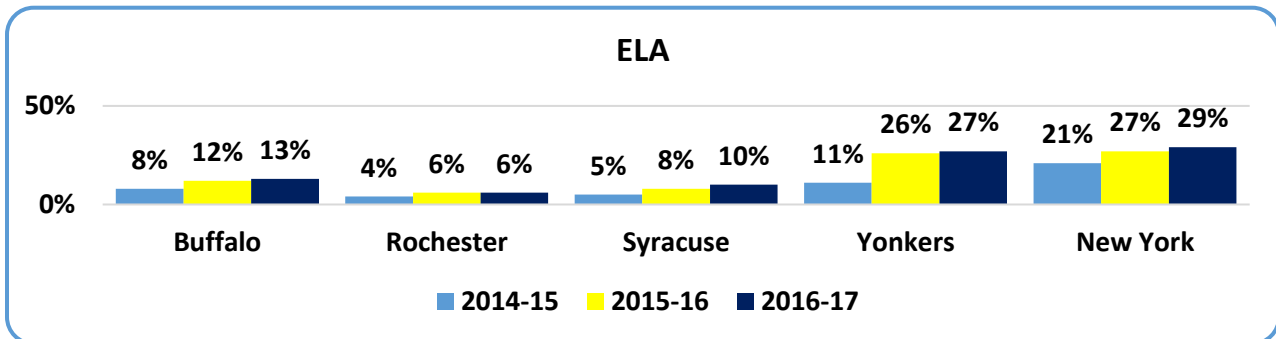
ELA	2016-2017					2015-2016				
	Total Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4	Total Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Econ. Dis.	9,201	69.5%	24.1%	5.7%	0.7%	9,476	71.6%	22.9%	5.0%	0.6%
Not Econ. Dis.	1,033	52.0%	29.6%	13.4%	5.0%	860	47.2%	33.8%	15.8%	3.1%
<b>Grand Total</b>	<b>10,234</b>	<b>67.7%</b>	<b>24.7%</b>	<b>6.5%</b>	<b>1.1%</b>	<b>10,336</b>	<b>69.5%</b>	<b>23.8%</b>	<b>5.9%</b>	<b>0.8%</b>

MATH	2016-2017					2015-2016				
	Total Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4	Total Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Econ. Dis.	8,916	73.8%	19.5%	5.4%	1.3%	9,054	73.9%	19.9%	4.7%	1.5%
Not Econ. Dis.	1,076	60.3%	21.5%	12.2%	6.0%	827	54.7%	27.3%	11.4%	6.7%
<b>Grand Total</b>	<b>9,992</b>	<b>72.4%</b>	<b>19.7%</b>	<b>6.1%</b>	<b>1.8%</b>	<b>9,881</b>	<b>72.3%</b>	<b>20.5%</b>	<b>5.3%</b>	<b>1.9%</b>

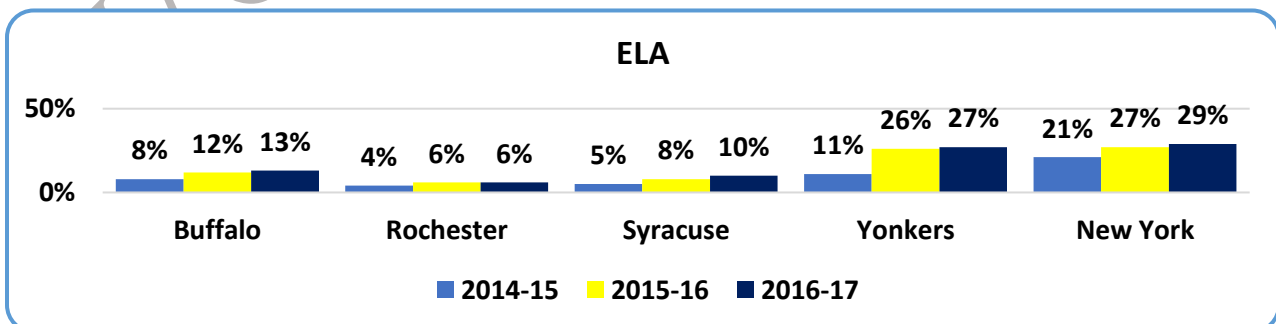
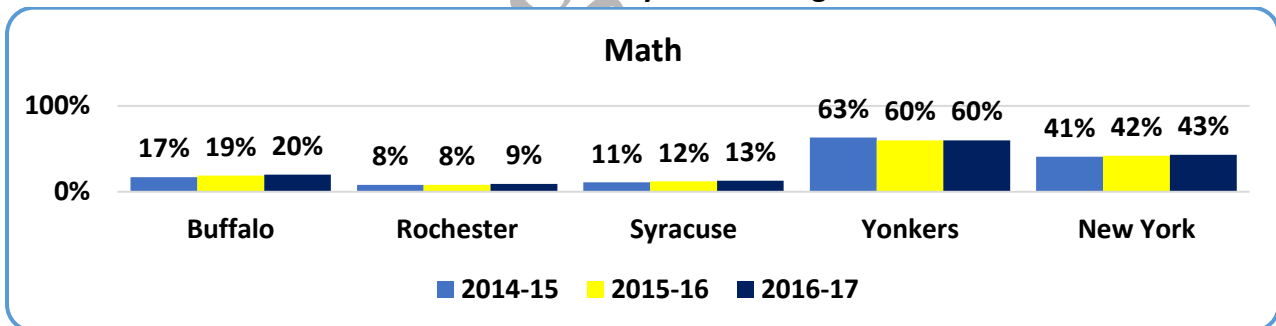
Source data: RCSD SPA

# The Big 5 - ELA and Math Grade 3-8 Performance (ED vs. Non-ED)

## Economically Disadvantaged



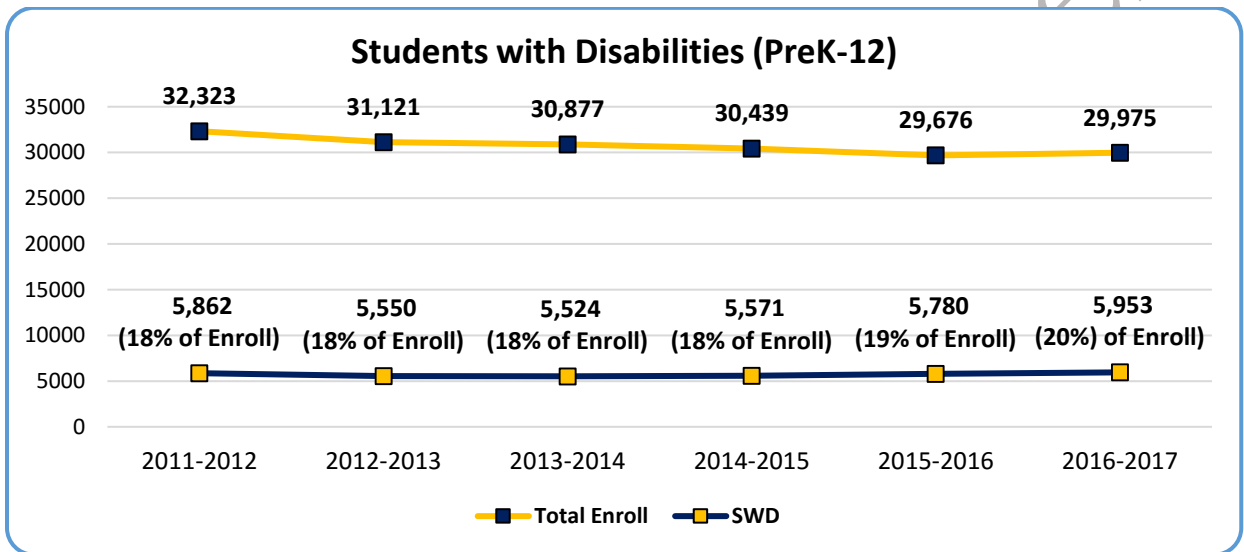
## Not Economically Disadvantaged



Source data: NYS Report Card

**The number and percentage of SWD has increased, while overall enrollment trends show a decline. The achievement gap between SWD and the Gen Ed population persists.**

PreK-12 students classified as SWD have increased to 20% of total enrollment. Grades 5 and 9 contain the highest portion of SWD enrollment (23%). Grades 11-12 have the lowest portion of SWD students. The geographic distribution of SWD students appears to be proportionately similar to that of all District students.



Source data: RCSD

Student enrollment has declined by approximately 9% from 2011 – 2017, yet students with IEP’s and mandated services has increased by nearly 10% from 2011 – 2017.

In looking at 3-8 performance trend data 2014 – 2017, for students with disabilities in RCSD, there has been less than 1% overall growth in levels 3 & 4, ELA and Math as compared to NYS that has demonstrated 3% overall growth.

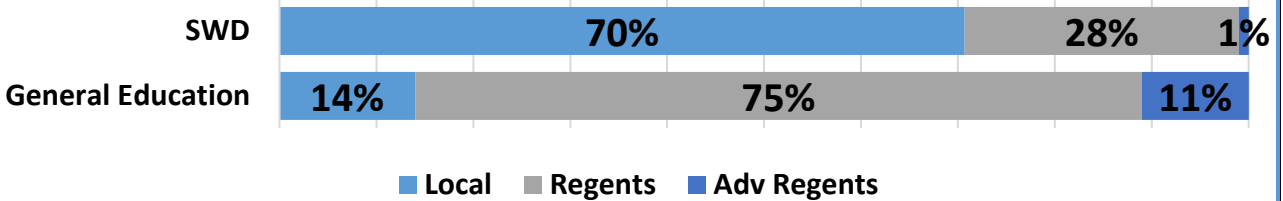
2012 cohort data shows a 26% gap between general education students and SWD’s for August graduation. This percentage gap remains consistent.



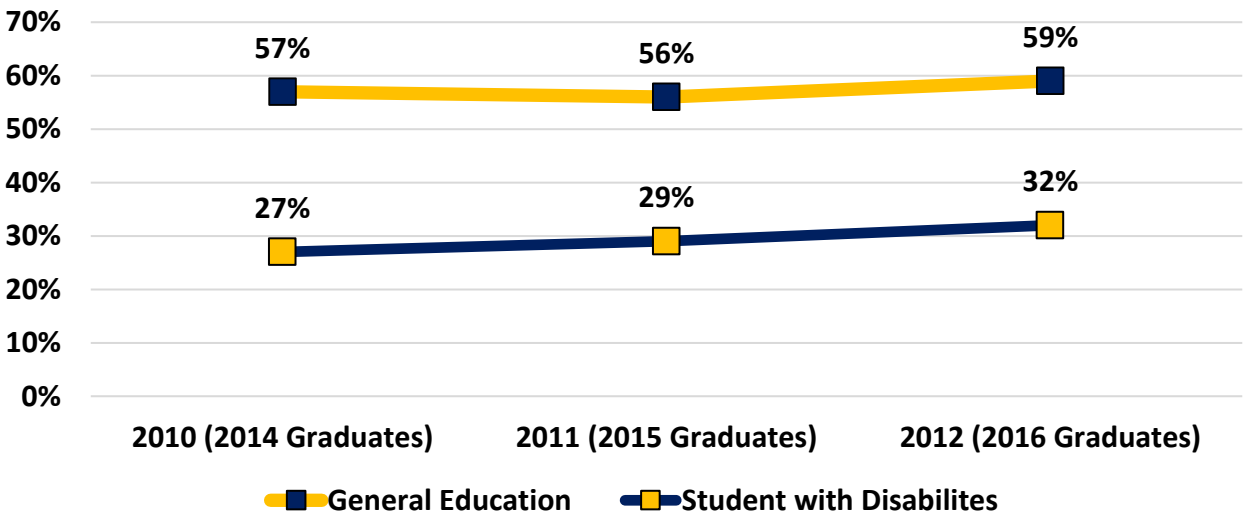
### 2012 Total Cohort Graduation Rate (2016 Graduation Year) SWD vs. General Education Students



### Diploma Designation SWD vs. Genral Education Students

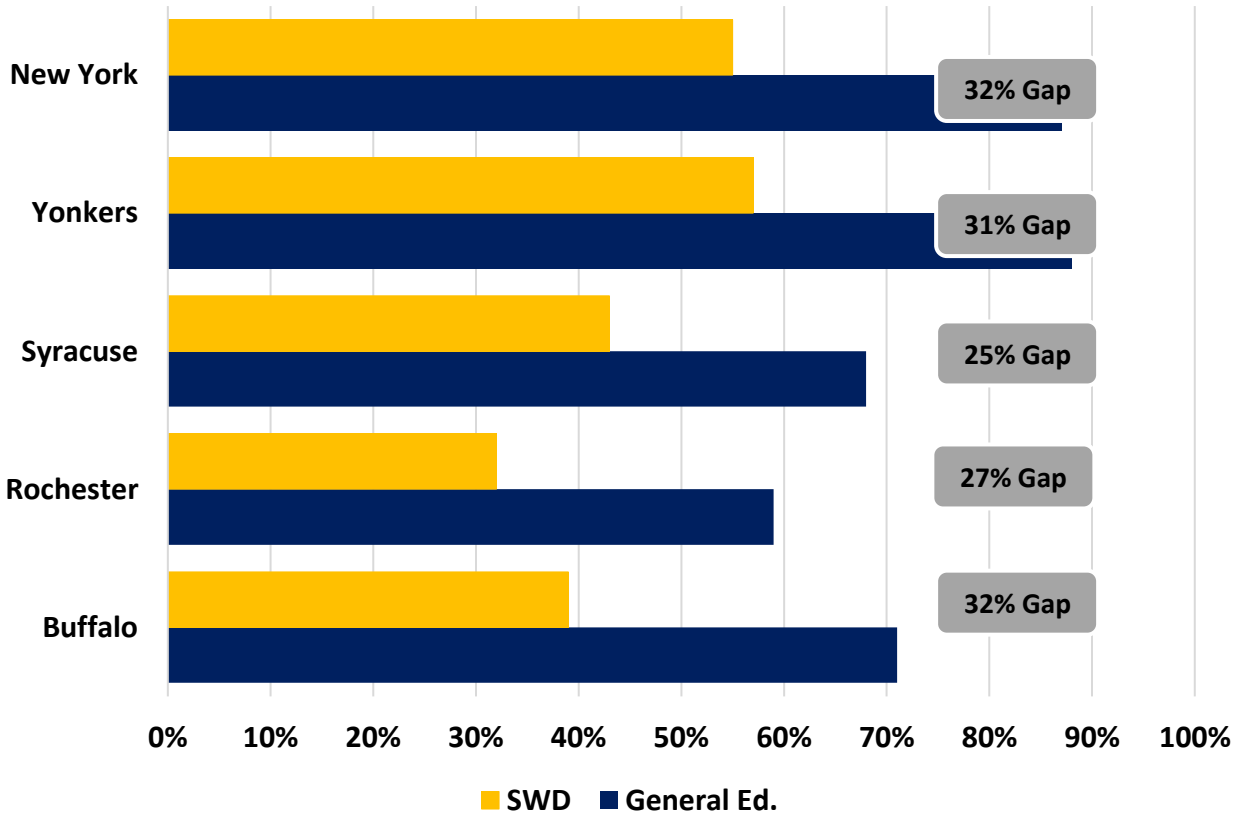


### Graduation - 3 Year Trend (SWD vs. Gen. Ed.)



Source data: NYS WNYRIC L2RPT Total Cohort Summary

## 2012 Cohort Graduation Rates of SWD vs. Gen Ed (2016 Graduates)



Source data: NYS Report Card

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## Grade 3-8 Testing Performance (SWD vs. Gen Ed)

<b>ELA</b>		2016-2017				2015-2016				
Classification	Total Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4	Total Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
General Education Students	8,124	61.6%	29.0%	8.0%	1.4%	8,395	63.8%	28.1%	7.1%	1.0%
Students with Disabilities	2,110	91.2%	8.0%	0.8%	0.0%	1,941	94.4%	5.3%	0.4%	0.0%
<b>Grand Total</b>	<b>10,234</b>	<b>67.7%</b>	<b>24.7%</b>	<b>6.5%</b>	<b>1.1%</b>	<b>10,336</b>	<b>69.5%</b>	<b>23.8%</b>	<b>5.9%</b>	<b>0.8%</b>

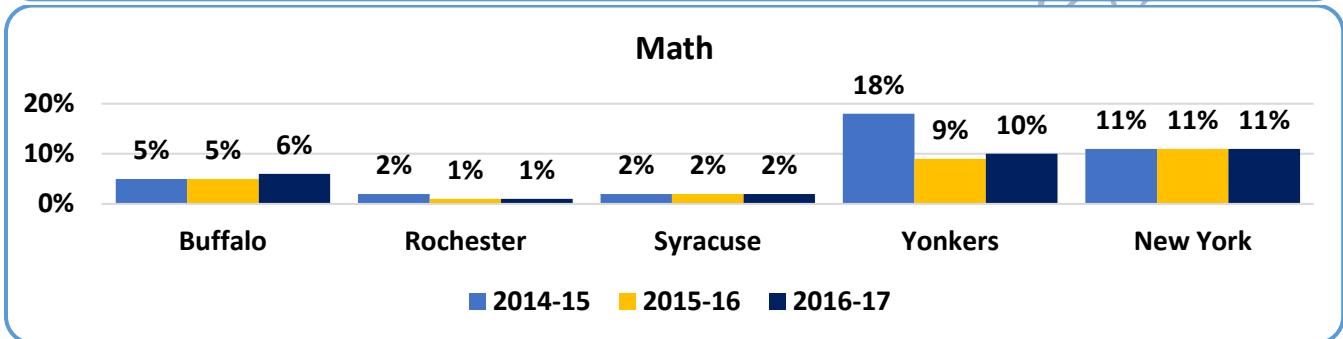
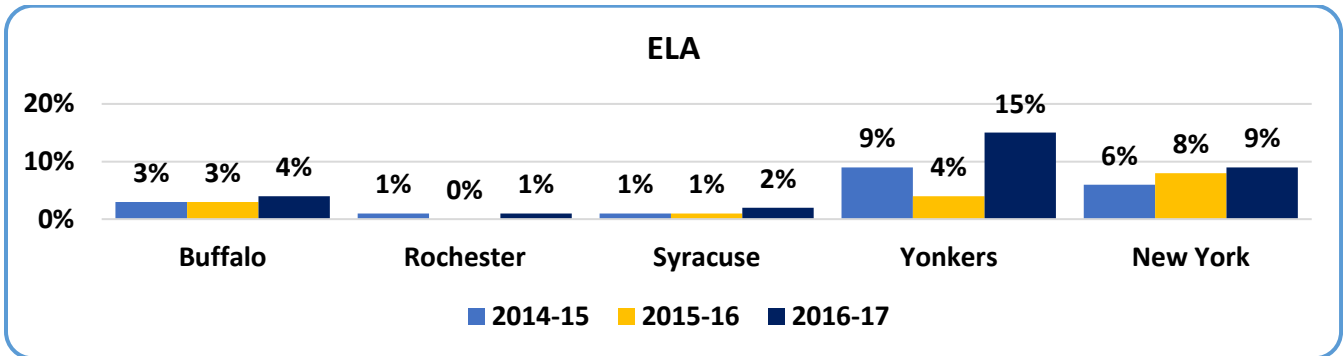
<b>MATH</b>		2016-2017				2015-2016				
Classification	Total Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4	Total Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
General Education Students	8,204	68.4%	22.3%	7.2%	2.1%	8,007	67.9%	23.6%	6.3%	2.3%
Students with Disabilities	1,788	90.6%	7.8%	1.2%	0.4%	1,874	91.2%	7.4%	1.1%	0.3%
<b>Grand Total</b>	<b>9,992</b>	<b>72.4%</b>	<b>19.7%</b>	<b>6.1%</b>	<b>1.8%</b>	<b>9,881</b>	<b>72.3%</b>	<b>20.5%</b>	<b>5.3%</b>	<b>1.9%</b>

Source data: RCSD SPA

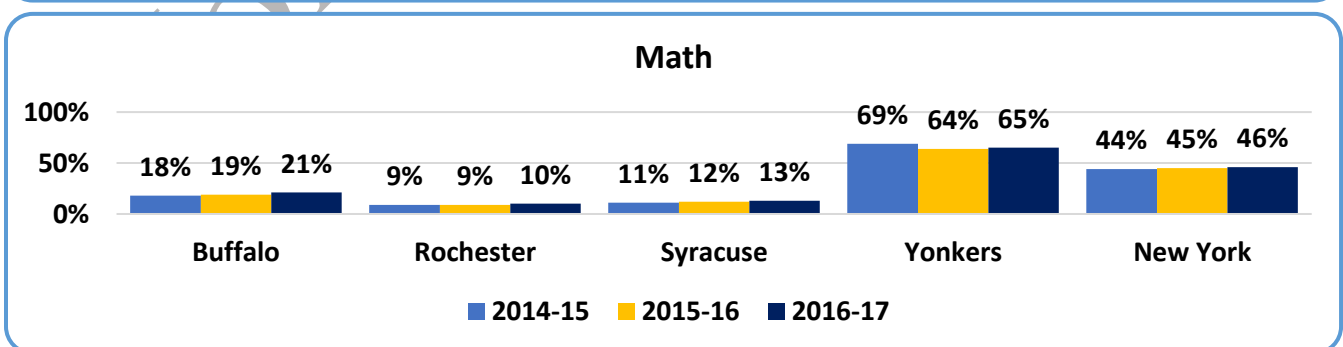
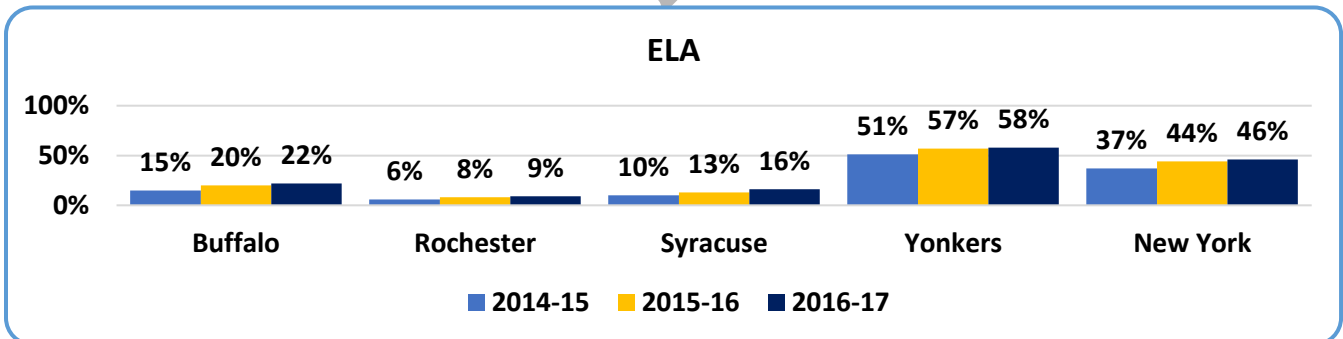
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# The Big 5 - ELA and Math Grade 3-8 Performance (SWD vs. Gen Ed)

## Students with Disabilities

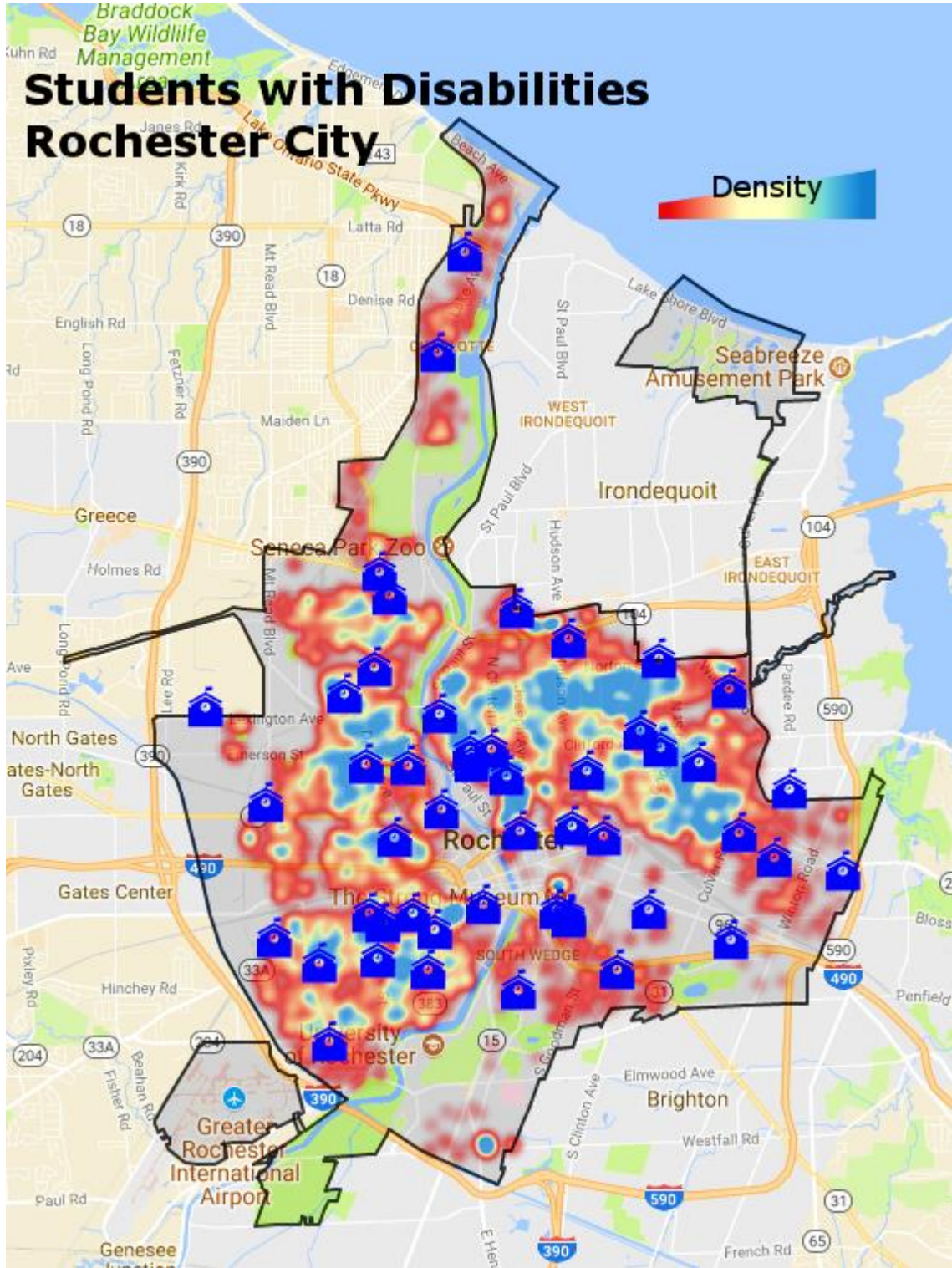


## General Education Students



Source data: NYS Report Card

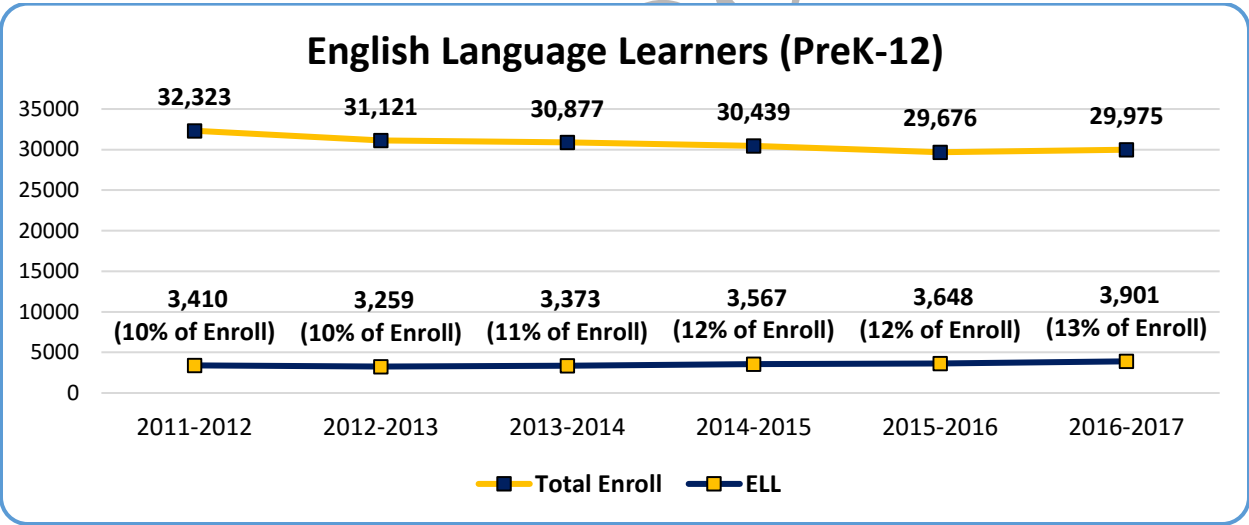
# Students with Disabilities Rochester City



# English Language Learners

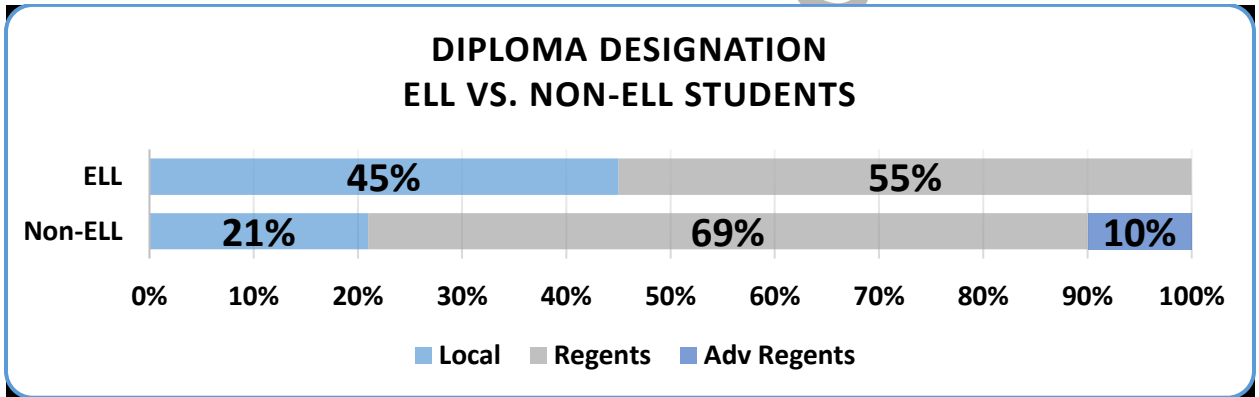
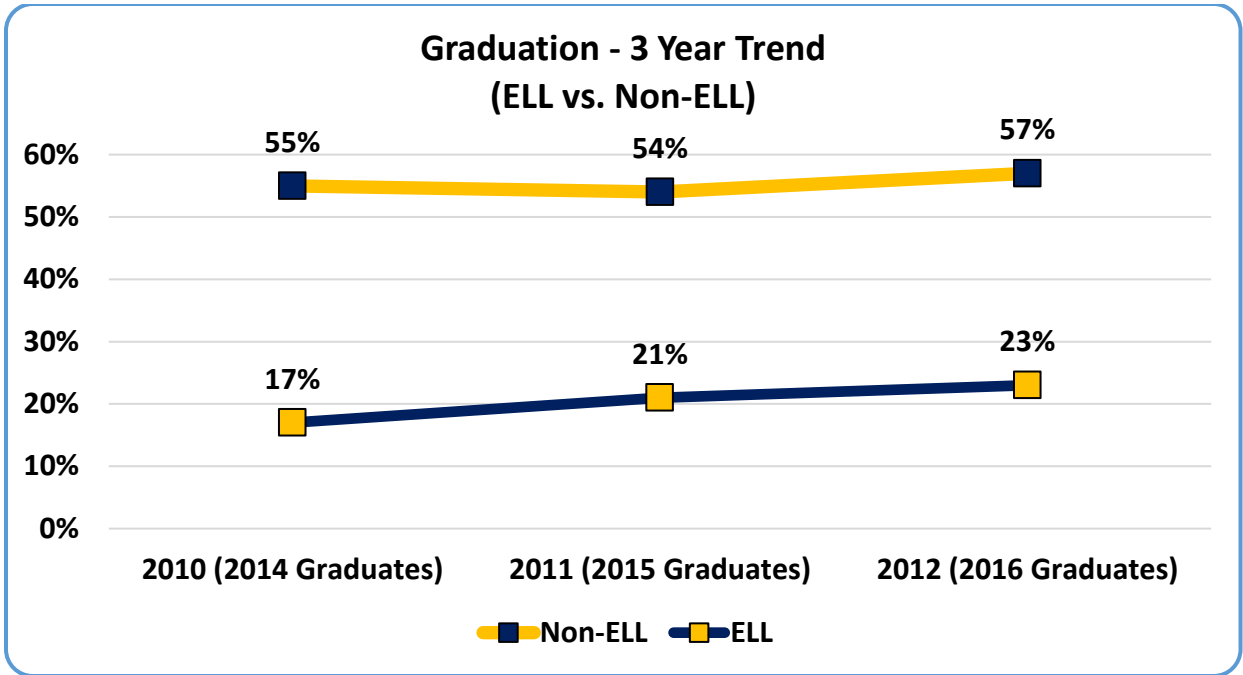
**The District’s English Language Learner (ELL) population has steadily increased over the past five years, and the achievement gap between ELL and non-ELL remains significant.**

The District’s English Language Learners (ELL) population has steadily increased over the past five years. The map below represents ELL students’ distribution and shows a clear concentration in certain areas of the Northeast and Northwest Zones. Most other neighborhoods have limited numbers of ELL students. Over the past five years, with the exception of one school year, the percentage of ELL students remained stable. The middle grades have a large percentage of ELL students with grade six containing 40% of such students. Grade 9 contains 16% ELL students. The percentage of students drops considerably at the later grades with grade 11-12 having the smallest percentage ELL students.



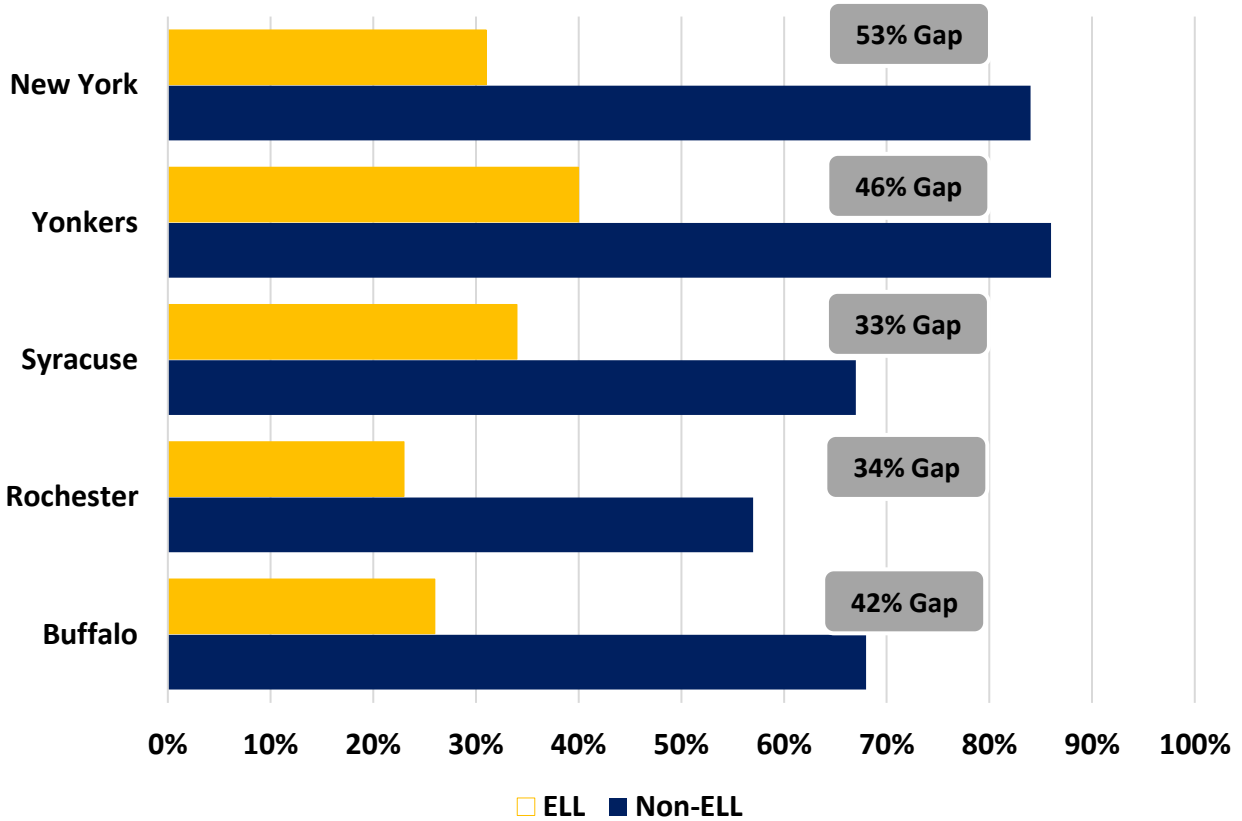
Source data: RCSD





Source data: NYS WNYRIC L2RPT Total Cohort Summary

## 2012 Graduation Rates of ELL vs. Non-ELL (2016 Graduates)



Source data: NYS Report Card

## Grade 3-8 Testing Performance (ELL vs. Non-ELL)

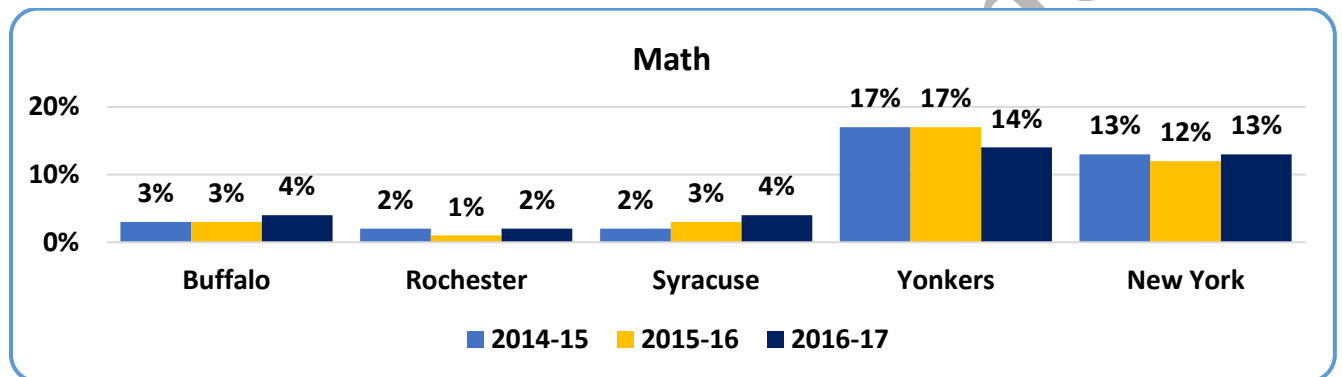
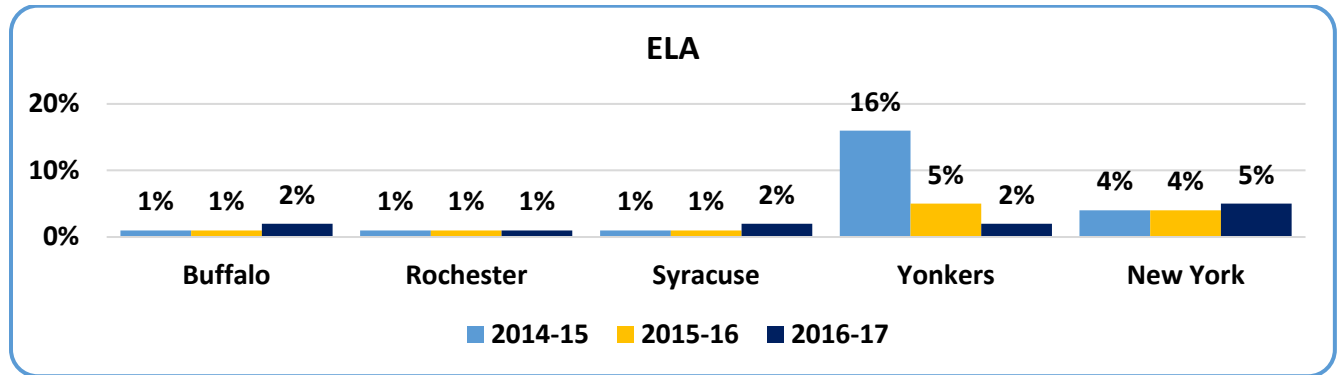
ELA	2016-2017					2015-2016				
	Total Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4	Total Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Non-ELL Students	8,761	64.6%	26.7%	7.5%	1.3%	8,936	66.5%	25.9%	6.7%	0.9%
ELL	1,473	86.5%	12.9%	0.6%	0.0%	1,400	89.1%	10.3%	0.6%	0.0%
<b>Grand Total</b>	<b>10,234</b>	<b>67.7%</b>	<b>24.7%</b>	<b>6.5%</b>	<b>1.1%</b>	<b>10,336</b>	<b>69.5%</b>	<b>23.8%</b>	<b>5.9%</b>	<b>0.8%</b>

Source data: RCSD SPA

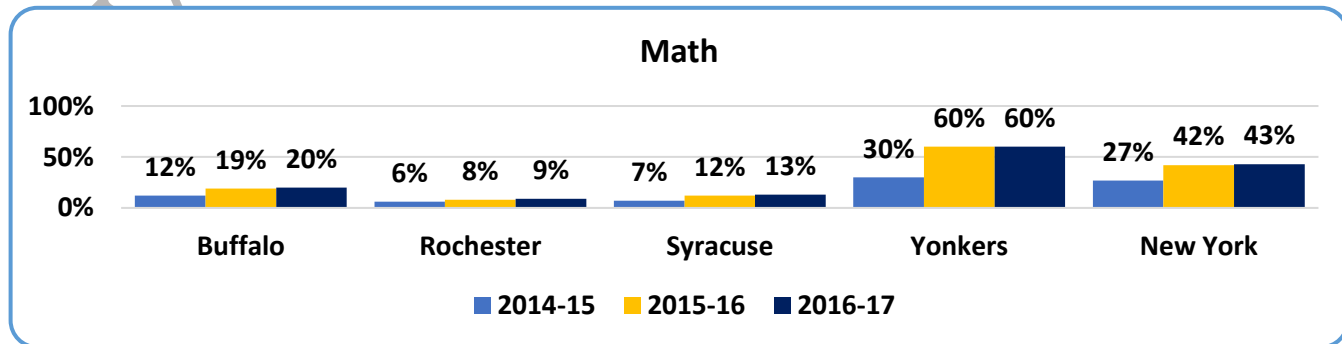
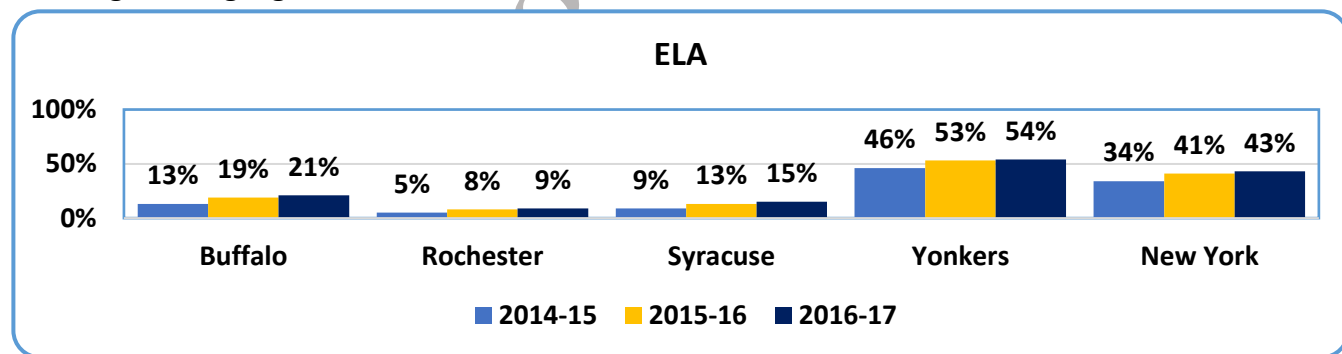
MATH	2016-2017					2015-2016				
	Total Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4	Total Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Non-ELL Students	8,275	69.6%	21.4%	6.9%	2.1%	8,291	69.4%	22.3%	6.1%	2.2%
ELL	1,717	86.0%	11.8%	2.2%	0.0%	1,590	87.3%	11.4%	0.9%	0.4%
<b>Grand Total</b>	<b>9,992</b>	<b>72.4%</b>	<b>19.7%</b>	<b>6.1%</b>	<b>1.8%</b>	<b>9,881</b>	<b>72.3%</b>	<b>20.5%</b>	<b>5.3%</b>	<b>1.9%</b>

# The Big 5 - ELA and Math Grade 3-8 Performance

## English Language Learners



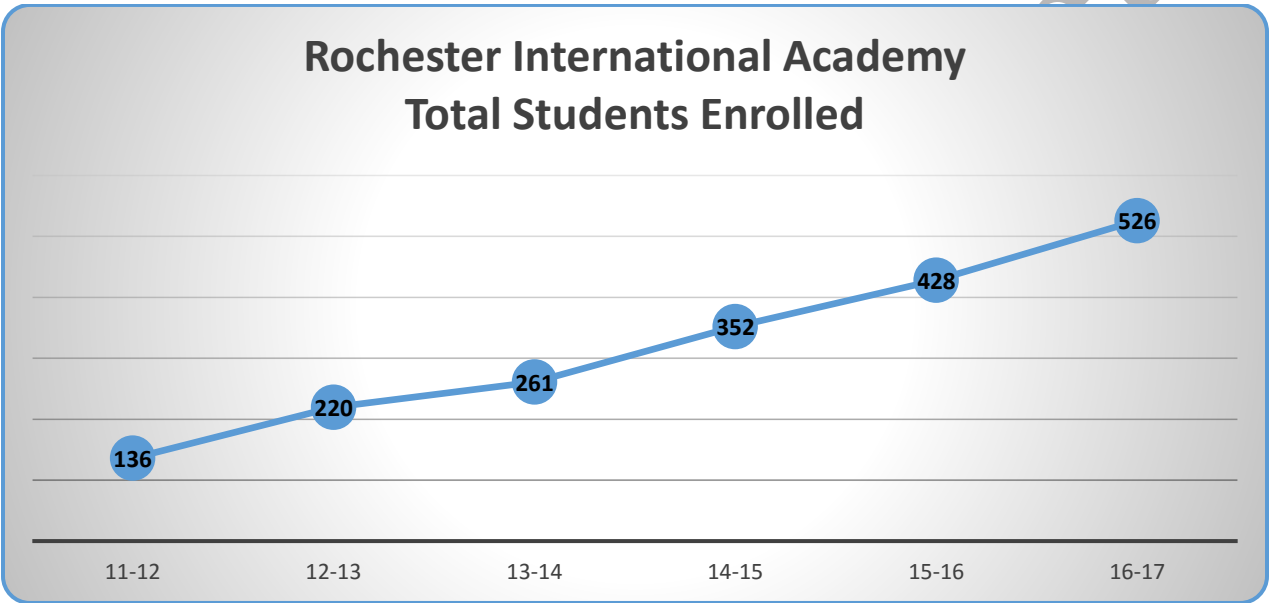
## Non-English Language Learners



Source data: NYS WNYRIC L2RPT Total Cohort Summary

# Rochester International Academy (RIA)

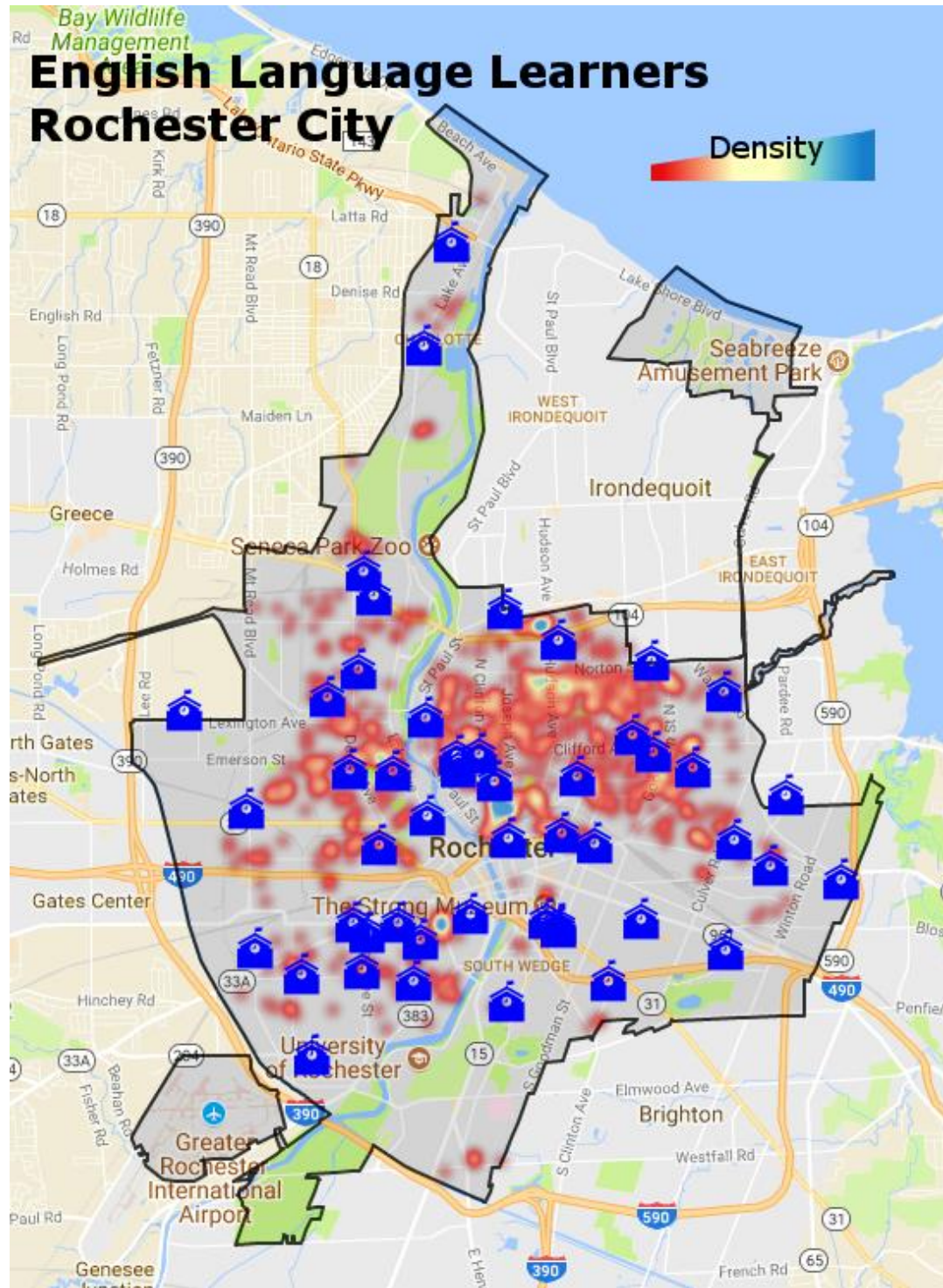
Rochester International Academy, a District program designed to facilitate the cultural and academic transition of newly arrived English Language Learners illustrates the significant increase in the English Language Learner population. Over the past six years, the program has quadrupled in enrollment with an increase of enrollment from 136 students in 2011-12 to 526 students in 2016-2017. This represents a 287% increase in enrollment of students requiring specific supports in able to take advantage of future college and career opportunities as they transition to a new country and culture.



Source data: RCSD

The geographical distribution of the English language learners at the district shows concentration in the northeast and northwest quadrants of the city, which is primarily attributed to the recent placement of new immigrant and refugee population in the city.

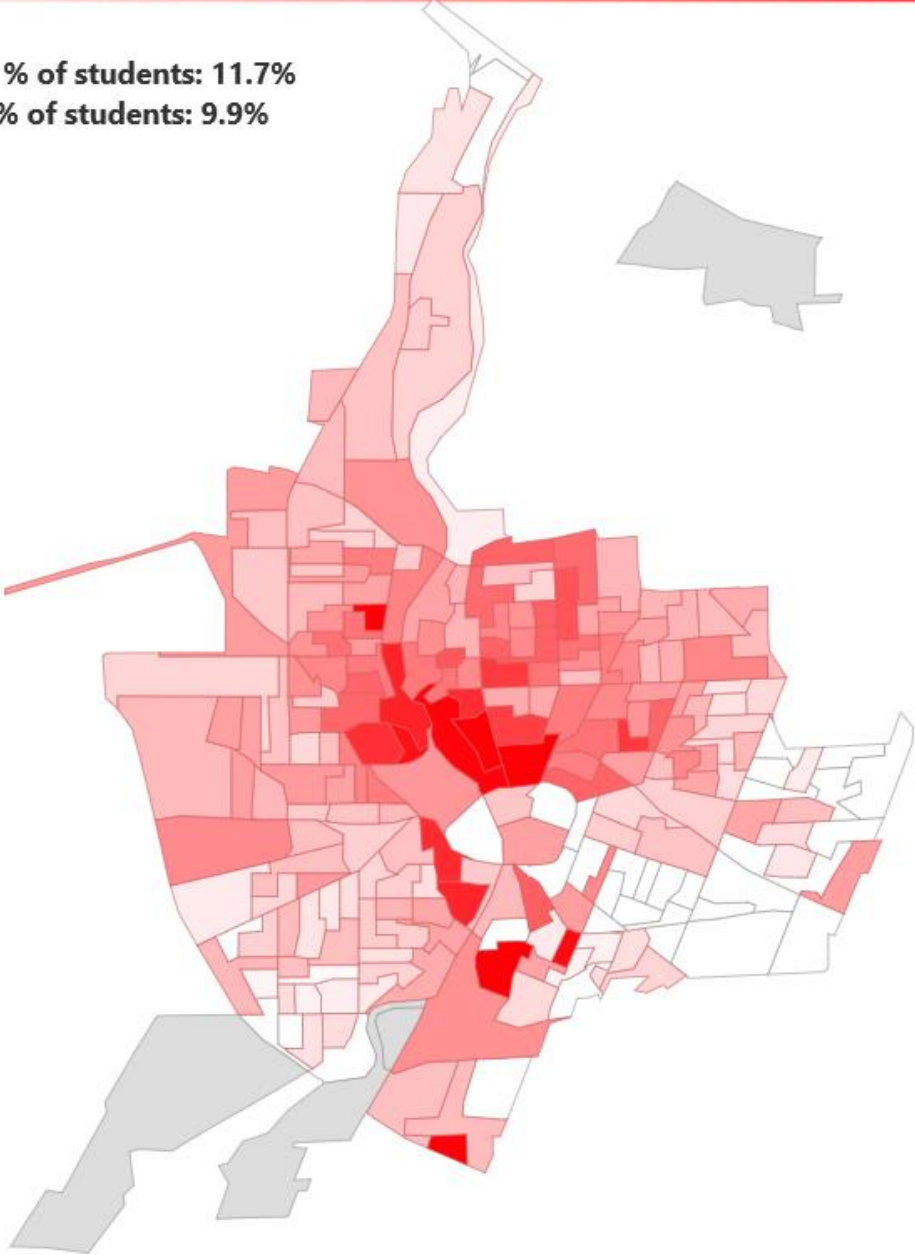
# English Language Learners Rochester City



# Residence of English Language Learners by Census Block Groups



Average % of students: 11.7%  
Median % of students: 9.9%

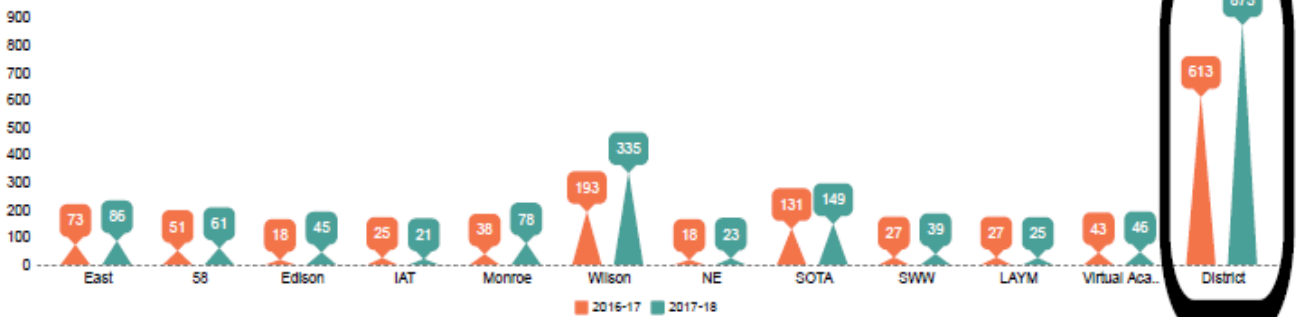


## SECTION 4: AP/IB/Honors Enrollment

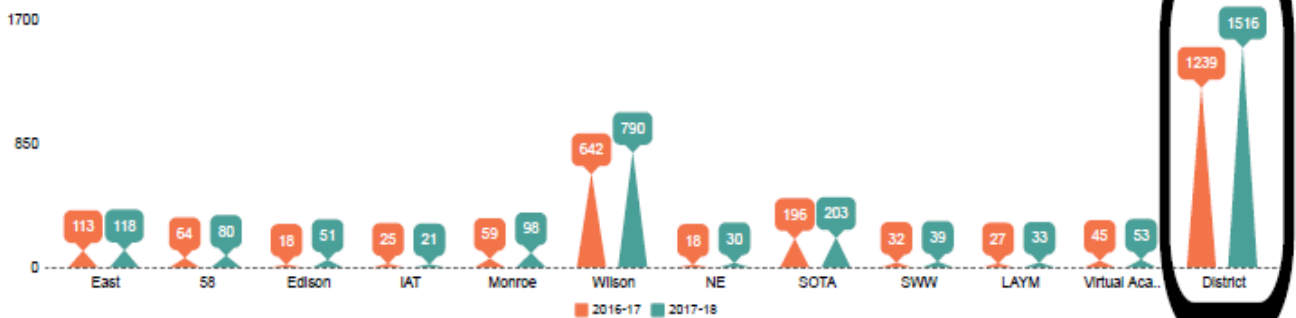
One promising improvement for college readiness is the enrollment in Advanced Placement and International Baccalaureate courses. The number of students enrolled in AP and IB courses has increased 43% from 613 to 875 from the prior year. AP enrollment alone is up more than 25% from 689 to 863, compared to last year. The total number of unique student enrolling in AP courses has increased by 32% from 491 to 647. Additional new AP courses and subjects are offered both in classrooms across the District and through virtual academy. Furthermore, majority of the AP and IB courses have more students enrolled than last year.

Number of students enrolled in AP and IB courses in School Year 2017-2018 increases 43% from the prior year.

Number of Unique Students Enrolled in AP and IB Courses by School



AP and IB Course Enrollment by School



Data source: RCSD Power School SMS, 2016-2017 year-end AP/IB enrollment data and 2017-2018 AP/IB enrollment data as of 10/19/2017.

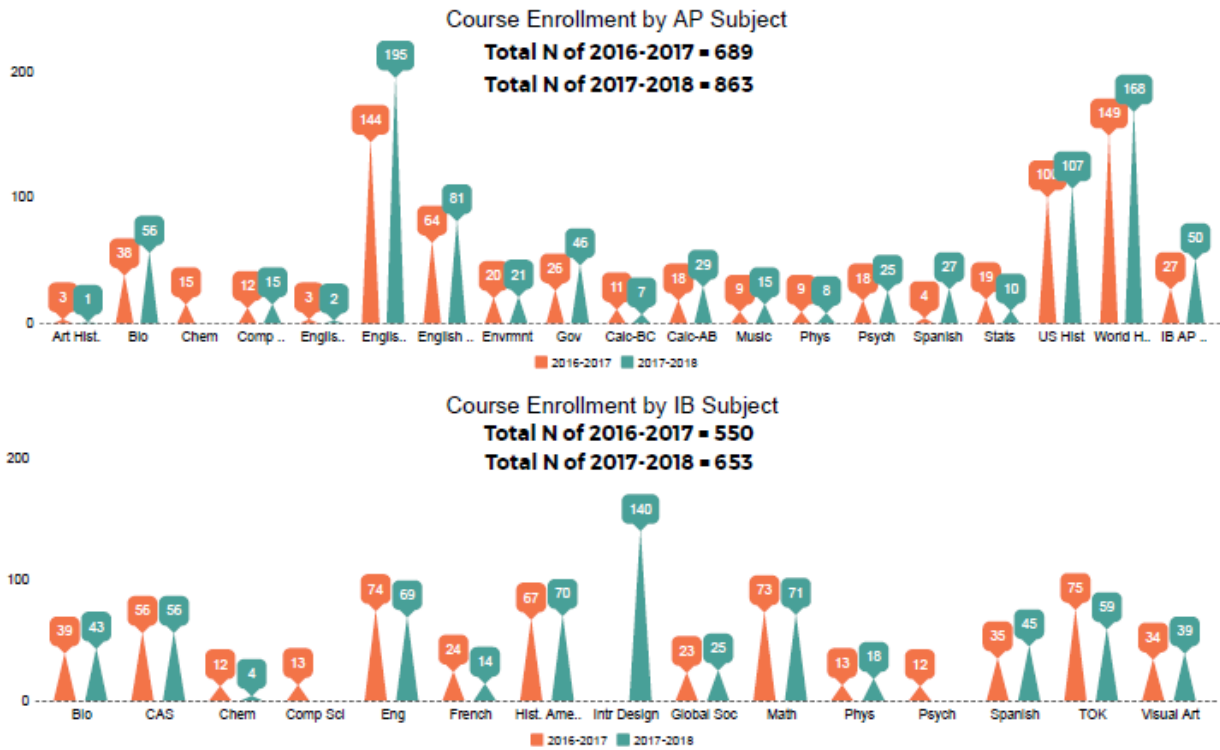
Note 1: Students may choose to enroll in multiple AP/IB courses at the same time. AP/IB course enrollment may contain duplicated counts of students.

Note 2: These counts do not include students who have withdrawn from the class for both years.

Note 3: IB courses are only offered at Wilson Magnet High School.



Compared to 2016-2017, more students are enrolled in AP and IB courses across different subjects.

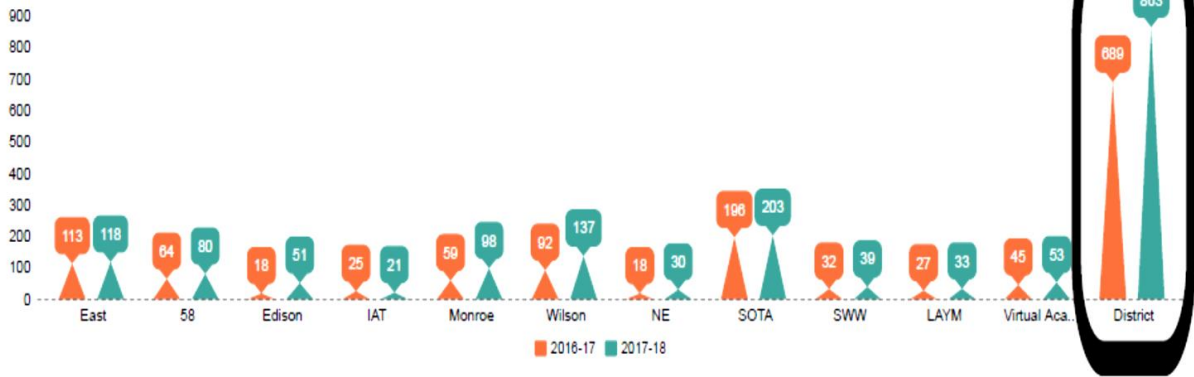


Data source: RCSD Power School SMS, 2016-2017 year-end AP/IB enrollment data and 2017-2018 AP/IB enrollment data as of 10/19/2017.

Note: Students may choose to enroll in multiple AP/IB courses at the same time. AP/IB course enrollment may contain duplicated counts of students.

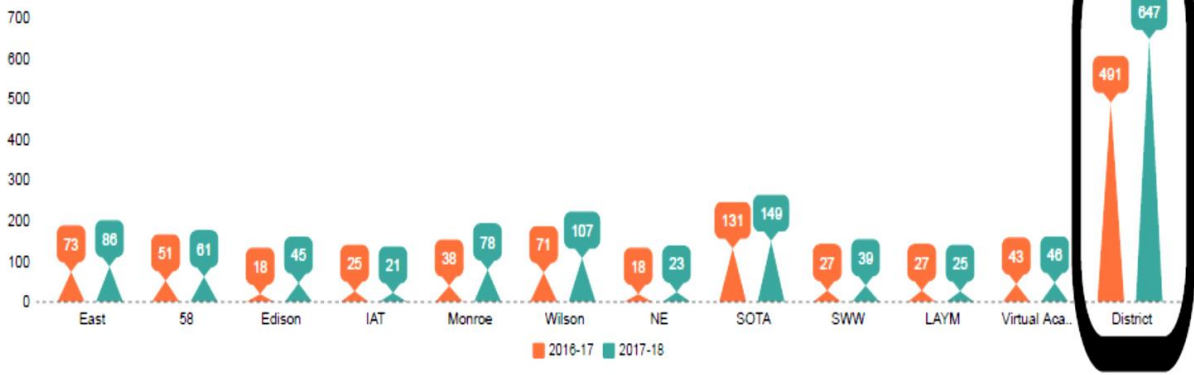
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Number of AP Course Registrants by School



Note 1: Students may choose to register multiple AP courses at the same time. AP course registrants may contain duplicated counts of students.  
 Note 2: These counts do not include students who have dropped the class for both years.

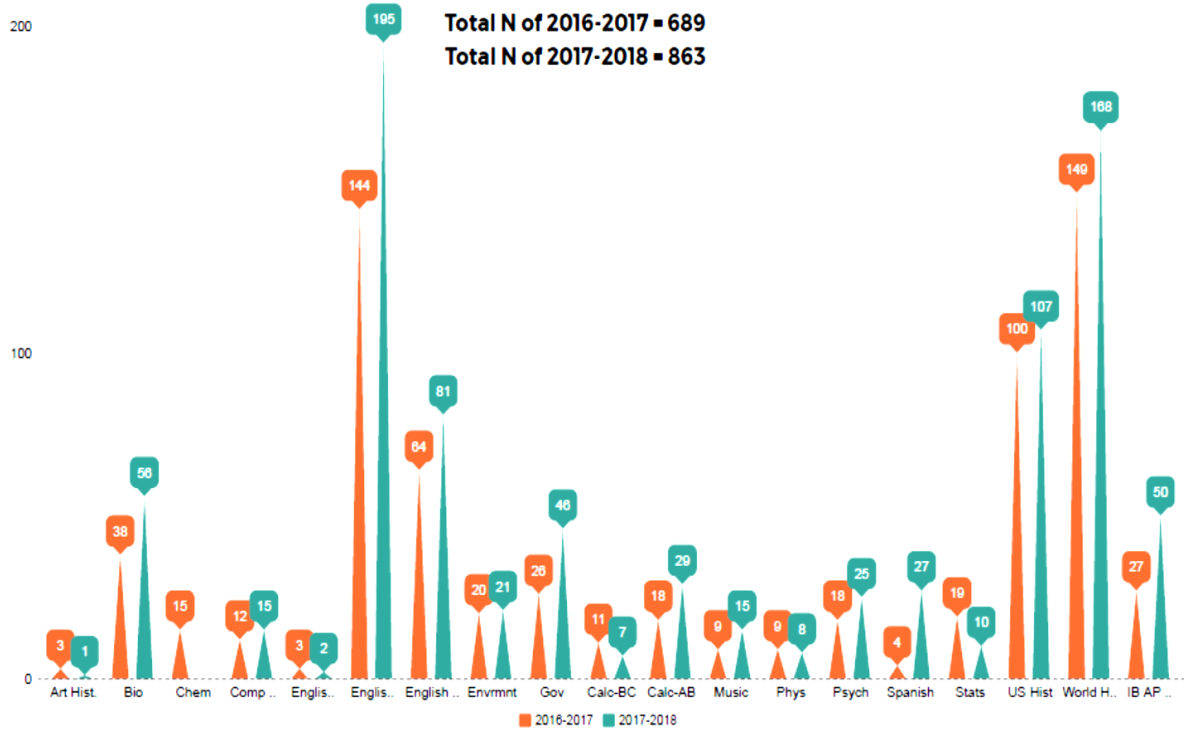
Number of Unique Students Registering for AP Courses by School



Data source: RCSD Power School SMS, 2016-2017 year-end AP enrollment data and 2017-2018 AP enrollment data as of 10/19/2017.

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Number of Course Registrants by AP Subject



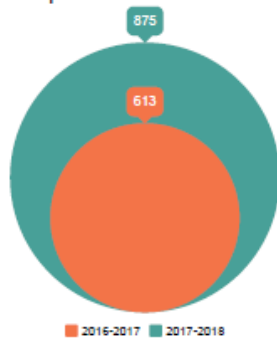
Data source: RCSD Power School SMS, 2016-2017 year-end AP enrollment data and 2017-2018 AP enrollment data as of 10/19/2017.

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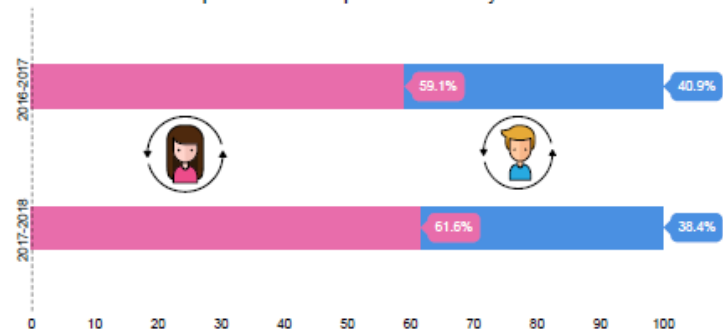
Compared to last year, there is a higher number and proportion of Black and Hispanic students and females taking AP and/or IB courses. The number of Black and African American students taking AP and/or IB courses went from 296 to 467 from last year, and that for Hispanic and Latino students went from 112 to 166. The proportion of Black and Hispanic students taking AP went from 66.6% to 72.4%. The female AP-enrollees went from 362 to 539, and the proportion increased from 59.1% to 61.6%.

Compared to 2016-2017, higher number and proportion of Black and Latino students and females have taken AP or IB.

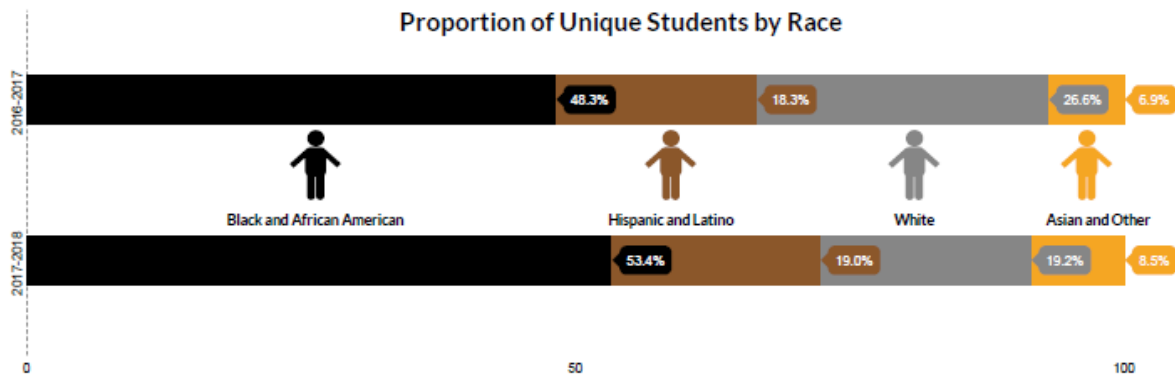
Total N of Unique Students Enrolled in for AP/IB



Proportion of Unique Students by Gender

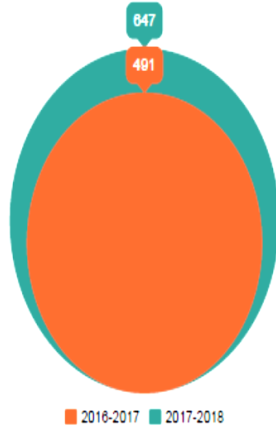


Proportion of Unique Students by Race

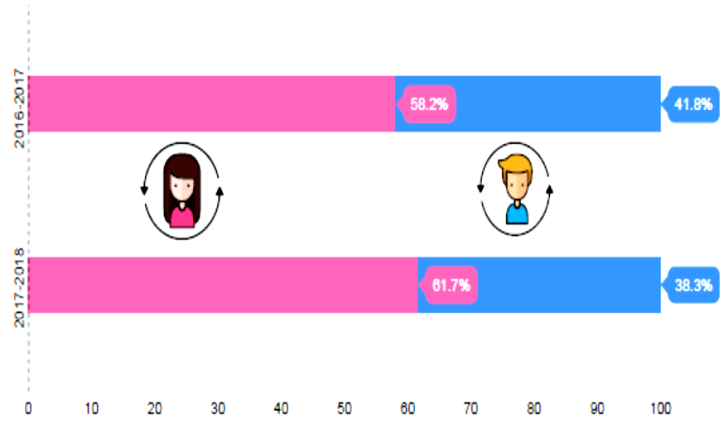


Data source: RCSD Power School SMS, 2016-2017 year-end AP/IB enrollment data and 2017-2018 AP/IB enrollment data as of 10/19/2017.

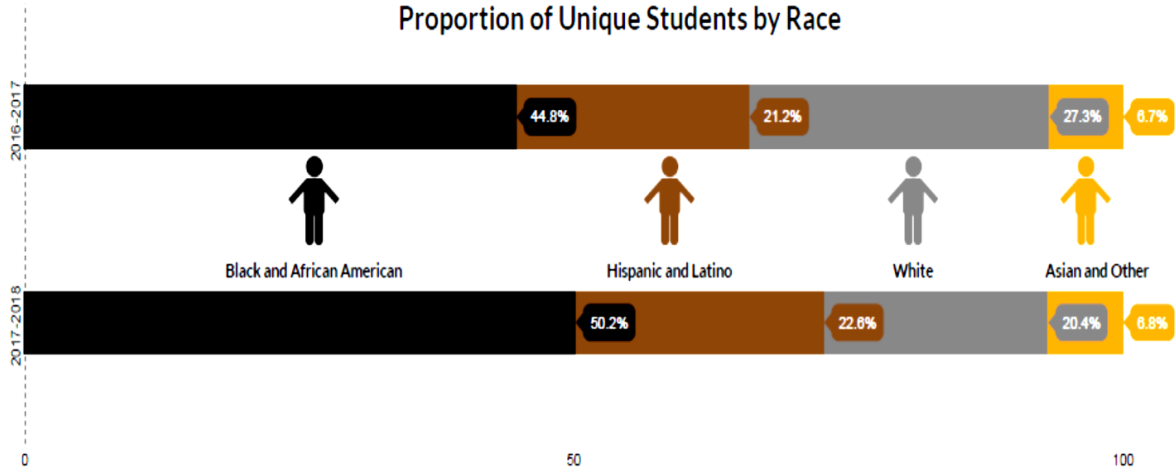
Total N of Unique Students



Proportion of Unique Students by Gender



Proportion of Unique Students by Race



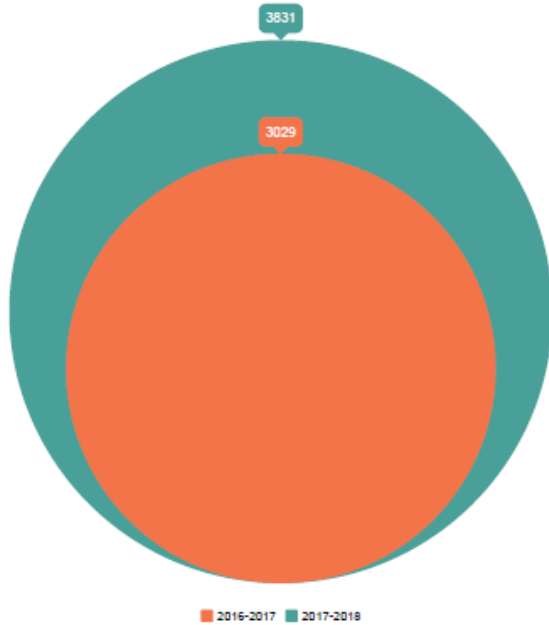
Data source: RCSD Power School SMS, 2016-2017 year-end AP enrollment data and 2017-2018 AP enrollment data as of 10/19/2017.

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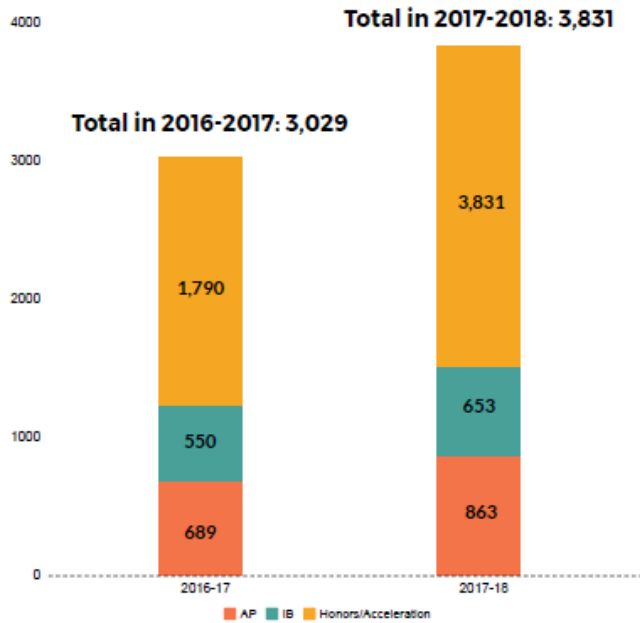
**Student enrollment in AP/IB/Honors/Acceleration courses across the district is up more than 25% from 2016-2017.**

RCSD Student AP, IB, and Honors/Acceleration course enrollment up more than 25% from last year.

Course Enrollment for AP/IB/Honors/Acceleration Courses



Enrollment Breakdown for AP, IB, Honors, and/or Acceleration Courses



Data source: RCSD Power School SMS, 2016-2017 year-end AP, IB, and Honors/Acceleration course enrollment data and 2017-2018 AP, IB, and Honors/Acceleration course enrollment data as of 10/19/2017.

Note 1: Students may choose to enroll in multiple AP/IB/Honors/Acceleration courses at the same time. AP/IB/Honors/Acceleration course enrollment may contain duplicated counts of students.

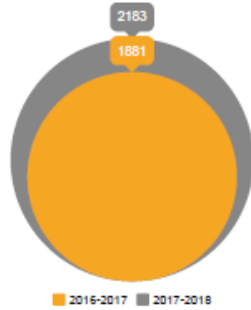
Note 2: These counts do not include students who have withdrawn from the class for both years.

Note 3: IB courses are only offered at Wilson Magnet High School.

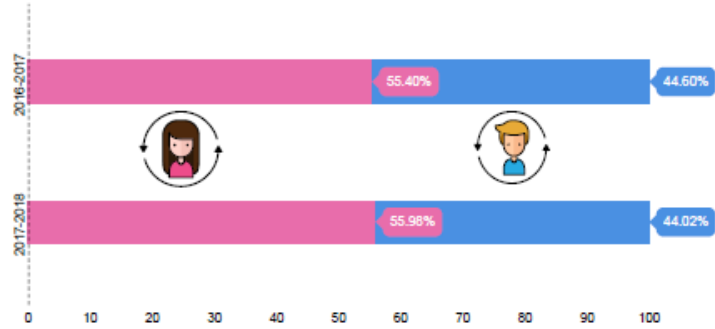
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Compared to last year, slightly higher number and proportion of Black students and females have taken advanced course such as AP, IB, Honors, and/or Acceleration courses.

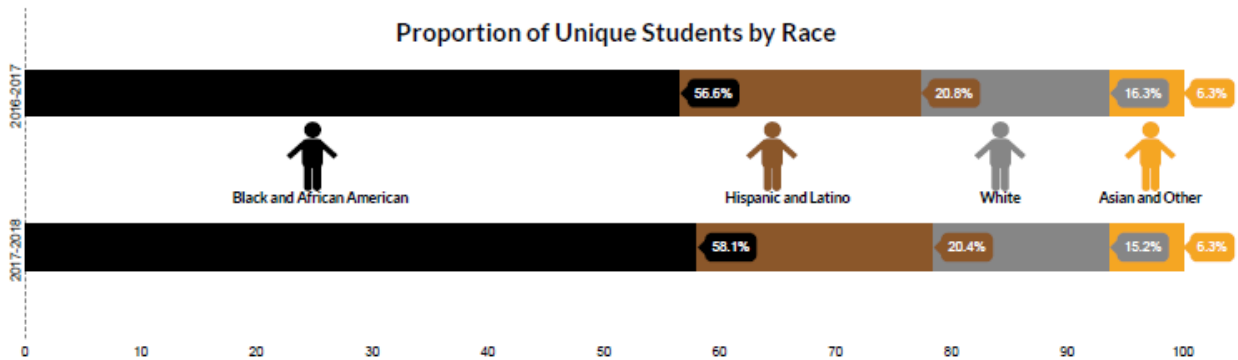
Total N of Unique Students Enrolled in AP/IB/Honors/Acceleration Courses



Proportion of Unique Students by Gender



Proportion of Unique Students by Race



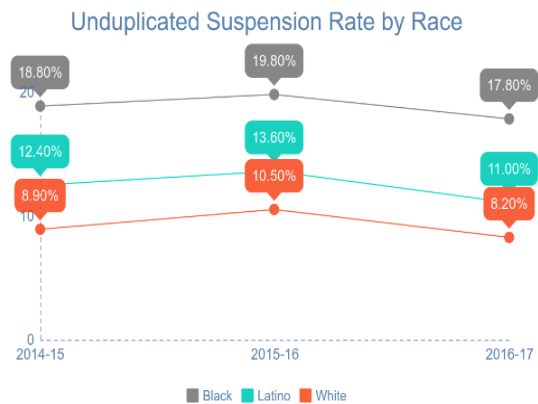
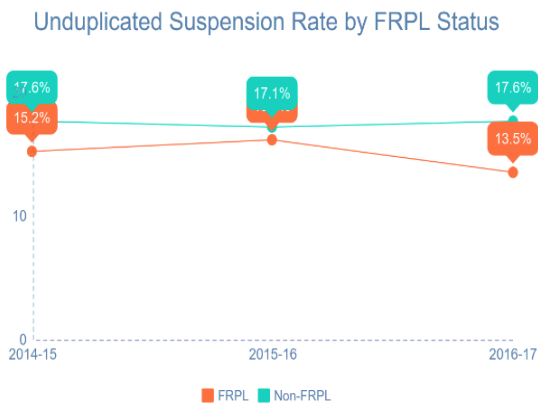
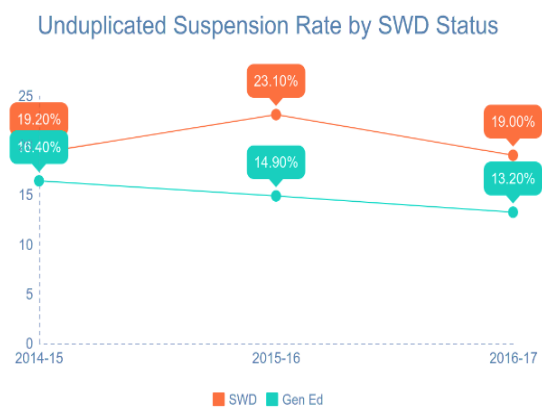
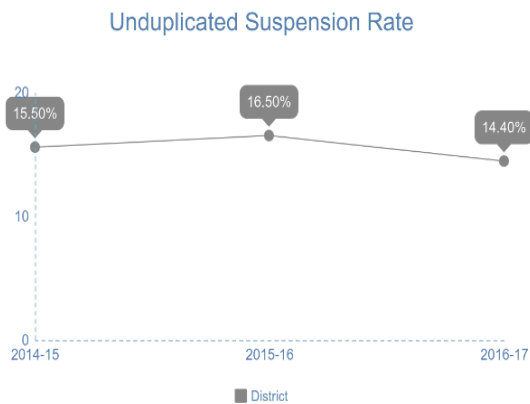
Data source: RCSD Power School SMS, 2016-2017 year-end AP/IB enrollment data and 2017-2018 AP/IB enrollment data as of 10/19/2017.

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# SECTION 5: School Climate, Trauma, and Discipline

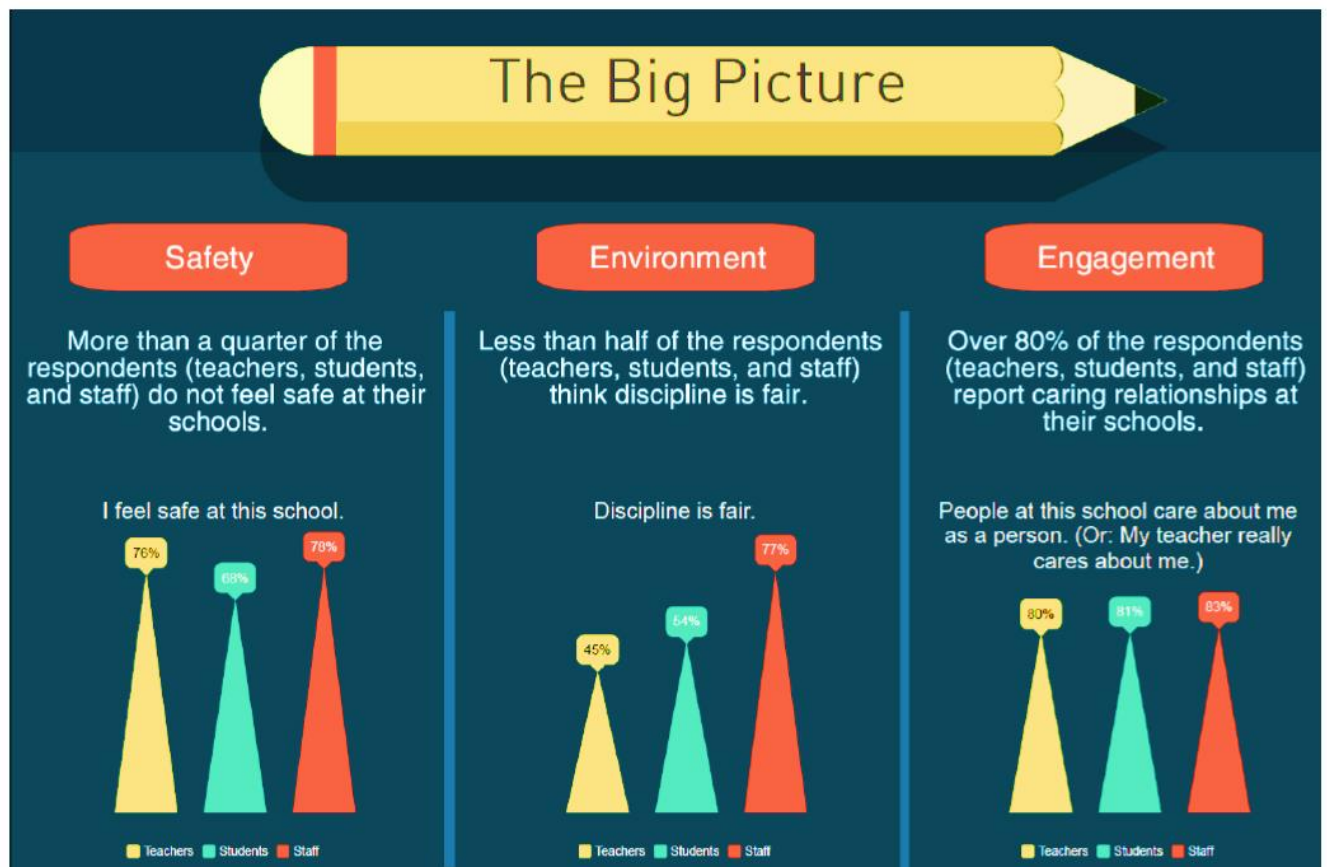
Three-year trend shows a decrease in overall suspensions. The gap between SWD and Gen Ed students is narrowing, and economically disadvantaged students have shown some further reductions in suspensions.



Data source: RCSD Student Performance Analytics (SPA) data dashboard.



More than a quarter of the teachers, students, and staff who participated in the School Climate Survey did not feel safe at their schools, and less than half of the survey respondents thought discipline was fair. However, over 80% reported caring relationships at their schools.



# Focus on Safety

## Emergency Management



88%

vs.

59%

Of the teachers and staff

Of the students

know what to do if there is an emergency, natural disaster (tornado, flood) or a dangerous situation (e.g. violent person on campus) during the school day.

## Physical Safety



65%

&

59%

Of the teachers and staff

Of the students

thought physical conflict among students occurs often at their schools.

## Emotional Safety



88%

Of the teachers and staff

vs.

59%

Of the students

Feel like they belong.



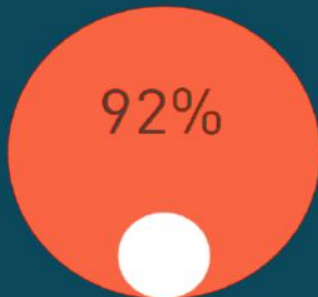
38%

Of the teachers and staff report their school has programs that address substance use among students.

# The Teacher Survey

## Most Agreed-upon Item

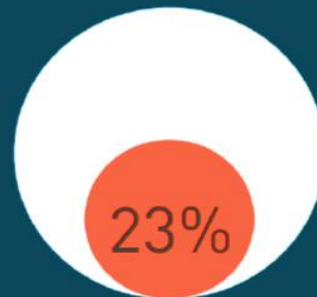
Staff at this school recognize students for positive behavior.



Legend: Agree or Strongly Agree (red), Disagree or Strongly Disagree (white)

## Least Agreed-upon Item

Students in my class(es) come to class prepared with the appropriate supplies and books.



Legend: Agree or Strongly Agree (red), Disagree or Strongly Disagree (white)

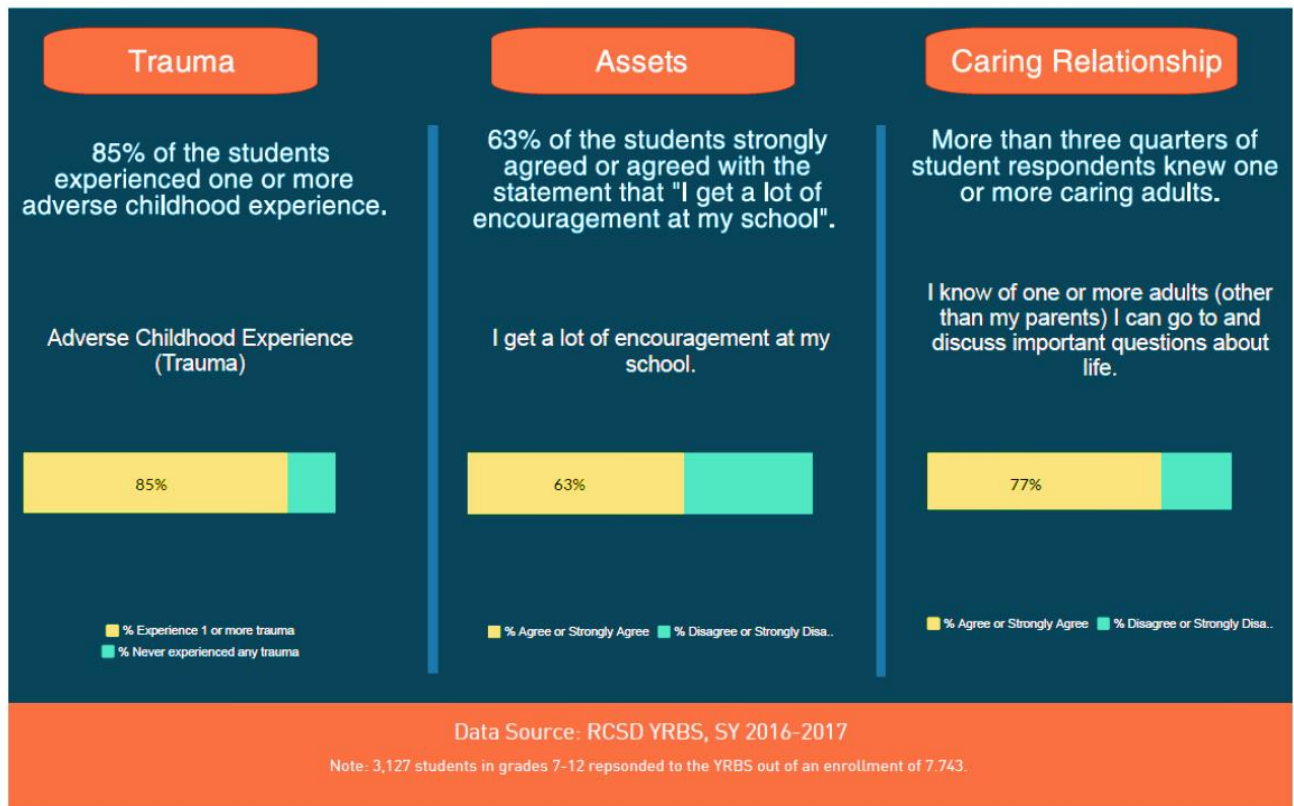
Data Source: RCSD School Climate Survey, 2017

Notes: Response rates of the students and non-instructional staff are extremely low, which do not necessarily represent the population's views.

**85% of the students who participated in the Youth Risk Behavior Survey experienced one or more experiences of trauma (adverse childhood experience).**

## Youth Risk Behavior Survey

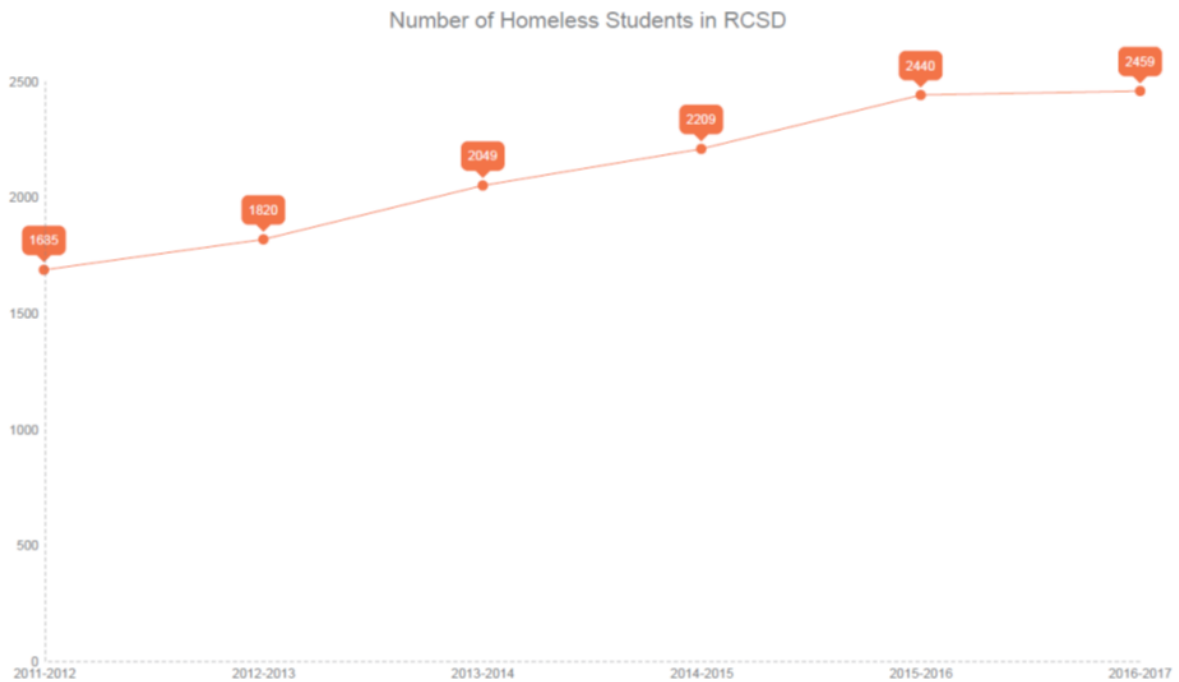
ROCHESTER CITY SCHOOL DISTRICT, SY 2016-2017



## SECTION 6: Homelessness

**Student homelessness has gone up 46% from 1,685 in 2011-2012 to 2,459 in 2016-2017, and yet the rest of Monroe County has remained constant.**

Student Homelessness Up 46% since SY2011-2012

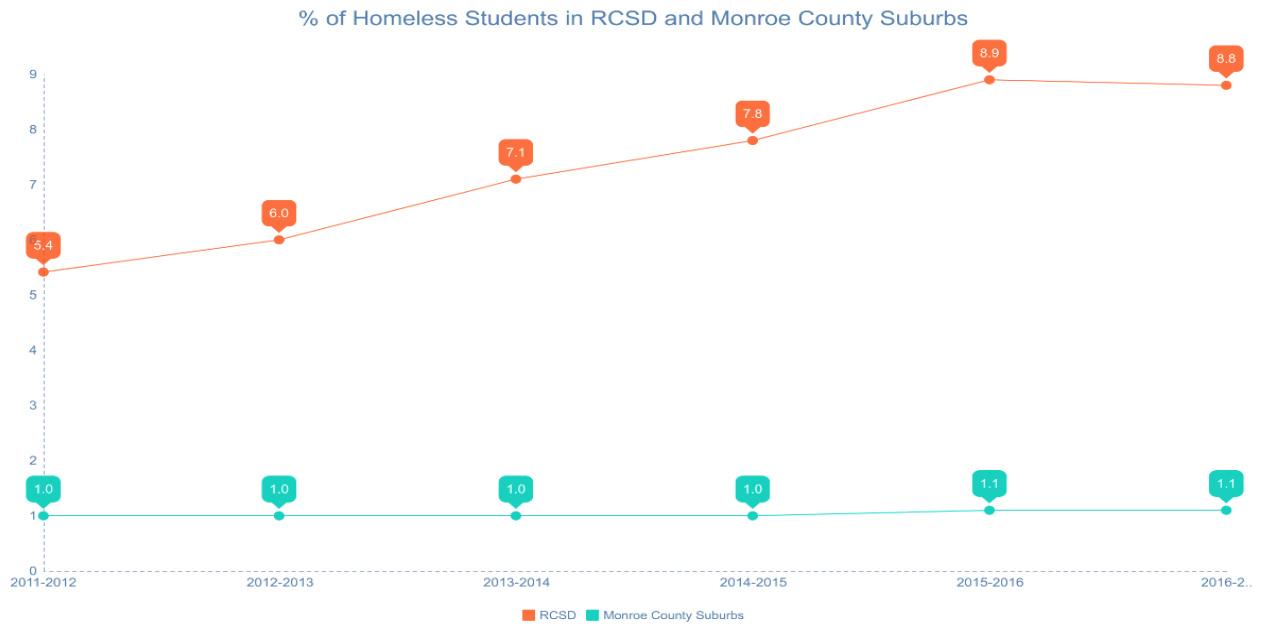


Data Source: New York State Education Department, NYSTEACHS <<http://www.nysteachs.org/info-topic/statistics.html>>.

Note: The numbers reported in this chart do not include those homeless students serviced in Charter schools, private/parochial schools, and BOCES.

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## Student Homelessness in RCSD vs. Monroe County Suburbs

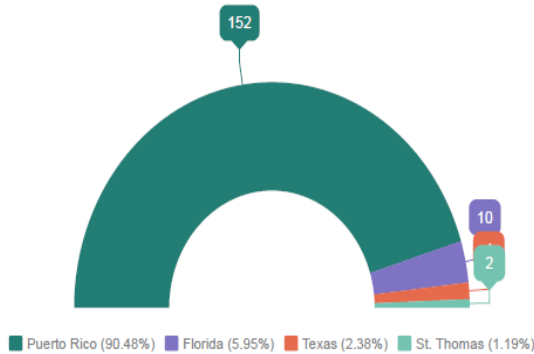


Data Source: New York State Education Department Data as quoted by the Democrat & Chronicle article "Kindergarten kids behind the massive uptick in homelessness student numbers in RCSD" <<http://www.democratandchronicle.com/story/news/2017/10/11/homelessness-rochester-new-york-schools/753703001/>>.  
Note: The numbers reported in this chart do not include those homeless students serviced in Charter schools, private/parochial schools, and BOCES.

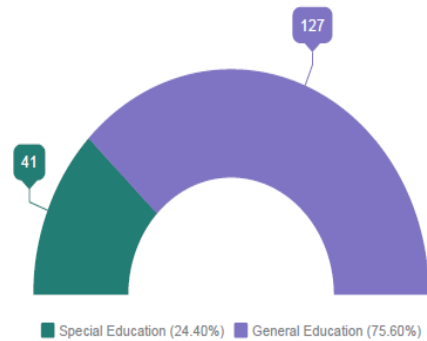
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**As of Tuesday 10/31/2017, 168 students from hurricane-impacted regions (Puerto Rico, Florida, Texas, and St. Thomas) have been enrolled in the RCSD. All qualify for McKinney-Vento and are considered homeless. Nearly all are English Language Learners.**

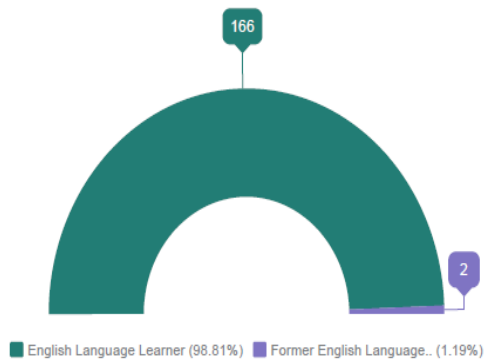
Where do the Hurricane-impacted students come from?



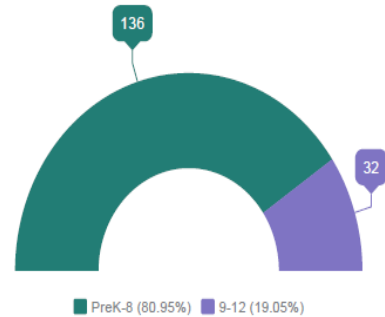
How many of them need special education services?



How many of them are English Language Learners?



Grade Level Distribution of the Hurricane-impacted students?



Data Source: RCSD Power School Student Management System Enrollment Data as of Tuesday, 10/31/2017.

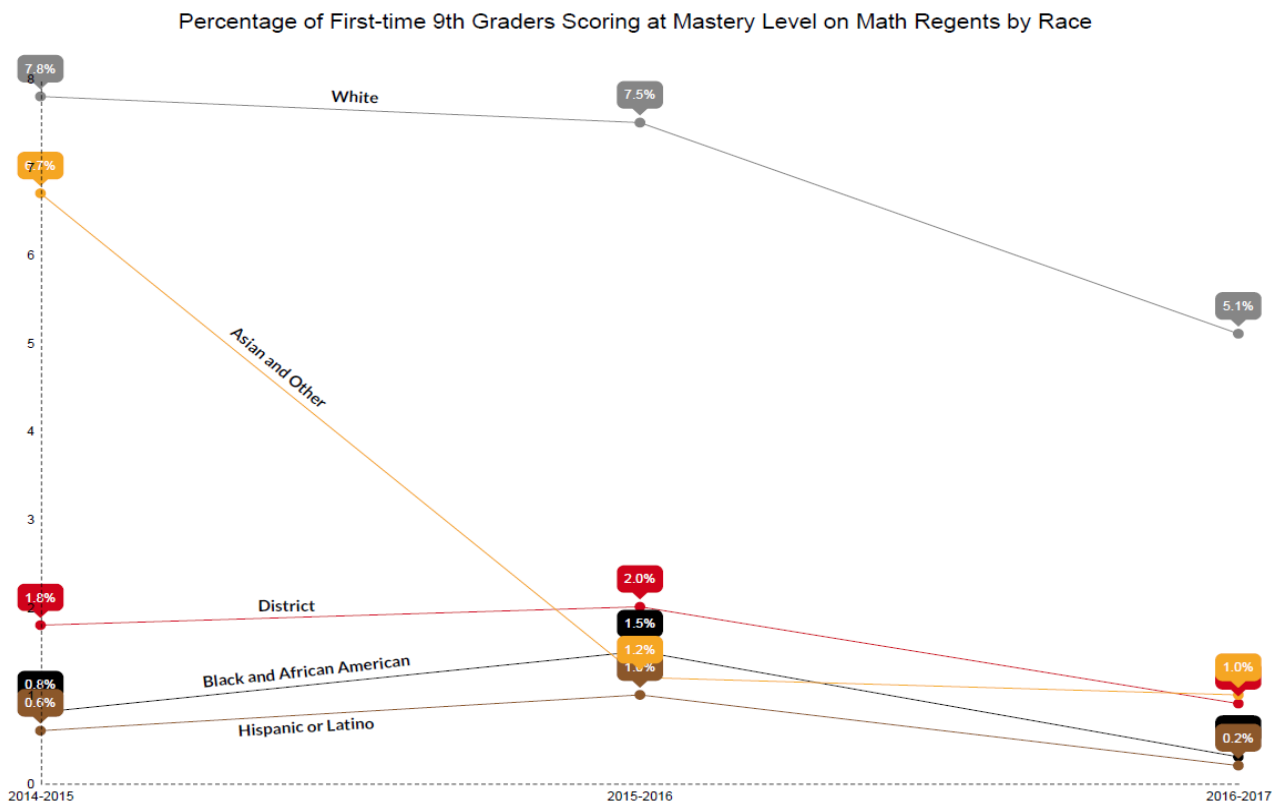




## SECTION 7: College Readiness

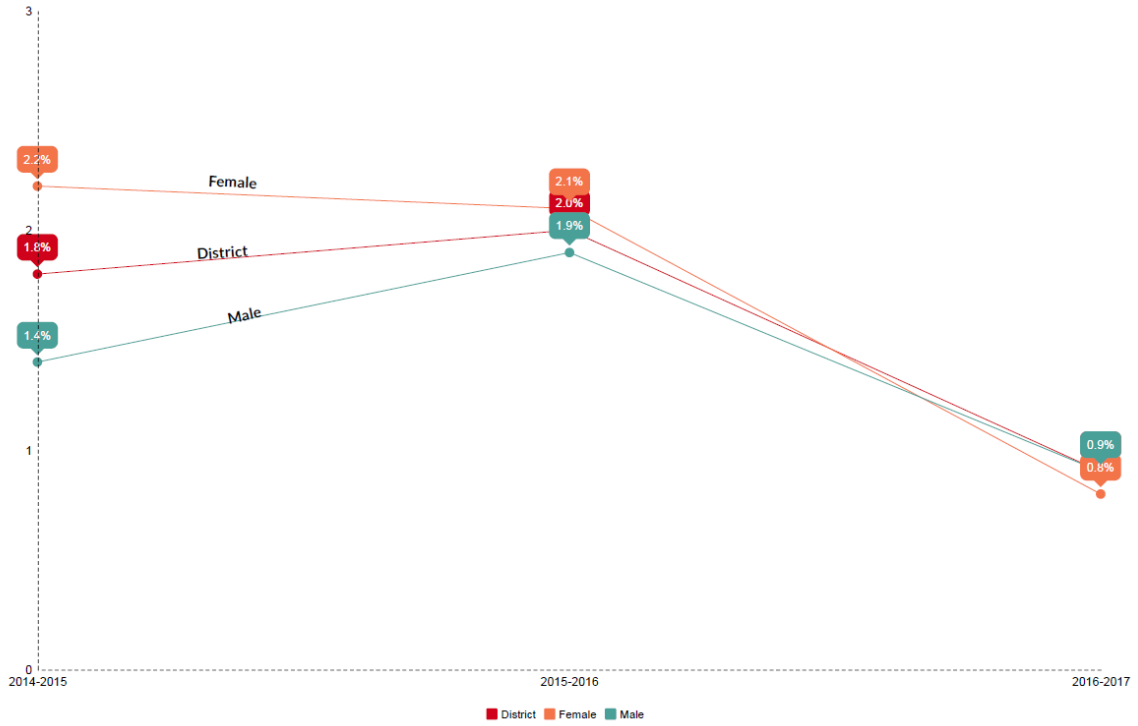
**RCSD uses first-time 9<sup>th</sup> graders' mastery of Math Regents (Integrated Algebra and Common Core Algebra) as an early indicator for college readiness. Districtwide, there is a decline in the percentage of first-time 9<sup>th</sup> graders scoring at mastery level on Math Regents in SY 2016-2017 from the previous year. Although racial and socio-economic gaps persist, the gender gap is closing.**

RCSD uses first-time 9<sup>th</sup> graders' mastery of Math Regents (Integrated Algebra and Common Core Algebra) as an early indicator for college readiness. The level of mastery for Math Regents is defined as scoring 85 or above in either Integrated Algebra or Common Core Algebra. This cut score corresponds to Level 4 in Integrated Algebra and Level 5 in Common Core Algebra. The following charts show a three-year comparison of the percentage of first-time 9<sup>th</sup> graders scoring at mastery level on the Math Regents by the end of their freshman year by race/ethnicity, gender, and free and reduced-price lunch status. Although racial and socio-economic gaps still persist, gender gap is closing.



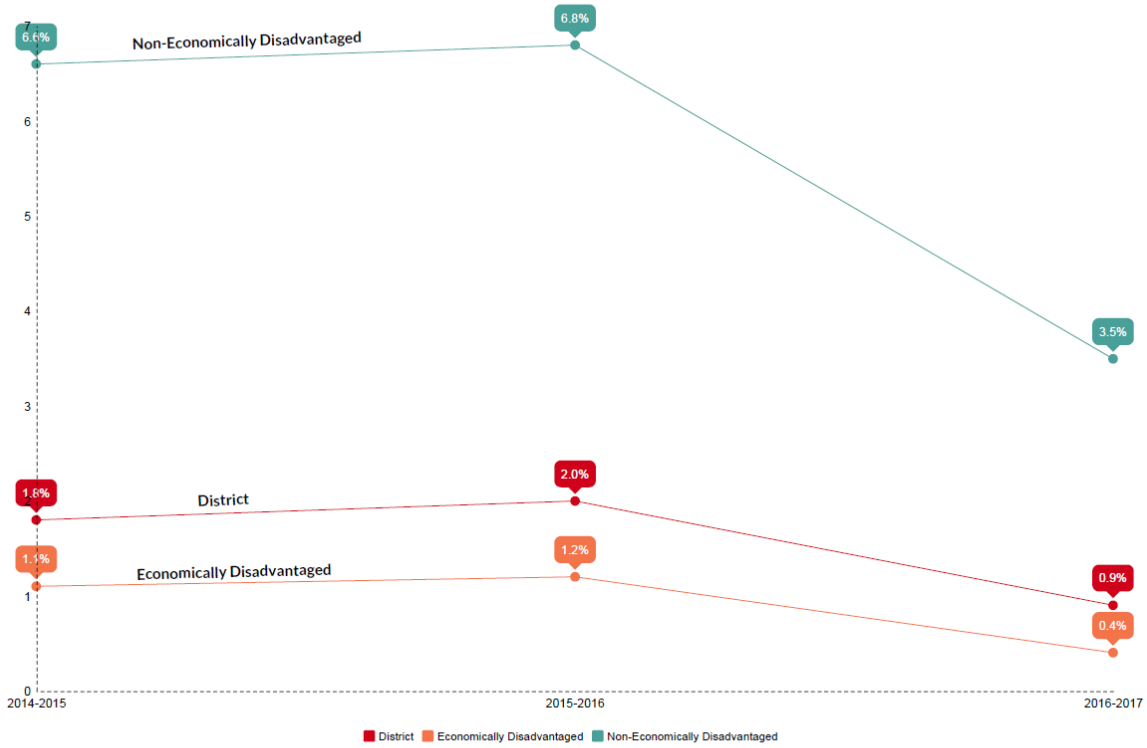
Note 1: The level of mastery for Math Regents is defined as scoring 85 or above in either Integrated Algebra or Common Core Algebra. This cut score corresponds to Level 4 in Integrated Algebra and Level 5 in Common Core Algebra.  
 Note 2: RCSD uses first-time 9th graders' Math Regents' mastery level as the early indicator for college readiness.

Percentage of First-time 9th Graders Scoring at Mastery Level on Math Regents by Gender



Note 1: The level of mastery for Math Regents is defined as scoring 85 or above in either Integrated Algebra or Common Core Algebra. This cut score corresponds to Level 4 in Integrated Algebra and Level 5 in Common Core Algebra.  
 Note 2: RCSD uses first-time 9th graders' Math Regents' mastery level as the early indicator for college readiness.

Percentage of First-time 9th Graders Scoring at Mastery Level on Math Regents by FRPL Status



Note 1: The level of mastery for Math Regents is defined as scoring 85 or above in either Integrated Algebra or Common Core Algebra. This cut score corresponds to Level 4 in Integrated Algebra and Level 5 in Common Core Algebra.  
 Note 2: RCSD uses first-time 9th graders' Math Regents' mastery level as the early indicator for college readiness.

## SECTION 8: Career and Technical Education

Career Technical Education (CTE) provides high school students with academic and technical skills; to succeed in future careers and become lifelong learners. The Rochester City School District CTE programs contain cohesive sequence of academic courses, paired with CTE courses and integrated content. Programs have been developed with industry and post-secondary partnerships to ensure that programs of study meet industry standards.

### Purpose of Career and Technical Education in the Rochester City School District

**Workforce Development** – Prepare students for jobs right out of high school

**Career Exploration** – Learn about career areas and develop skills.

**Applied Academics** – Provide practical, hands-on connections to academic knowledge and skill.

**Student Engagement** – Get students' attention and interest to stay engaged in school.

**Student Self-Worth** – Students explore and get to know about themselves.

**Connect to Post-Secondary Education** – Take courses that ensure acceptance into post-secondary education.

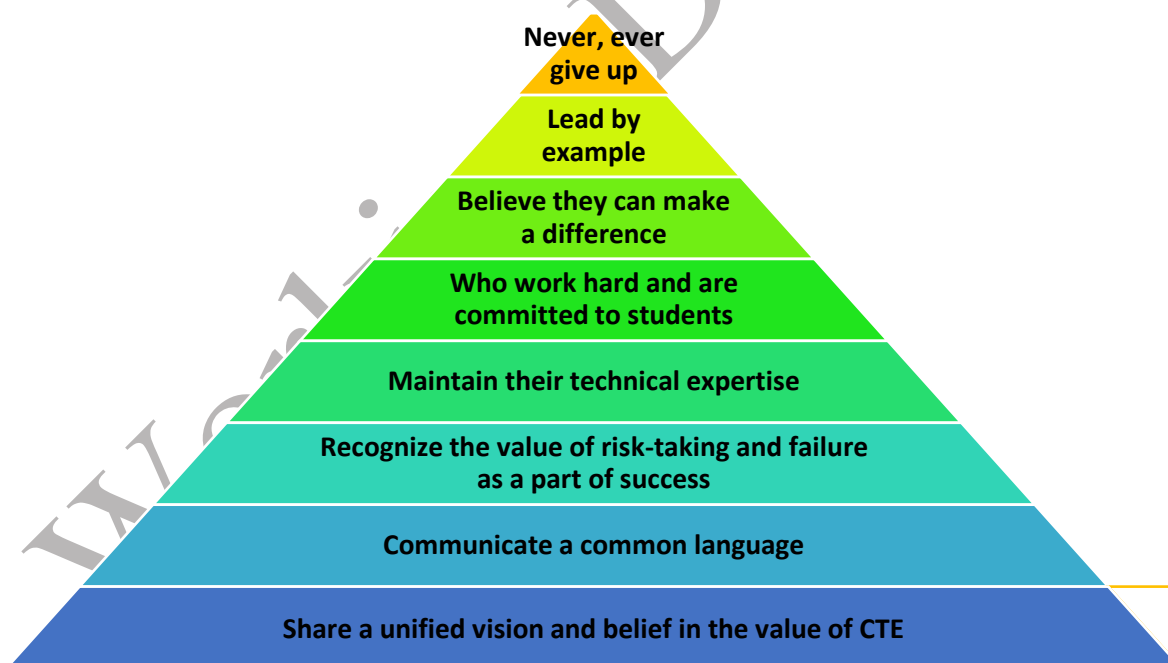
**Vision Statement: Career Pathways in the Rochester City School District will be regionally relevant, NYSED-approved, and Linked Learning Certified. Pathways consist of programs of study that link academic achievement and career skills while providing socioemotional supports and connect to work based learning opportunities. Our students deserve barrier-free access to explore college and career options. Students who graduate from Career Pathways will have real world work experience as well as the opportunity to earn college credit.**



## Rochester City School District Career & Technical Education Program Offerings

- *Carpentry, Masonry, Electrical, and CADD-Architecture*
- *Automotive, Advanced Manufacturing, and Engineering Technology*
- *Digital Video Production, Advertising Design, Interactive Media, Digital Audio & Music Production*
- *PTECH Rochester Pathways to Technology*
- *Culinary Careers, Media Careers, Building & Grounds Careers, Construction Careers, Automotive Careers*
- *Entrepreneurship*
- *Police, Fire, Emergency Communication, EMT/First Responder*

### *Highly Skilled CTE Staff Whom...*



## Connecting Students with Career Development Opportunities

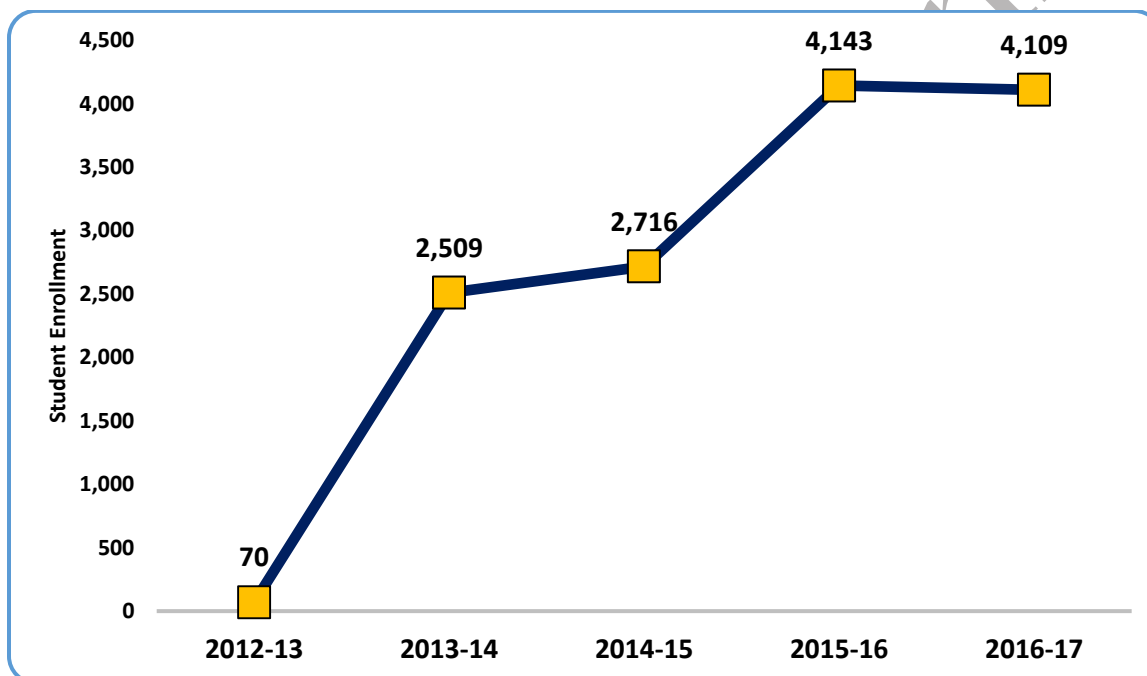
### A sampling of our CTE Business Partners



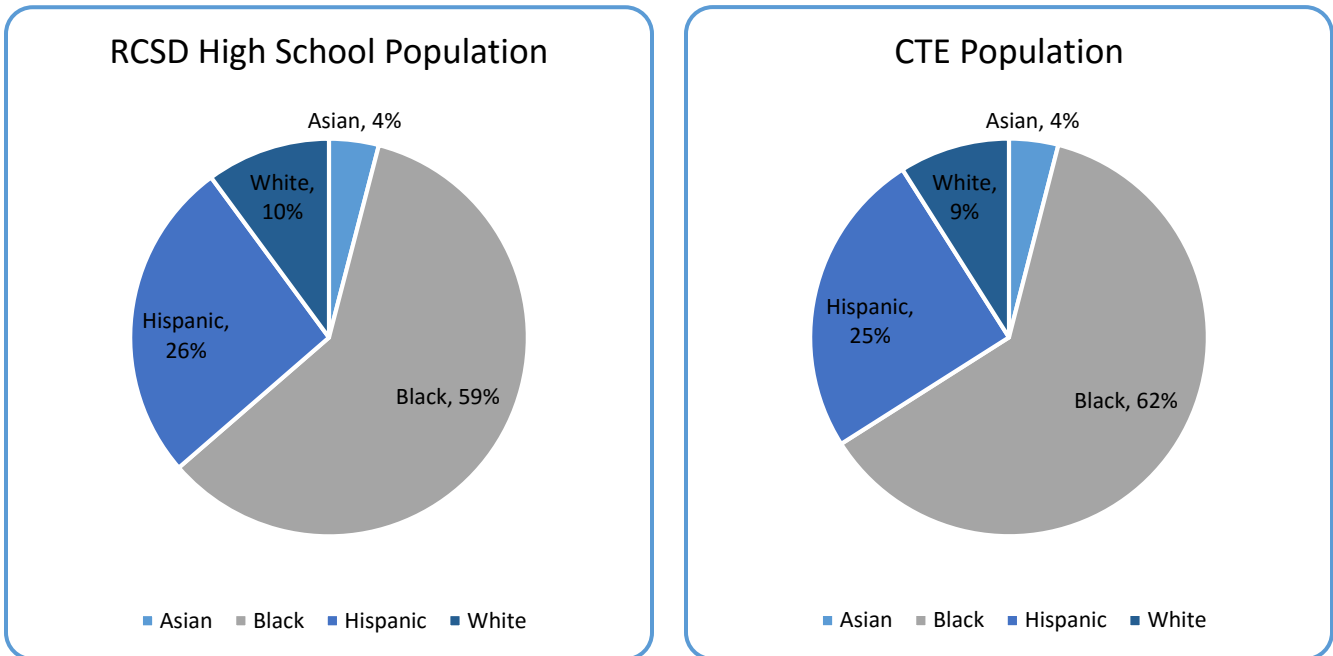
Working

**Student Enrollment in CTE has increased exponentially over the last 5 years from 70 in 2012-2013 to 4,109 in 2016-2017. The demographic make-up of the CTE population reflects that of the District's enrollment.**

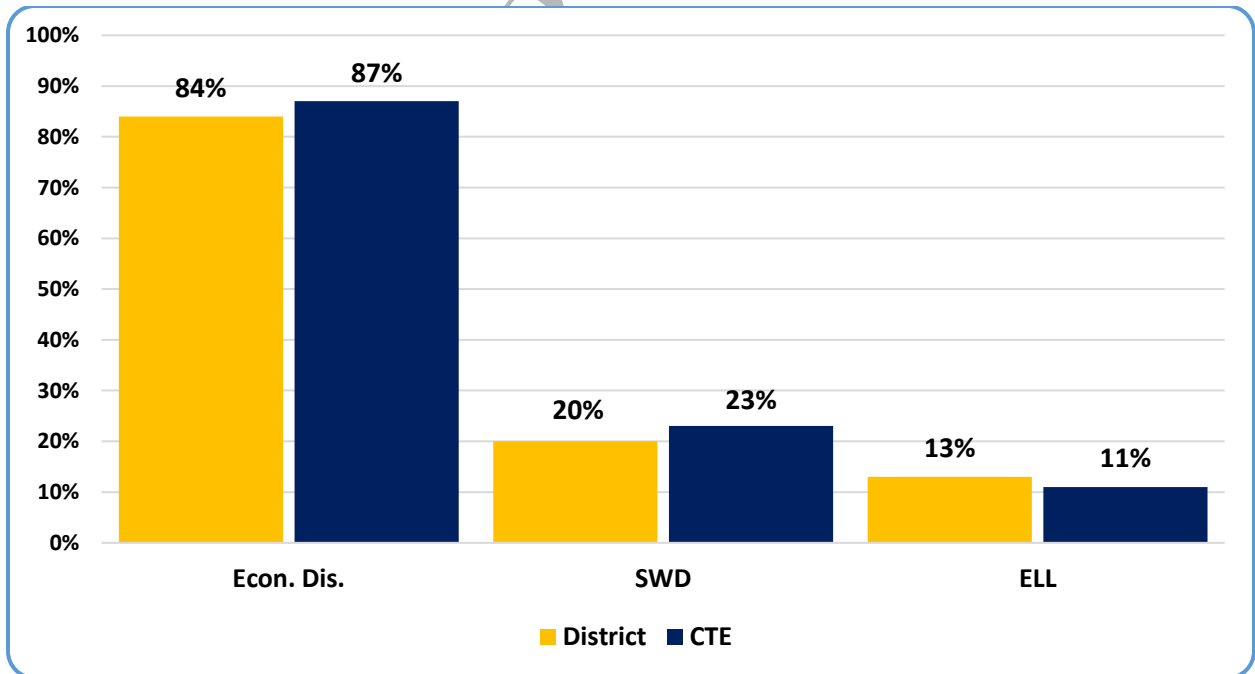
**Career and Technical Education Enrollment Five-Year Trend**



## Career and Technical Education and High School Grade 9-12 Demographics 2016-2017 School Year

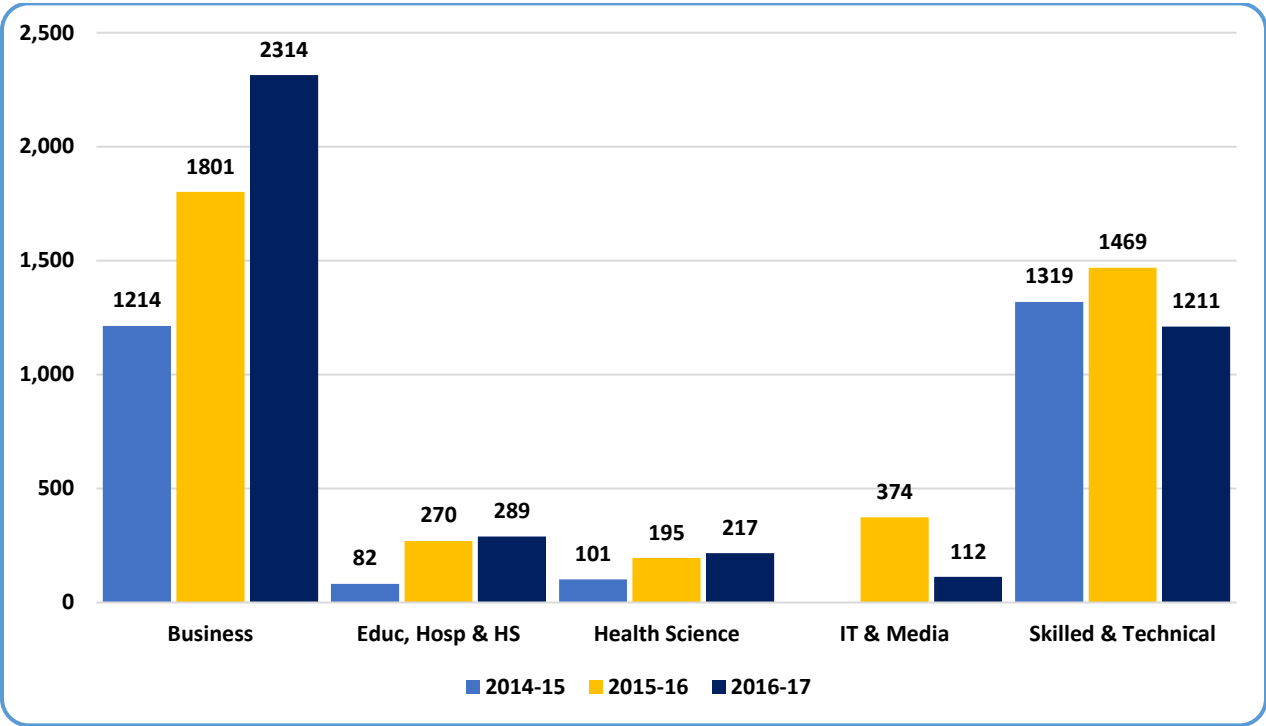


## Career and Technical Education Enrollment by Specialized Populations 2016-17 School Year





### Career and Technical Education Enrollment by Program



Working Document

## SECTION 9: NY School Quality Index

**School 23 is the top ranked school on the New York School Quality Index, and School 58 is among the top ranked secondary schools in Monroe County.**

Different from the traditional school rankings where the focus is typically academic performance, the New York School Quality Index uses a combination of five non-academic factors to redefine school quality in New York State. These five factors include attendance, suspensions, class size, teacher experience and diversity, and are rated from 0 to 10 to generate the overall School Quality Index for each of the 4,742 public schools in New York State. The School Quality Index ranges from 0 to 100. This Index is created by the local newspaper, Democrat & Chronicle, and is based on the most recent data (2015-16) from the New York State Education Department's Report Card Database. For more details of the criteria for ranking, please visit this following page (<http://rochester.nydatabases.com/node/21315> ).

School 23 the Francis Parker School at RCSD is named the best school in Monroe County, based on its top ranking on the NY School Quality Index. This school excels in attendance, teacher experience, and student diversity. School 23 is followed by School 15 the Children's School of Rochester and School 25 Nathaniel Hawthorne School in this newly released rating. School 58 World of Inquiry is ranked number 10 in the district, but it is among the top ranked secondary schools in Monroe County.

### Top 10 RCSD Schools' Ranking on NYS School Quality Index

SCHOOL ▲▼	DISTRICT ▲▼	COUNTY ▲▼	SCHOOL QUALITY INDEX ▲▼	ATTENDANCE SUB-INDEX ▲▼	SUSPENSION SUB-INDEX ▲▼	TEACHER EXPERIENCE SUB- INDEX ▲▼	CLASS SIZE SUB-INDEX ▲▼	STUDENT DIVERSITY SUB- INDEX ▲▼
SCHOOL 23 FRANCIS PARKER	ROCHESTER CITY SCHOOL DISTRICT	MONROE	96.4	10	9	10	9.6	10
SCHOOL 15 CHILDREN'S SCHOOL OF ROCHESTER (THE)	ROCHESTER CITY SCHOOL DISTRICT	MONROE	93.3	10	10	5	10	10
SCHOOL 25 NATHANIEL HAWTHORNE	ROCHESTER CITY SCHOOL DISTRICT	MONROE	86.3	7	9	10	10	8.8
SCHOOL 12 JAMES P B DUFFY	ROCHESTER CITY SCHOOL DISTRICT	MONROE	86	9	9	5	10	9
SCHOOL 46 CHARLES CARROLL	ROCHESTER CITY SCHOOL DISTRICT	MONROE	82.7	8	9	5	10	8.8
SCHOOL 54 FLOWER CITY COMMUNITY SCHOOL	ROCHESTER CITY SCHOOL DISTRICT	MONROE	82.3	8	10	6	10	5.3
SCHOOL 52 FRANK FOWLER DOW	ROCHESTER CITY SCHOOL DISTRICT	MONROE	81.9	9	9.5	5	6.5	8.3
SCHOOL 53 MONTESSORI ACADEMY	ROCHESTER CITY SCHOOL DISTRICT	MONROE	80.8	10	10	5	4.1	6.5
SCHOOL 5 JOHN WILLIAMS	ROCHESTER CITY SCHOOL DISTRICT	MONROE	79.7	8	9	5	6.5	10
SCHOOL 58 WORLD OF INQUIRY SCHOOL	ROCHESTER CITY SCHOOL DISTRICT	MONROE	79.3	10	7.5	5	9.9	5.3

Source: Democrat & Chronicle New York School Quality Index. <http://rochester.nydatabases.com/database/new-york-school-quality-index-%E2%80%93usa-today-network>



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Genesis Silva

**Superintendent of Schools**

Barbara Deane-Williams

***Every student by face and name.***

***Every school, every classroom.***

***To and through graduation.***