



# The New York State District Report Card

**Accountability  
and Overview Report  
2005 – 06**

District **UTICA CITY SCHOOL DISTRICT**  
District ID **412300010000**  
Superintendent **MARILYN SKERMONT**  
Telephone **(315) 792-2222**  
Grades **K-12, UE, US**

## This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

### For more information:

Office of Information and Reporting Services  
New York State Education Department  
Room 863 EBA  
Albany, NY 12234  
Email: RPTCARD@mail.nysed.gov

## Use this report to:

### **1** Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

### **2** Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

### **3** View School Accountability Status.

This section lists all schools in your district by 2006–07 accountability status.

### **4** Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

District **UTICA CITY SCHOOL DISTRICT**

## District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

### Enrollment

	2003-04	2004-05	2005-06
Pre-K	0	0	0
Kindergarten	754	684	721
Grade 1	741	776	755
Grade 2	730	710	718
Grade 3	673	727	702
Grade 4	682	637	677
Grade 5	660	687	636
Grade 6	679	661	666
Ungraded Elementary	246	212	169
Grade 7	711	668	658
Grade 8	612	659	632
Grade 9	672	628	830
Grade 10	613	659	558
Grade 11	518	512	539
Grade 12	458	460	523
Ungraded Secondary	296	363	257
<b>Total K-12</b>	9045	9043	9041

### Average Class Size

	2003-04	2004-05	2005-06
<b>Common Branch</b>	23	22	22
<b>Grade 8</b>			
English	24	22	18
Mathematics	24	24	23
Science	25	25	23
Social Studies	28	28	22
<b>Grade 10</b>			
English	27	27	24
Mathematics	25	25	25
Science	28	25	24
Social Studies	31	31	25

### Enrollment Information

*Enrollment* counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

### Average Class Size Information

*Average Class Size* is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

District **UTICA CITY SCHOOL DISTRICT**

## Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	5671	63%	5560	61%	5523	61%
Reduced-Price Lunch	815	9%	1010	11%	883	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1238	14%	1209	13%	1238	14%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	19	0%	16	0%	18	0%
Black or African American	2412	27%	2481	27%	2562	28%
Hispanic or Latino	1071	12%	1154	13%	1260	14%
Asian or Native Hawaiian/Other Pacific Islander	482	5%	439	5%	508	6%
White	5061	56%	4953	55%	4693	52%

\* Not available at the district level.

## Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		93%		93%		93%
Student Suspensions	1062	N/A	1144	13%	1146	13%

## Demographic Factors Information

*Eligible for Free Lunch and Reduced-Price Lunch* percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

## Attendance and Suspensions Information

*Annual Attendance Rate* is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District **UTICA CITY SCHOOL DISTRICT**

## Teacher Qualifications

	2003-04	2004-05	2005-06
<b>Core Classes Not Taught by Highly Qualified Teachers</b>			
Total Number of Core Classes	1405	1471	2263
Percent Not Taught by Highly Qualified Teachers	3%	4%	2%
<b>Teachers with No Valid Teaching Certificate</b>			
Total Number of Teachers	7	8	13
Percent with No Valid Teaching Certificate	1%	1%	2%
<b>Individuals Teaching Out of Certification</b>			
Number of Teachers	15	19	22
Percentage of Total	2%	3%	3%
<b>Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate</b>			
	31%	31%	31%

## Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	614	459	627
Total Other Professional Staff	79	91	71
Total Paraprofessionals*	377	242	224
Assistant Principals	5	6	6
Principals	15	16	15

\* Not available at the school level.

## Teacher Qualifications Information

To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. The number of *Individuals Teaching Out of Certification* is the number doing so more than on an incidental basis; that is, teaching for five or fewer periods per week outside certification.

## Staff Counts Information

*Other Professionals* includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

## Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: [www.emsc.nysed.gov/irts/accountability/home.shtml](http://www.emsc.nysed.gov/irts/accountability/home.shtml).



### 1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

#### A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2005–06 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

#### B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. At the secondary level, the PI of each group in the 2002 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must meet the qualification for Safe Harbor.

### 2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

### 3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

**Elementary/Middle-Level Science:** To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

#### A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

#### B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2001 graduation-rate cohort earning a local diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

## Useful Terms for Understanding Accountability

### Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

### Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

### Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The secondary-level AMO will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

### Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

### Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times \left[ \frac{\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Continuously Enrolled Tested Students}} \right]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times \left[ \frac{\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}}{\text{Count of All Cohort Members}} \right]$$

A list of tests used to measure student performance for accountability is available at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

### Progress Target

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

### Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

### Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

$$2005-06 \text{ PI} + (200 - \text{the } 2005-06 \text{ PI}) \times 0.10$$

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target's proportion of the 2004–05 AMO.

### Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

### Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

## Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: [www.emsc.nysed.gov/irts/school-accountability/about.shtml](http://www.emsc.nysed.gov/irts/school-accountability/about.shtml).

### Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

#### ▲ District in Good Standing

A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

#### ▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

#### ▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

### New York State Status

(Applies to New York State districts)

#### ■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

#### ■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

#### ■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

#### ■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

#### ■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.


District **UTICA CITY SCHOOL DISTRICT**

## Summary

### Overall Accountability Status (2006–07)

#### Improvement (Year 3)

##### Elementary/Middle Level

ELA  Improvement (Year 3)

Math  Good Standing

Science  Good Standing

##### Secondary Level

ELA  Improvement (Year 3)

Math  Good Standing

Graduation Rate  Good Standing

### Title I Part A Funding

#### Years the District Received Title I Part A Funding

**2004–05**

YES







































**2005–06**

YES




**2006–07**

YES













### On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
<b>All Students</b>						
<b>Ethnicity</b>						
American Indian or Alaska Native	–	–				
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander				–	–	
White						
<b>Other Groups</b>						
Students with Disabilities					 SH	
Limited English Proficient						
Economically Disadvantaged				 SH		
<b>Student groups making AYP in each subject</b>	 6 of 8	 8 of 8	 1 of 1	 3 of 7	 6 of 7	 1 of 1

#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

#### Accountability Status Levels


- | Federal  | State  |
|--|--|
| Good Standing                 | Good Standing                                 |
| Improvement (Year 1)          | Requiring Academic Progress (Year 1)          |
| Improvement (Year 2)          | Requiring Academic Progress (Year 2)          |
| Improvement (Year 3)          | Requiring Academic Progress (Year 3)          |
| Improvement (Year 4)          | Requiring Academic Progress (Year 4)          |
| Improvement (Year 5 & Above)  | Requiring Academic Progress (Year 5 & Above)  |



District **UTICA CITY SCHOOL DISTRICT**

## Elementary/Middle-Level English Language Arts


























**Accountability Status for This Subject (2006–07)**  Improvement (Year 3)

**Accountability Measures** 6 of 8 Student groups making AYP in English Language Arts  
 Did not make AYP

### Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 4) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 3) in 2007-08. [208]

### How did students in each accountability group perform on elementary/middle-level English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (4318:4106)			98%		140	120	
<b>Ethnicity</b>							
American Indian or Alaska Native (9:9)	–	–	–	–	–	–	–
Black or African American (1234:1160)			98%		122	119	
Hispanic or Latino (617:581)			98%		127	117	
Asian or Native Hawaiian/Other Pacific Islander (252:236)			100%		139	115	
White (2206:2120)			98%		153	120	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (854:788)			95%		91	118	106    102
Limited English Proficient (422:377)			99%		105	116	116    115
Economically Disadvantaged (3123:3005)			99%		134	120	
<b>Final AYP Determination</b>	 6 of 8						

#### NOTES

<sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **UTICA CITY SCHOOL DISTRICT**


























## Elementary/Middle-Level Mathematics

**Accountability Status**  Good Standing  
**for This Subject**  
**(2006–07)**

**Accountability Measures** 8 of 8 Student groups making AYP in Mathematics  
 Made AYP

**Prospective Status** This district will be in good standing in 2007-08. [201]

### How did students in each accountability group perform on elementary/middle-level Mathematics accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (4300:4075)			99%		141	84	
<b>Ethnicity</b>							
American Indian or Alaska Native (8:8)	–	–	–	–	–	–	–
Black or African American (1240:1152)			98%		121	83	
Hispanic or Latino (616:573)			98%		133	81	
Asian or Native Hawaiian/Other Pacific Islander (249:236)			100%		147	79	
White (2187:2106)			99%		153	84	
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (854:785)			97%		111	82	
Limited English Proficient (418:377)			99%		95	80	
Economically Disadvantaged (3145:3012)			100%		136	84	
<b>Final AYP Determination</b>	 8 of 8						

#### NOTES

<sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **UTICA CITY SCHOOL DISTRICT**



















## Elementary/Middle-Level Science

**Accountability Status**  Good Standing  
**for This Subject**  
**(2006–07)**

**Accountability Measures** 1 of 1 Student groups making AYP in Science  
 Made AYP

**Prospective Status** This district will be in good standing in 2007-08. [201]

### How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
<b>All Students</b> (1416:1321)		Qualified		98%		179	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (3:3)	–	–	–	–	–	–	–	–
Black or African American (385:345)		Qualified		96%		166	100	
Hispanic or Latino (190:176)		Qualified		98%		177	100	
Asian or Native Hawaiian/Other Pacific Islander (78:73)		Qualified		100%		168	100	
White (760:724)		Qualified		98%		186	100	
<b>Other Groups</b>								
Students with Disabilities (298:264)		Qualified		94%		167	100	
Limited English Proficient (137:122)		Qualified		100%		134	100	
Economically Disadvantaged (1020:962)		Qualified		99%		178	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

- <sup>1</sup> These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
- <sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- <sup>3</sup> Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.


#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **UTICA CITY SCHOOL DISTRICT**

## Secondary-Level English Language Arts























**Accountability Status for This Subject (2006–07)**  Improvement (Year 3)

**Accountability Measures** 3 of 7 Student groups making AYP in English Language Arts  
 Did not make AYP

### Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 4) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 3) in 2007-08. [208]

### How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2002 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (514:495)			99%		152	149	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (112:117)			96%		121	144	132    129
Hispanic or Latino (56:52)			100%		133	141	108†    140
Asian or Native Hawaiian/Other Pacific Islander (22:19)	–	–	–	–	–	–	–    –
White (324:306)			99%		165	148	
<b>Other Groups</b>							
Students with Disabilities (55:72)			95%		60	143	75    74
Limited English Proficient (67:57)			100%		133	141	88†    140
Economically Disadvantaged (221:217)	 SH		99%	 SH	138	146	128    144
<b>Final AYP Determination</b>	 3 of 7						

#### NOTES




<sup>1</sup> These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.


† This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


#### AYP Status

-  Made AYP
-  SH Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **UTICA CITY SCHOOL DISTRICT**

## Secondary-Level Mathematics























**Accountability Status for This Subject (2006–07)**  Good Standing

**Accountability Measures** 6 of 7 Student groups making AYP in Mathematics  
 Did not make AYP

### Prospective Status

A district that fails to make AYP in Mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

### How did students in each accountability group perform on secondary-level Mathematics accountability measures?

Student Group (12th Graders: 2002 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06    2006–07
<b>All Students</b> (514:495)			99%		159	141	
<b>Ethnicity</b>							
American Indian or Alaska Native (0:0)							
Black or African American (112:117)			96%		133	136	136    140
Hispanic or Latino (56:52)			100%		140	133	
Asian or Native Hawaiian/Other Pacific Islander (22:19)	–	–	–	–	–	–	–
White (324:306)			99%		171	140	
<b>Other Groups</b>							
Students with Disabilities (55:72)			96%		90	135	74    101
Limited English Proficient (67:57)			100%		147	133	
Economically Disadvantaged (221:217)			100%		147	138	
<b>Final AYP Determination</b>	 6 of 7						

#### NOTES




<sup>1</sup> These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.

‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

#### AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **UTICA CITY SCHOOL DISTRICT**










## Graduation Rate

**Accountability Status**  Good Standing  
**for This Indicator**  
**(2006–07)**

**Accountability Measures** 1 of 1 Student groups making AYP in Graduation Rate  
 Made AYP

**Prospective Status** This district will be in good standing in 2007-08. [201]

### How did students in each accountability group perform on graduation rate accountability measures?

Student Group (Cohort Count) <sup>1</sup>	Graduation		Graduation Rate <sup>2</sup>	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2005–06 2006–07	
<b>All Students</b> (548)			72%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (0)						
Black or African American (98)			58%	55%		
Hispanic or Latino (59)			51%	55%	55%	52%
Asian or Native Hawaiian/Other Pacific Islander (20)	–	–	–	–	–	–
White (371)			78%	55%		
<b>Other Groups</b>						
Students with Disabilities (96)			43%	55%	39%	44%
Limited English Proficient (61)			46%	55%	55%	47%
Economically Disadvantaged (231)			65%	55%		
<b>Final AYP Determination</b>	 1 of 1					

#### NOTES

<sup>1</sup> Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

<sup>2</sup> Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

## Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

# 3 School Accountability Status

District **UTICA CITY SCHOOL DISTRICT**

## 2006–07 Accountability Status of Schools in Your District

This section lists all schools in your district by 2006–07 accountability status.

### Federal Title I Status

### New York State Status

#### Good Standing

10 schools identified 83% of total

ALBANY ELEMENTARY SCHOOL  
CHRISTOPHER COLUMBUS ELEMENTARY SCHOOL  
GENERAL HERKIMER ELEMENTARY SCHOOL  
HUGH R. JONES ELEMENTARY SCHOOL  
JOHN F. HUGHES ELEMENTARY SCHOOL  
JOHN F. KENNEDY MIDDLE SCHOOL  
KERNAN ELEMENTARY SCHOOL  
MARTIN LUTHER KING, JR. ELEMENTARY SCHOOL  
THOMAS JEFFERSON ELEMENTARY SCHOOL  
WATSON WILLIAMS ELEMENTARY SCHOOL

#### Planning for Restructuring

1 school identified 8% of total

THOMAS R. PROCTOR HIGH SCHOOL

#### Restructuring (Year 1)















1 school identified 8% of total



SENATOR JAMES H. DONOVAN MIDDLE SCHOOL


District **UTICA CITY SCHOOL DISTRICT**

## Summary of 2005–06 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
<b>English Language Arts</b>				
Grade 3	63%			631
Grade 4	60%			653
Grade 5	53%			641
Grade 6	45%			659
Grade 7	46%			654
Grade 8	43%			634
<b>Mathematics</b>				
Grade 3	78%			737
Grade 4	75%			719
Grade 5	58%			693
Grade 6	44%			692
Grade 7	33%			698
Grade 8	35%			662
<b>Science</b>				
Grade 4	88%			716
Grade 8	69%			562

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
<b>Secondary Level</b>				
English	56%			619
Mathematics	62%			619

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
<b>Graduation Rate</b>				
2002 Cohort	63%			619

### About the Performance Level Descriptors

#### Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

#### Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

#### Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

#### Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

### How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at [www.emsc.nysed.gov/irts](http://www.emsc.nysed.gov/irts).

In this section, this district's performance is compared with that of public schools statewide.

### This District's N/RC Category:

#### High Need/Resource Urban-Suburban Districts

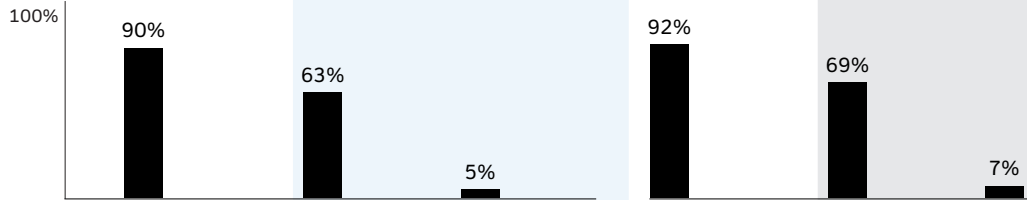
This is an urban or suburban school district with high student needs in relation to district resource capacity.



District **UTICA CITY SCHOOL DISTRICT**

## This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 661	616-780	650-780	730-780			
Range:	616-780	650-780	730-780			
Number of Students:	569	398	29	92%	69%	7%



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>631</b>	<b>90%</b>	<b>63%</b>	<b>5%</b>				
Female	306	93%	68%	6%				
Male	325	87%	58%	3%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	191	86%	57%	2%				
Hispanic or Latino	102	87%	54%	4%				
Asian or Native Hawaiian/Other Pacific Islander	28	-	-	-				
White	308	94%	69%	6%	This test was not given in 2004-05.			
Small Group Totals	30	93%	70%	10%				
General-Education Students	512	97%	71%	5%				
Students with Disabilities	119	61%	28%	1%				
English Proficient	627	-	-	-				
Limited English Proficient	4	-	-	-				
Economically Disadvantaged	474	89%	59%	2%				
Not Disadvantaged	157	94%	75%	11%				
Migrant								
Not Migrant	631	90%	63%	5%				

### NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	4	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	107	57	37	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **UTICA CITY SCHOOL DISTRICT**

## This District's Results in Grade 3 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 671	624-770	650-770	703-770			
Range:	624-770	650-770	703-770			
Number of Students:	680	575	134			

Performance Level	This District (%)	NY State Public (%)
2-4	92%	94%
3-4	78%	81%
4	18%	25%

## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>737</b>	<b>92%</b>	<b>78%</b>	<b>18%</b>				
Female	361	93%	80%	19%				
Male	376	92%	77%	18%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	208	89%	73%	13%				
Hispanic or Latino	123	93%	72%	18%				
Asian or Native Hawaiian/Other Pacific Islander	45	-	-	-				
White	359	94%	83%	19%	This test was not given in 2004-05.			
Small Group Totals	47	89%	77%	32%				
General-Education Students	603	95%	83%	21%				
Students with Disabilities	134	79%	55%	6%				
English Proficient	629	95%	83%	21%				
Limited English Proficient	108	76%	46%	2%				
Economically Disadvantaged	573	92%	75%	15%				
Not Disadvantaged	164	95%	88%	30%				
Migrant								
Not Migrant	737	92%	78%	18%				

### NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	4	-	-	-	This test was not given in 2004-05.			

District **UTICA CITY SCHOOL DISTRICT**

## This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 654	612-775	650-775	716-775			
Number of Students:	562	392	22			

## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>653</b>	<b>86%</b>	<b>60%</b>	<b>3%</b>				
Female	323	87%	61%	5%				
Male	330	85%	59%	2%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	194	79%	44%	1%				
Hispanic or Latino	89	85%	55%	4%				
Asian or Native Hawaiian/Other Pacific Islander	26	-	-	-				
White	342	90%	70%	4%				
Small Group Totals	28	89%	68%	4%				
General-Education Students	493	95%	70%	4%				
Students with Disabilities	160	60%	28%	1%				
English Proficient	642	86%	60%	3%				
Limited English Proficient	11	73%	36%	0%				
Economically Disadvantaged	490	84%	55%	3%				
Not Disadvantaged	163	91%	76%	4%				
Migrant								
Not Migrant	653	86%	60%	3%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

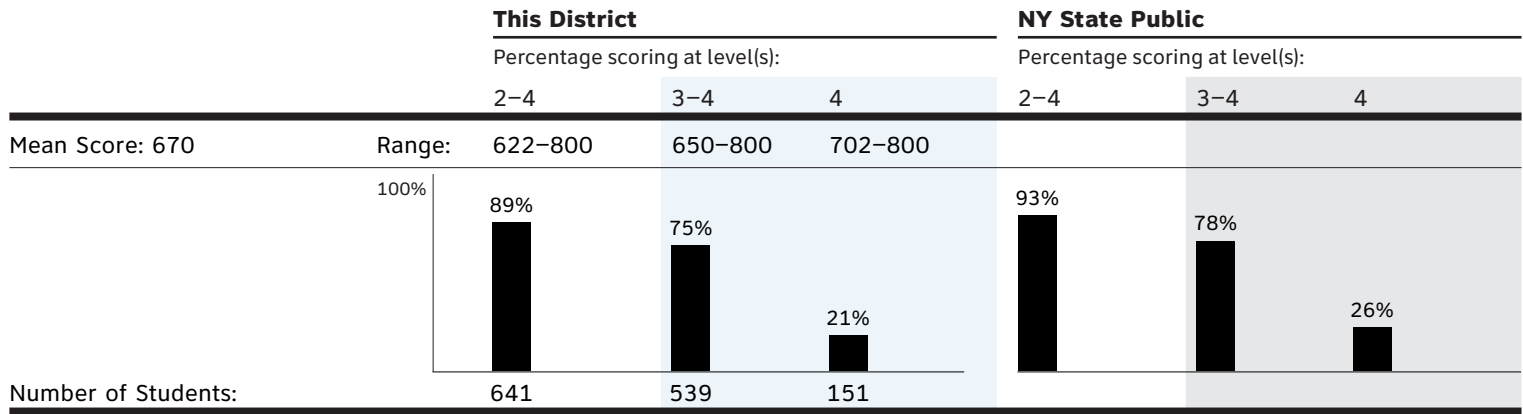
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	5	5	4	3	9	9	9	8
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4	67	41	32	N/A	70	55	52	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **UTICA CITY SCHOOL DISTRICT**

## This District's Results in Grade 4 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>719</b>	<b>89%</b>	<b>75%</b>	<b>21%</b>				
Female	348	89%	74%	18%				
Male	371	89%	76%	23%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	205	82%	62%	9%				
Hispanic or Latino	99	89%	73%	14%				
Asian or Native Hawaiian/Other Pacific Islander	40	-	-	-				
White	373	93%	82%	28%				
Small Group Totals	42	88%	79%	29%				
General-Education Students	556	95%	83%	25%				
Students with Disabilities	163	70%	49%	7%				
English Proficient	644	91%	78%	23%				
Limited English Proficient	75	76%	52%	4%				
Economically Disadvantaged	559	87%	72%	17%				
Not Disadvantaged	160	95%	85%	36%				
Migrant								
Not Migrant	719	89%	75%	21%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

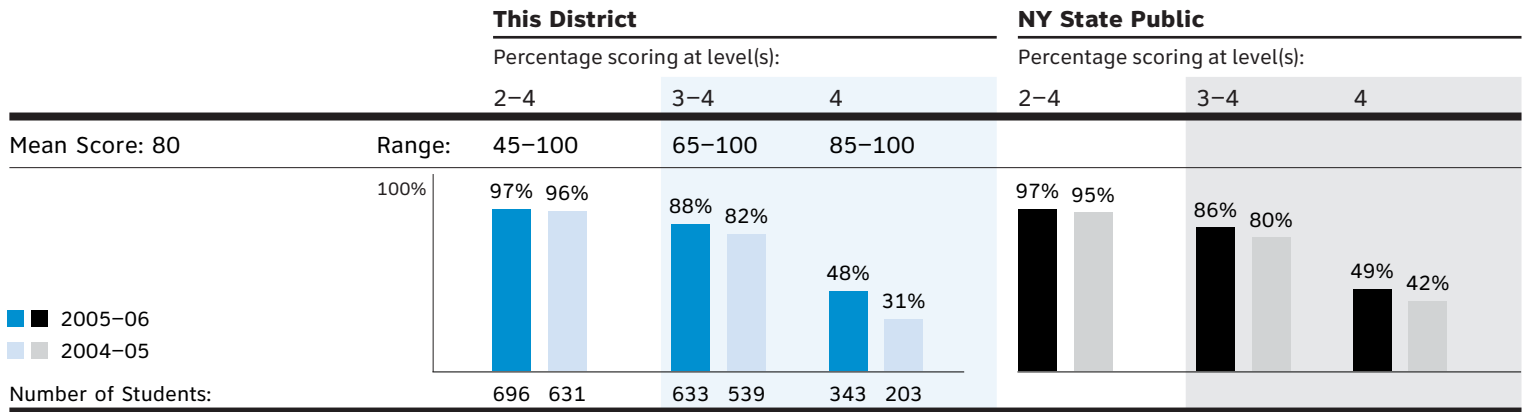
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## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	5	5	4	4	9	9	8	7

District **UTICA CITY SCHOOL DISTRICT**

## This District's Results in Grade 4 Science



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>716</b>	<b>97%</b>	<b>88%</b>	<b>48%</b>	<b>658</b>	<b>96%</b>	<b>82%</b>	<b>31%</b>
Female	346	98%	88%	44%	302	95%	80%	29%
Male	370	97%	89%	52%	356	96%	83%	33%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	200	93%	82%	41%	184	93%	73%	21%
Hispanic or Latino	100	99%	86%	41%	88	95%	83%	23%
Asian or Native Hawaiian/Other Pacific Islander	42	-	-	-	40	-	-	-
White	372	99%	94%	54%	343	97%	87%	40%
Small Group Totals	44	95%	77%	43%	43	98%	74%	14%
General-Education Students	556	98%	91%	52%	550	97%	85%	31%
Students with Disabilities	160	96%	81%	34%	108	91%	66%	30%
English Proficient	638	99%	92%	51%	574	97%	85%	34%
Limited English Proficient	78	85%	59%	22%	84	86%	58%	10%
Economically Disadvantaged	564	97%	86%	43%	480	95%	80%	25%
Not Disadvantaged	152	99%	97%	66%	178	97%	88%	46%
Migrant					1	-	-	-
Not Migrant	716	97%	88%	48%	657	-	-	-

### NOTES

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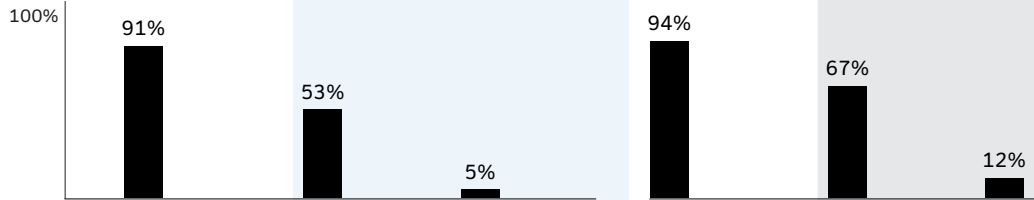
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	5	5	4	2	9	9	7	7

District **UTICA CITY SCHOOL DISTRICT**

## This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 649	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	585	342	32	94%	67%	12%



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>641</b>	<b>91%</b>	<b>53%</b>	<b>5%</b>				
Female	301	92%	57%	6%				
Male	340	91%	50%	4%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	194	89%	40%	2%				
Hispanic or Latino	84	88%	46%	2%				
Asian or Native Hawaiian/Other Pacific Islander	35	-	-	-				
White	325	94%	64%	8%	This test was not given in 2004-05.			
Small Group Totals	38	87%	47%	3%				
General-Education Students	507	96%	60%	6%				
Students with Disabilities	134	74%	28%	2%				
English Proficient	615	92%	54%	5%				
Limited English Proficient	26	73%	27%	0%				
Economically Disadvantaged	482	90%	47%	3%				
Not Disadvantaged	159	95%	72%	11%				
Migrant								
Not Migrant	641	91%	53%	5%				

### NOTES

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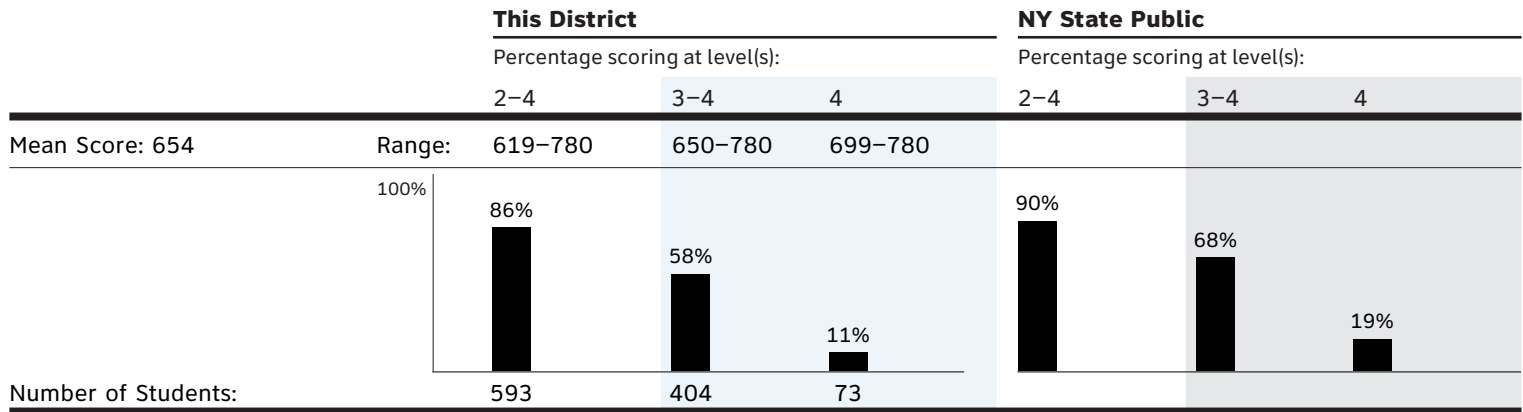
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	10	10	9	8	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	45	29	26	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **UTICA CITY SCHOOL DISTRICT**

## This District's Results in Grade 5 Mathematics



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>693</b>	<b>86%</b>	<b>58%</b>	<b>11%</b>				
Female	325	86%	56%	9%				
Male	368	86%	60%	12%				
American Indian or Alaska Native	2	-	-	-				
Black or African American	207	79%	46%	5%				
Hispanic or Latino	93	89%	47%	5%				
Asian or Native Hawaiian/Other Pacific Islander	43	-	-	-				
White	348	88%	67%	16%	This test was not given in 2004-05.			
Small Group Totals	45	87%	67%	9%				
General-Education Students	547	89%	63%	12%				
Students with Disabilities	146	71%	40%	3%				
English Proficient	620	89%	61%	11%				
Limited English Proficient	73	55%	33%	5%				
Economically Disadvantaged	534	84%	52%	7%				
Not Disadvantaged	159	92%	78%	21%				
Migrant								
Not Migrant	693	86%	58%	11%				

### NOTES

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## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	10	9	9	8	This test was not given in 2004-05.			

District **UTICA CITY SCHOOL DISTRICT**

## This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 645	598-785	650-785	705-785			
Number of Students:	598	298	43			

## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>659</b>	<b>91%</b>	<b>45%</b>	<b>7%</b>				
Female	330	93%	49%	8%				
Male	329	89%	41%	5%				
American Indian or Alaska Native								
Black or African American	186	88%	26%	2%				
Hispanic or Latino	92	87%	37%	4%				
Asian or Native Hawaiian/Other Pacific Islander	36	97%	61%	3%				
White	345	93%	56%	10%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	539	95%	52%	8%				
Students with Disabilities	120	71%	14%	1%				
English Proficient	642	92%	46%	7%				
Limited English Proficient	17	59%	6%	0%				
Economically Disadvantaged	474	90%	37%	3%				
Not Disadvantaged	185	93%	67%	15%				
Migrant								
Not Migrant	659	91%	45%	7%				

### NOTES

The – symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	5	5	4	4	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	25	16	12	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.



District **UTICA CITY SCHOOL DISTRICT**

## This District's Results in Grade 6 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 644	Range: 616-780	650-780	696-780			
Number of Students:	584	303	32			

## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>692</b>	<b>84%</b>	<b>44%</b>	<b>5%</b>				
Female	343	84%	42%	4%				
Male	349	85%	46%	5%				
American Indian or Alaska Native								
Black or African American	197	75%	27%	2%				
Hispanic or Latino	100	80%	39%	3%				
Asian or Native Hawaiian/Other Pacific Islander	42	81%	50%	7%				
White	353	91%	54%	7%	This test was not given in 2004-05.			
<b>Small Group Totals</b>								
General-Education Students	568	87%	47%	6%				
Students with Disabilities	124	72%	29%	0%				
English Proficient	649	87%	46%	5%				
Limited English Proficient	43	42%	9%	0%				
Economically Disadvantaged	510	82%	37%	3%				
Not Disadvantaged	182	91%	63%	10%				
Migrant								
Not Migrant	692	84%	44%	5%				

### NOTES

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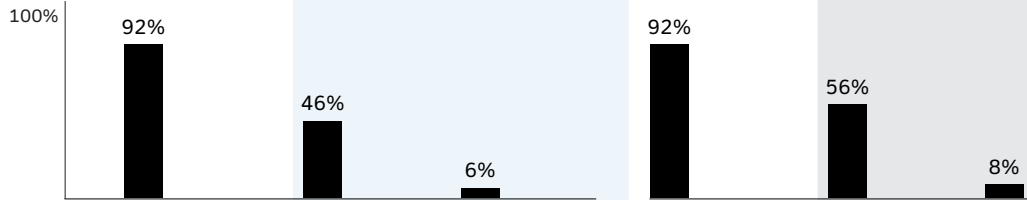
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	5	5	4	4	This test was not given in 2004-05.			

District **UTICA CITY SCHOOL DISTRICT**

## This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 646	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	600	303	36	600	303	36



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>654</b>	<b>92%</b>	<b>46%</b>	<b>6%</b>				
Female	325	94%	55%	7%				
Male	329	89%	38%	4%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	211	89%	36%	1%				
Hispanic or Latino	91	84%	35%	4%				
Asian or Native Hawaiian/Other Pacific Islander	33	-	-	-				
White	318	96%	56%	9%	This test was not given in 2004-05.			
Small Group Totals	34	94%	47%	6%				
General-Education Students	541	96%	55%	7%				
Students with Disabilities	113	73%	5%	0%				
English Proficient	637	92%	48%	6%				
Limited English Proficient	17	94%	0%	0%				
Economically Disadvantaged	454	93%	41%	4%				
Not Disadvantaged	200	90%	59%	10%				
Migrant								
Not Migrant	654	92%	46%	6%				

### NOTES

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## Other Assessments

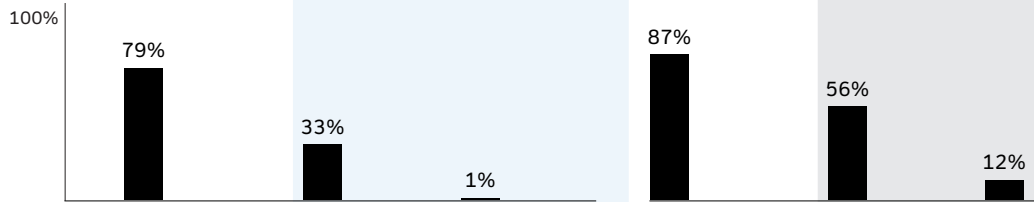
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	6	5	4	4	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	39	24	16	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **UTICA CITY SCHOOL DISTRICT**

## This District's Results in Grade 7 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 630	611-800	650-800	693-800			
Range:	611-800	650-800	693-800			
Number of Students:	549	231	4	87%	56%	12%



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>698</b>	<b>79%</b>	<b>33%</b>	<b>1%</b>				
Female	339	80%	36%	1%				
Male	359	77%	30%	1%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	222	69%	18%	0%				
Hispanic or Latino	99	65%	24%	0%				
Asian or Native Hawaiian/Other Pacific Islander	43	-	-	-				
White	333	90%	45%	1%	This test was not given in 2004-05.			
Small Group Totals	44	73%	39%	0%				
General-Education Students	584	82%	37%	1%				
Students with Disabilities	114	61%	13%	0%				
English Proficient	642	81%	35%	1%				
Limited English Proficient	56	48%	7%	0%				
Economically Disadvantaged	494	78%	28%	0%				
Not Disadvantaged	204	81%	45%	1%				
Migrant								
Not Migrant	698	79%	33%	1%				

### NOTES

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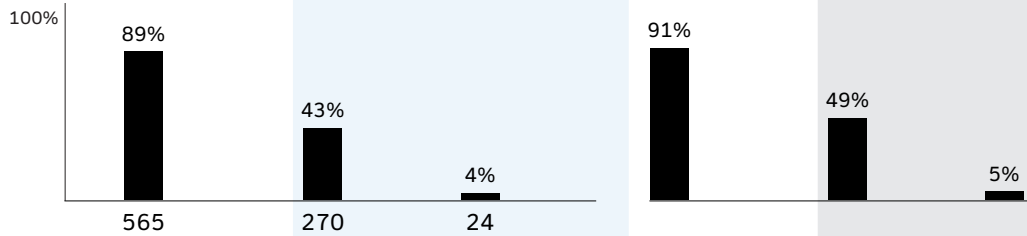
## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	6	4	4	4	This test was not given in 2004-05.			

District **UTICA CITY SCHOOL DISTRICT**

## This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 645	602-790	650-790	715-790			
Range:	602-790	650-790	715-790			
Number of Students:	565	270	24	91%	49%	5%



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>634</b>	<b>89%</b>	<b>43%</b>	<b>4%</b>				
Female	316	95%	52%	5%				
Male	318	83%	33%	3%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	168	83%	27%	1%				
Hispanic or Latino	77	87%	35%	3%				
Asian or Native Hawaiian/Other Pacific Islander	29	-	-	-				
White	359	92%	50%	5%				
Small Group Totals	30	97%	63%	3%				
General-Education Students	531	93%	49%	5%				
Students with Disabilities	103	67%	10%	0%				
English Proficient	613	90%	44%	4%				
Limited English Proficient	21	71%	10%	0%				
Economically Disadvantaged	402	90%	38%	3%				
Not Disadvantaged	232	88%	51%	4%				
Migrant								
Not Migrant	634	89%	43%	4%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

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## Other Assessments

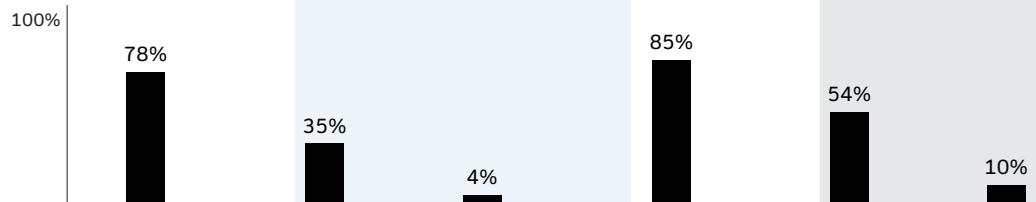
	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	10	9	8	5	9	9	9	7
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	38	23	19	N/A	50	45	38	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **UTICA CITY SCHOOL DISTRICT**

## This District's Results in Grade 8 Mathematics

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 637	616-775	650-775	701-775			
Range:						
Number of Students:	514	232	26			



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>662</b>	<b>78%</b>	<b>35%</b>	<b>4%</b>				
Female	323	81%	40%	5%				
Male	339	74%	30%	3%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	169	62%	22%	1%				
Hispanic or Latino	84	74%	35%	4%				
Asian or Native Hawaiian/Other Pacific Islander	35	-	-	-				
White	373	84%	39%	5%				
Small Group Totals	36	89%	50%	14%				
General-Education Students	555	79%	37%	5%				
Students with Disabilities	107	70%	22%	0%				
English Proficient	603	81%	38%	4%				
Limited English Proficient	59	47%	7%	0%				
Economically Disadvantaged	439	78%	32%	3%				
Not Disadvantaged	223	78%	41%	6%				
Migrant								
Not Migrant	662	78%	35%	4%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

### NOTES

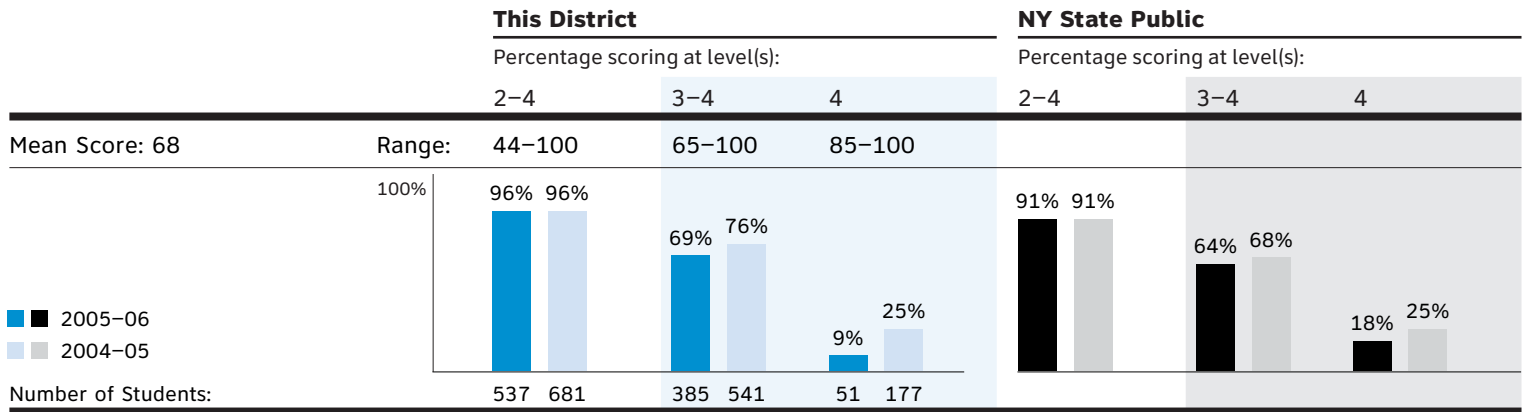
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## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	10	9	7	7	8	7	5	4

District **UTICA CITY SCHOOL DISTRICT**

## This District's Results in Grade 8 Science



## Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>562</b>	<b>96%</b>	<b>69%</b>	<b>9%</b>	<b>713</b>	<b>96%</b>	<b>76%</b>	<b>25%</b>
Female	260	95%	67%	6%	372	96%	78%	22%
Male	302	96%	70%	12%	341	95%	73%	28%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	155	93%	58%	6%	207	93%	65%	12%
Hispanic or Latino	77	96%	66%	5%	93	97%	69%	23%
Asian or Native Hawaiian/Other Pacific Islander	30	-	-	-	34	-	-	-
White	299	97%	75%	11%	378	97%	83%	32%
Small Group Totals	31	90%	65%	13%	35	97%	80%	31%
General-Education Students	456	96%	71%	10%	588	96%	79%	28%
Students with Disabilities	106	94%	59%	4%	125	92%	62%	8%
English Proficient	503	97%	73%	10%	645	97%	78%	27%
Limited English Proficient	59	81%	31%	0%	68	79%	51%	6%
Economically Disadvantaged	399	96%	69%	8%	505	94%	72%	20%
Not Disadvantaged	163	93%	67%	12%	208	98%	86%	36%
Migrant								
Not Migrant	562	96%	69%	9%	713	96%	76%	25%

### NOTES

The - symbol indicates that data for a group of students has been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	10	9	8	7	8	7	5	4
Regents Science	89	89	89	50	0			

District **UTICA CITY SCHOOL DISTRICT**

## Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

### Grade 4

#### This District

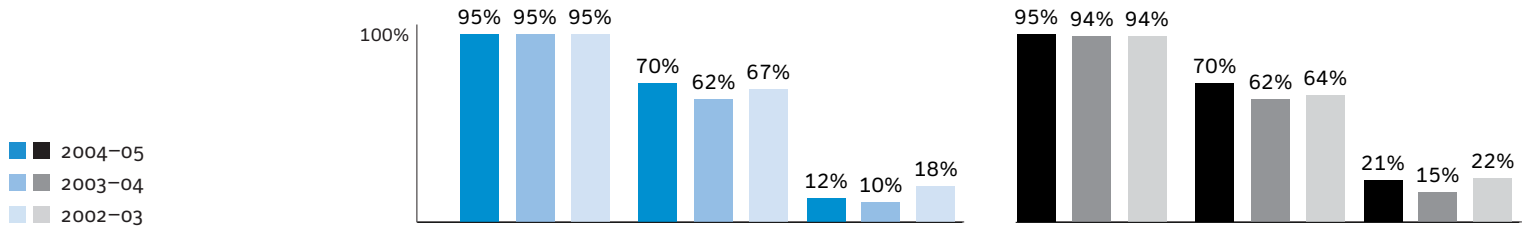
Percentage scoring at level(s):

2-4	3-4	4
Range: 603-800	645-800	692-800

#### NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	32	145	336	73	586	658
Feb 2004	32	218	342	68	660	653
Feb 2003	29	175	305	115	624	660

### Grade 8

#### This School

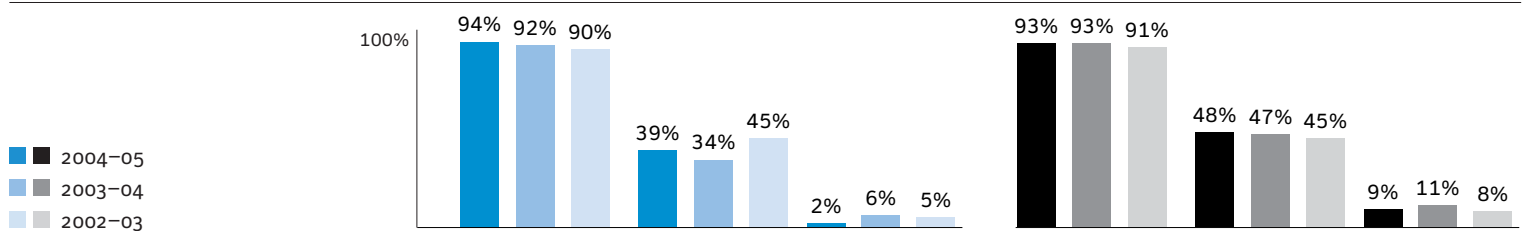
Percentage scoring at level(s):

2-4	3-4	4
Range: 658-830	697-830	737-830

#### NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	38	370	246	15	669	691
Jan 2004	45	351	168	34	598	691
Jan 2003	59	279	247	32	617	693

District **UTICA CITY SCHOOL DISTRICT**

## Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

### Grade 4

#### This District

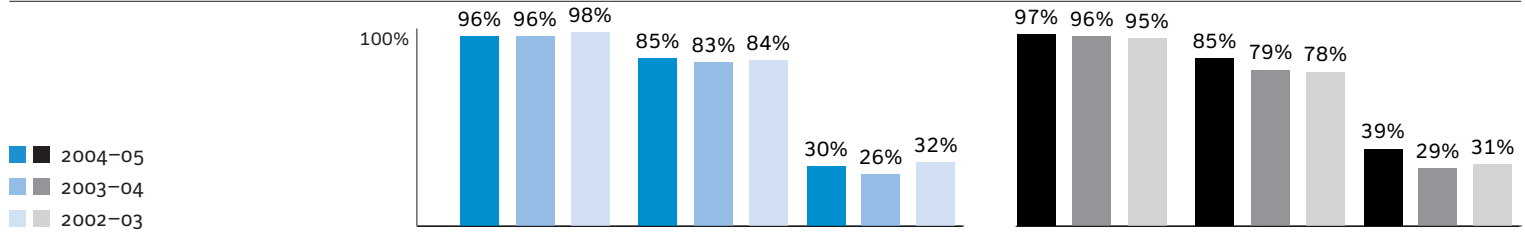
Percentage scoring at level(s):

2-4	3-4	4
Range: 602-810	637-810	678-810

#### NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	29	68	364	199	660	662
May 2004	26	98	403	187	714	661
May 2003	12	102	356	225	695	663

### Grade 8

#### This School

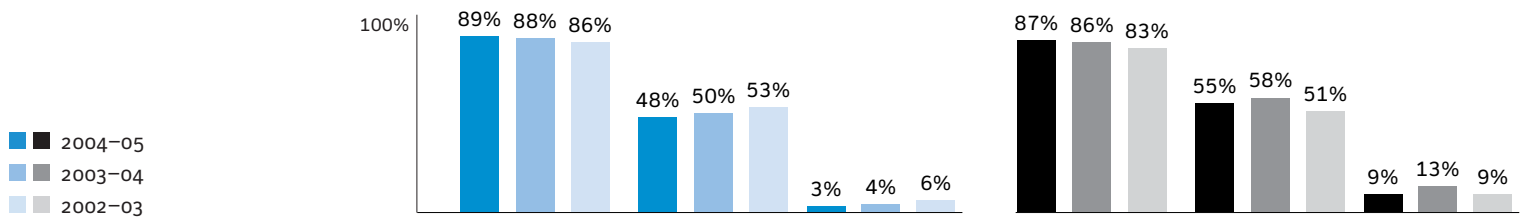
Percentage scoring at level(s):

2-4	3-4	4
Range: 681-882	716-882	760-882

#### NY State Public

Percentage scoring at level(s):

2-4	3-4	4
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#### Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	82	287	321	24	714	712
May 2004	81	249	295	29	654	711
May 2003	96	224	316	43	679	715



District **UTICA CITY SCHOOL DISTRICT**

## This District's Total Cohort Results in Secondary-Level English after Four Years of Instruction

### This District

Percentage scoring at level(s):

2-4

3-4

4

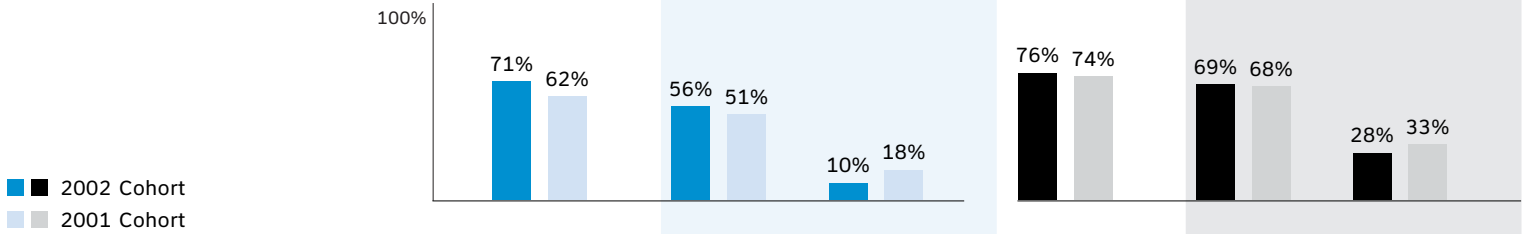
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2002 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>619</b>	<b>71%</b>	<b>56%</b>	<b>10%</b>	<b>665</b>	<b>62%</b>	<b>51%</b>	<b>18%</b>
Female	317	74%	58%	13%	331	67%	58%	24%
Male	302	69%	54%	6%	334	57%	43%	13%
American Indian or Alaska Native	1	–	–	–				
Black or African American	140	57%	39%	3%	135	44%	39%	10%
Hispanic or Latino	73	59%	37%	1%	70	54%	40%	9%
Asian or Native Hawaiian/Other Pacific Islander	24	–	–	–	23	74%	52%	17%
White	381	78%	65%	12%	437	68%	56%	23%
Small Group Totals	25	76%	72%	28%				
General-Education Students	526	80%	65%	11%	535	74%	61%	23%
Students with Disabilities	93	19%	9%	1%	130	15%	8%	1%
English Proficient	542	72%	58%	11%	585	64%	54%	21%
Limited English Proficient	77	68%	43%	0%	80	45%	25%	1%
Economically Disadvantaged	296	60%	46%	4%				
Not Disadvantaged	323	81%	66%	15%				
Migrant	1	–	–	–				
Not Migrant	618	–	–	–				

### NOTES

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## Other Assessments

### 2002 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	7	5

\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

District **UTICA CITY SCHOOL DISTRICT**

## This District's Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction

### This District

Percentage scoring at level(s):

2-4

3-4

4

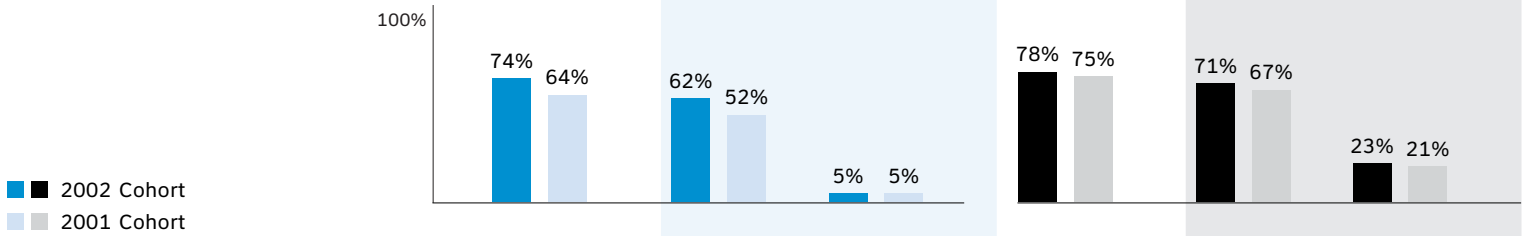
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2002 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>619</b>	<b>74%</b>	<b>62%</b>	<b>5%</b>	<b>665</b>	<b>64%</b>	<b>52%</b>	<b>5%</b>
Female	317	78%	64%	5%	331	69%	55%	5%
Male	302	71%	59%	6%	334	59%	48%	6%
American Indian or Alaska Native	1	–	–	–				
Black or African American	140	61%	44%	2%	135	50%	41%	2%
Hispanic or Latino	73	56%	44%	4%	70	57%	44%	0%
Asian or Native Hawaiian/Other Pacific Islander	24	–	–	–	23	78%	65%	4%
White	381	82%	71%	6%	437	69%	55%	7%
Small Group Totals	25	88%	84%	20%				
General-Education Students	526	84%	71%	6%	535	76%	63%	6%
Students with Disabilities	93	23%	11%	0%	130	14%	6%	1%
English Proficient	542	74%	62%	5%	585	65%	54%	6%
Limited English Proficient	77	77%	58%	9%	80	55%	33%	3%
Economically Disadvantaged	296	66%	53%	5%				
Not Disadvantaged	323	82%	70%	6%				
Migrant	1	–	–	–				
Not Migrant	618	–	–	–				

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## Other Assessments

### 2002 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

### 2001 Cohort\*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	7	4

\* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

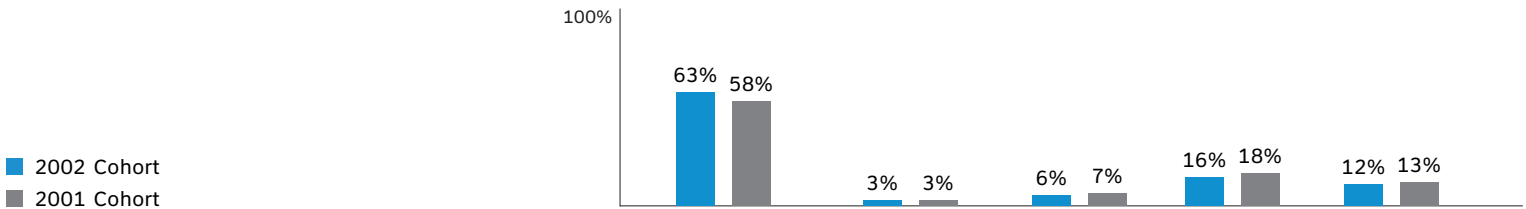
District **UTICA CITY SCHOOL DISTRICT**

## Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

## Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
<b>All Students</b>	<b>2002</b>	<b>619</b>	<b>63%</b>	<b>3%</b>	<b>6%</b>	<b>16%</b>	<b>12%</b>
	<b>2001</b>	<b>665</b>	<b>58%</b>	<b>3%</b>	<b>7%</b>	<b>18%</b>	<b>13%</b>
Female	2002	317	66%	3%	5%	16%	10%
	2001	331	64%	2%	5%	15%	13%
Male	2002	302	61%	3%	7%	16%	13%
	2001	334	52%	4%	9%	22%	13%
American Indian or Alaska Native	2002	1	–	–	–	–	–
Black or African American	2002	140	50%	4%	7%	28%	11%
	2001	135	41%	4%	13%	22%	19%
Hispanic or Latino	2002	73	45%	5%	7%	23%	19%
	2001	70	47%	4%	6%	27%	16%
Asian or Native Hawaiian/Other Pacific Islander	2002	24	–	–	–	–	–
White	2002	381	71%	2%	6%	11%	10%
	2001	437	65%	3%	6%	16%	11%
Small Group Totals	2002	25	72%	4%	4%	0%	20%
General-Education Students	2002	526	69%	0%	6%	14%	11%
	2001	535	65%	0%	7%	18%	10%
Students with Disabilities	2002	93	33%	16%	8%	26%	17%
	2001	130	32%	17%	7%	21%	24%
English Proficient	2002	542	64%	3%	7%	15%	11%
	2001	585	61%	4%	7%	16%	12%
Limited English Proficient	2002	77	61%	0%	3%	21%	16%
	2001	80	36%	0%	8%	35%	21%
Economically Disadvantaged	2002	296	54%	4%	7%	18%	17%
	2001	323	72%	1%	6%	15%	7%
Not Disadvantaged	2002	323	72%	1%	6%	15%	7%
	2001	323	72%	1%	6%	15%	7%
Migrant	2002	1	–	–	–	–	–
Not Migrant	2002	618	–	–	–	–	–

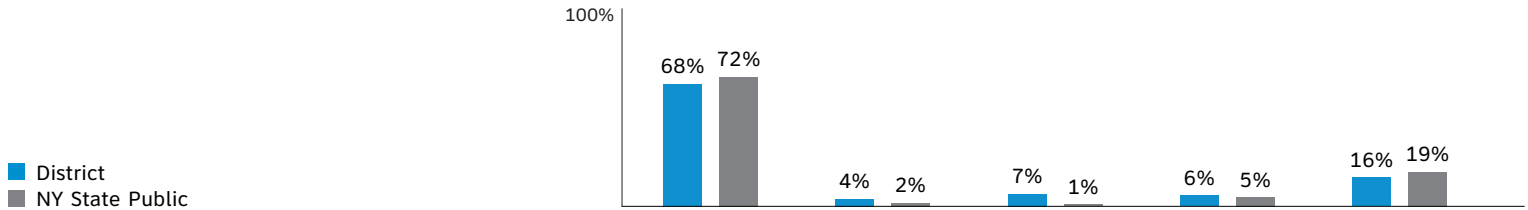
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District **UTICA CITY SCHOOL DISTRICT**

## Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
<b>All Students</b>	<b>637</b>	<b>68%</b>	<b>4%</b>	<b>7%</b>	<b>6%</b>	<b>16%</b>
Female	319	73%	3%	5%	4%	15%
Male	318	62%	5%	8%	7%	18%
American Indian or Alaska Native	0	N/A	N/A	N/A	N/A	N/A
Black or African American	124	52%	6%	11%	10%	21%
Hispanic or Latino	69	58%	4%	3%	12%	23%
Asian or Native Hawaiian/Other Pacific Islander	22	77%	5%	0%	14%	5%
White	422	73%	3%	6%	3%	14%
<b>Small Group Totals</b>						
General-Education Students	515	74%	0%	7%	6%	14%
Students with Disabilities	122	42%	19%	7%	6%	27%
English Proficient	563	70%	4%	7%	4%	15%
Limited English Proficient	74	47%	1%	8%	19%	24%
Economically Disadvantaged	269	62%	3%	9%	6%	20%
Not Disadvantaged	368	71%	4%	5%	6%	14%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	637	68%	4%	7%	6%	16%

### NOTES

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