



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **UTICA CITY SCHOOL DISTRICT**
District ID **41-23-00-01-0000**
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 2007–08 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 ID **41-23-00-01-0000**

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

	2004-05	2005-06	2006-07
Pre-K	0	0	0
Kindergarten	684	721	737
Grade 1	776	755	734
Grade 2	710	718	726
Grade 3	727	702	685
Grade 4	637	677	680
Grade 5	687	636	635
Grade 6	661	666	679
Ungraded Elementary	212	169	169
Grade 7	668	658	668
Grade 8	659	632	663
Grade 9	628	830	881
Grade 10	659	558	661
Grade 11	512	539	482
Grade 12	460	523	539
Ungraded Secondary	363	257	42
Total K-12	9043	9041	8981

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	22	22	21
Grade 8			
English	22	18	16
Mathematics	24	23	22
Science	25	23	23
Social Studies	28	22	20
Grade 10			
English	27	24	24
Mathematics	25	25	21
Science	25	24	23
Social Studies	31	25	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**District ID **41-23-00-01-0000**

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	5560	61%	5523	61%	5563	62%
Reduced-Price Lunch	1010	11%	883	10%	867	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1209	13%	1238	14%	1099	12%
Racial/Ethnic Origin						
American Indian or Alaska Native	16	0%	18	0%	24	0%
Black or African American	2481	27%	2562	28%	2548	28%
Hispanic or Latino	1154	13%	1260	14%	1224	14%
Asian or Native Hawaiian/Other Pacific Islander	439	5%	508	6%	543	6%
White	4953	55%	4693	52%	4608	51%
Multiracial**	N/A	N/A	N/A	N/A	34	0%

* Not available at the district level.

** Multiracial enrollment data were not collected statewide in the 2004-05 and 2005-06 school years.

Attendance and Suspensions

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Annual Attendance Rate		93%		93%		92%
Student Suspensions	1144	13%	1146	13%	1093	12%

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**District ID **41-23-00-01-0000**

Teacher Qualifications

	2004-05	2005-06	2006-07
Total Number of Teachers	636	663	655
Percent with No Valid Teaching Certificate	1%	2%	1%
Percent Teaching Out of Certification	3%	3%	3%
Percent with Fewer Than Three Years of Experience	12%	13%	10%
Percentage with Master's Degree Plus 30 Hours or Doctorate	31%	31%	33%
Total Number of Core Classes*	N/A	2263	1383
Percent Not Taught by Highly Qualified Teachers	N/A	2%	3%
Total Number of Classes	2069	2180	2355
Percent Taught by Teachers Without Appropriate Certification	4%	4%	3%

* Data for 2004-05 were not weighted, so are not shown.

Teacher Turnover Rate

	2003-04	2004-05	2005-06
Turnover Rate of Teachers with Fewer than Five Years of Experience	42%	18%	20%
Turnover Rate of All Teachers	34%	14%	13%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	91	71	92
Total Paraprofessionals*	242	224	382
Assistant Principals	6	6	8
Principals	16	15	14

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. 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.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year that were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

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 2006–07, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals 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.



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 2006–07 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. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2003 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 qualify for Safe Harbor using the third indicator, science or graduation rate.

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 2002 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2006 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 2002 graduation-rate cohort earning a local diploma by August 31, 2006 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 for English and Mathematics

The 2003 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2003–04 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2003–04 school year, who were enrolled on October 4, 2006 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2007, are not included in the 2003 school accountability cohort. The 2003 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 AMO's for each grade level 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.

Graduation-Rate Cohort

This term is defined on the graduation-rate accountability page.

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 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

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

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

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

A list of tests used to measure student performance for accountability is available at www.emsc.nysed.gov/irts.

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 2006–07 safe harbor targets were calculated using the following equation:

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

Science Progress Target

The elementary/middle-level 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2006–07.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2006–07, 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.

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.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

Summary

Overall Accountability Status (2007–08)

Improvement (Year 3)

ELA	Improvement (Year 3)	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2005–06	2006–07	2007–08
YES	YES	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			English		
	Language Arts	Mathematics	Science	Language Arts	Mathematics	Graduation Rate
All Students	✓	✓	✓	✓	✓	✓
Ethnicity						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✓	✓	✓	✓	✓	✓
Hispanic or Latino	✓	✓	✓	✓	✓	✓
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	✓	✓	✓	✓
White	✓	✓	✓	✓	✓	✓
Multiracial						
Other Groups						
Students with Disabilities	✓ ^{SH}	✓	—	✗	✗	—
Limited English Proficient	✓	✓	—	—	—	—
Economically Disadvantaged	✓	✓	—	✓	✓	—
Student groups making AYP in each subject	✓ 8 of 8	✓ 8 of 8	✓ 1 of 1	✗ 6 of 7	✗ 6 of 7	✓ 1 of 1

AYP Status


- ✓ Made AYP
- ✓^{SH} 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) |
| Pending – Requires Special Evaluation | |

Elementary/Middle-Level English Language Arts


























Accountability Status for This Subject (2007-08)  Improvement (Year 3)

Accountability Measures 8 of 8 Student groups making AYP in English Language Arts
 Made 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 2007-08, the district will be In Need of Improvement (Year 4) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2007-08, the district will be in good standing in 2008-09. [218]

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




Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08
All Students (4282:4049)			99%		147	120	
Ethnicity							
American Indian or Alaska Native (1:0)	—	—	—	—	—	—	—
Black or African American (1228:1164)			98%		132	119	
Hispanic or Latino (607:567)			99%		137	117	
Asian or Native Hawaiian/Other Pacific Islander (296:253)			98%		144	115	
White (2150:2065)			99%		159	120	
Multiracial (0:0)							
Other Groups							
Students with Disabilities ⁴ (844:791)	 SH		98%	 SH	105	118	102 115
Limited English Proficient ⁵ (397:529)			99%		118	117	
Economically Disadvantaged (3230:3052)			99%		141	120	
Final AYP Determination	 8 of 8						

NOTES

- 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.
- 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 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006-07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.
- 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.
- If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.


‡ 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


























Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2007-08)

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

Prospective Status This district will be in good standing in 2008-09. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006-07 2007-08	
All Students (4284:4041)			99%		152	84		
Ethnicity								
American Indian or Alaska Native (1:0)	—	—	—	—	—	—	—	
Black or African American (1228:1164)			98%		131	83		
Hispanic or Latino (610:566)			99%		149	81		
Asian or Native Hawaiian/Other Pacific Islander (296:258)			100%		156	79		
White (2149:2053)			99%		164	84		
Multiracial (0:0)								
Other Groups								
Students with Disabilities ⁴ (842:786)			98%		118	82		
Limited English Proficient ⁵ (397:553)			99%		134	81		
Economically Disadvantaged (3228:3037)			99%		148	84		
Final AYP Determination		8 of 8						

NOTES

¹ 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.

² 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 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006-07, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ 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.

⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ 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



















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2007-08)

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

Prospective Status This district will be in good standing in 2008-09. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2006-07 2007-08
All Students (1430:1314)		Qualified		98%		174	100	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (416:382)		Qualified		96%		163	100	
Hispanic or Latino (200:184)		Qualified		100%		171	100	
Asian or Native Hawaiian/Other Pacific Islander (104:87)		Qualified		97%		149	100	
White (710:661)		Qualified		98%		184	100	
Multiracial (0:0)								
Other Groups								
Students with Disabilities (260:235)		Qualified		96%		156	100	
Limited English Proficient ⁴ (147:178)		Qualified		98%		138	100	
Economically Disadvantaged (1075:989)		Qualified		98%		171	100	
Final AYP Determination		1 of 1						

NOTES

¹ 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.

² 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 2006-07, the enrollment shown is the sum of 2005-06 and 2006-07 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2006-07, data for 2005-06 and 2006-07 were combined to determine counts and performance indices.


⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

AYP Status

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

Secondary-Level English Language Arts






















Accountability Status for This Subject (2007–08)  Improvement (Year 3)

Accountability Measures 6 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 2007-08, the district will be In Need of Improvement (Year 4) in 2008-09. If this district makes AYP at either the elementary/middle or secondary level in this measure in 2007-08, the district will be in good standing in 2008-09. [218]

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

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08	
(12th Graders: 2003 Cohort) ¹								
All Students (521:505)			99%		165	154		
Ethnicity								
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—	
Black or African American (121:108)			98%		154	149		
Hispanic or Latino (43:42)			98%		152	144		
Asian or Native Hawaiian/Other Pacific Islander (25:30)		—	—		163	142		
White (331:324)			99%		171	153		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (105:64)			93%		89	147	74 100	
Limited English Proficient ⁴ (14:16)	—	—	—	—	—	—	—	
Economically Disadvantaged (199:220)			100%		158	152		
Final AYP Determination		6 of 7						

NOTES

¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 cohort (used for Performance).

² 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.


‡ 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






















Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2007–08)

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

Prospective Status This district will be in good standing in 2008-09. [201]

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

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
(12th Graders: 2003 Cohort) ¹							
All Students (521:505)			99%		164	147	
Ethnicity							
American Indian or Alaska Native (1:1)	—	—	—	—	—	—	—
Black or African American (121:108)			98%		144	142	
Hispanic or Latino (43:42)			98%		145	137	
Asian or Native Hawaiian/Other Pacific Islander (25:30)		—	—		167	135	
White (331:324)			99%		173	146	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (105:64)			94%		92	140	101 103
Limited English Proficient ⁴ (14:16)	—	—	—	—	—	—	—
Economically Disadvantaged (199:220)			100%		157	145	
Final AYP Determination	 6 of 7						

NOTES

¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 cohort (used for Performance).

² 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ 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









Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2007–08)

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

Prospective Status This district will be in good standing in 2008-09. [201]

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

Student Group (Cohort Count) ¹	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2006–07	2007–08
All Students (518)			77%	55%		
Ethnicity						
American Indian or Alaska Native (1)		–	–	–		
Black or African American (119)			65%	55%		
Hispanic or Latino (57)			60%	55%		
Asian or Native Hawaiian/Other Pacific Islander (21)		–	–	–		
White (320)			84%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (76)			49%	55%	44%	50%
Limited English Proficient ³ (13)		–	–	–		
Economically Disadvantaged (228)			70%	55%		
Final AYP Determination		1 of 1				

NOTES

¹ 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.

² Percentage of the 2002 cohort that earned a local or Regents diploma by August 31, 2006.

³ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2002 graduation-rate cohort members earning a local or Regents diploma by August 31, 2006 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2006–07.

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 2002 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2006 is below the Graduation-Rate Standard in 2006–07 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **UTICA CITY SCHOOL DISTRICT**

District ID **41-23-00-01-0000**

2007–08 Accountability Status of Schools in Your District

This section lists all schools in your district by 2007–08 accountability status.

Federal Title I Status

New York State Status

Good Standing

8 schools identified 67% of total

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

Improvement (Year 1)

2 schools identified 17% of total

JOHN F KENNEDY MIDDLE SCHOOL
KERNAN ELEMENTARY SCHOOL

Planning for Restructuring

1 school identified 8% of total

THOMAS R PROCTOR HIGH SCHOOL

Restructuring (Year 2)

1 school identified 8% of total

SENATOR JAMES H DONOVAN MIDDLE SCHOOL

District **UTICA CITY SCHOOL DISTRICT**District ID **41-23-00-01-0000**

Summary of 2006–07 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%	
English Language Arts				
Grade 3	66%			699
Grade 4	58%			703
Grade 5	62%			699
Grade 6	46%			664
Grade 7	47%			675
Grade 8	46%			661
Mathematics				
Grade 3	84%			706
Grade 4	78%			720
Grade 5	74%			701
Grade 6	49%			687
Grade 7	49%			691
Grade 8	36%			682
Science				
Grade 4	82%			719
Grade 8	68%			577

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	59%			714
Mathematics	61%			714

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.

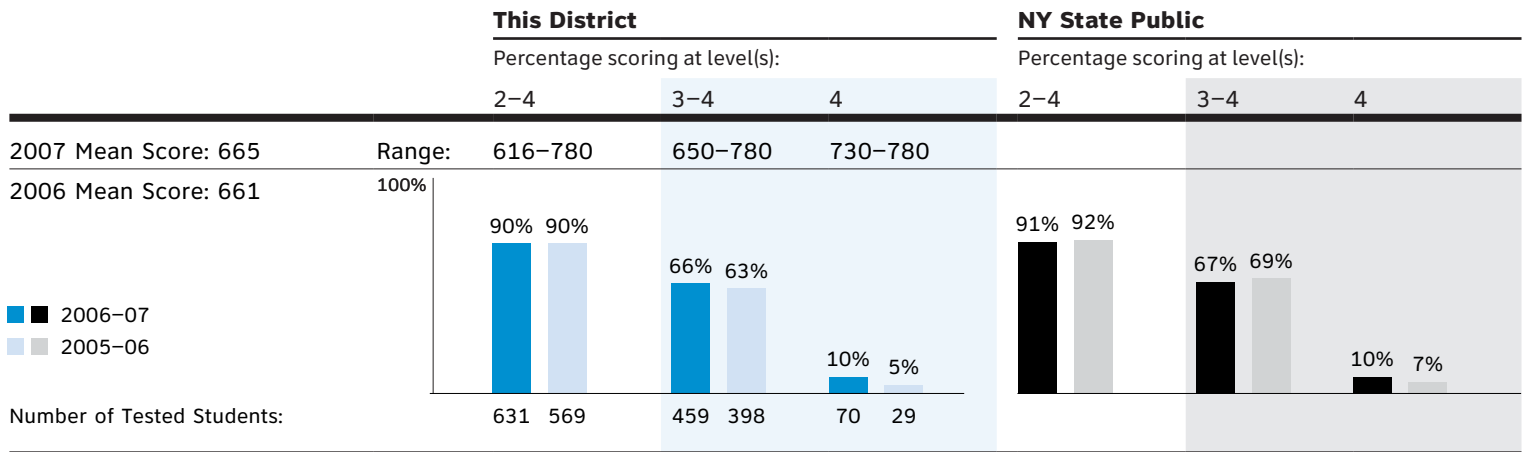
In this section, this district's performance is compared with that of public schools statewide.

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.

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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
All Students	699	90%	66%	10%	631	90%	63%	5%
Female	327	93%	68%	10%	306	93%	68%	6%
Male	372	88%	64%	10%	325	87%	58%	3%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	202	87%	54%	9%	191	86%	57%	2%
Hispanic or Latino	101	90%	64%	11%	102	87%	54%	4%
Asian or Native Hawaiian/Other Pacific Islander	43	-	-	-	28	-	-	-
White	352	91%	72%	10%	308	94%	69%	6%
Multiracial								
Small Group Totals	44	98%	73%	11%	30	93%	70%	10%
General-Education Students	582	96%	73%	12%	512	97%	71%	5%
Students with Disabilities	117	63%	30%	1%	119	61%	28%	1%
English Proficient	625	91%	69%	11%	627	-	-	-
Limited English Proficient	74	84%	39%	1%	4	-	-	-
Economically Disadvantaged	545	89%	62%	9%	474	89%	59%	2%
Not Disadvantaged	154	96%	78%	13%	157	94%	75%	11%
Migrant								
Not Migrant	699	90%	66%	10%	631	90%	63%	5%

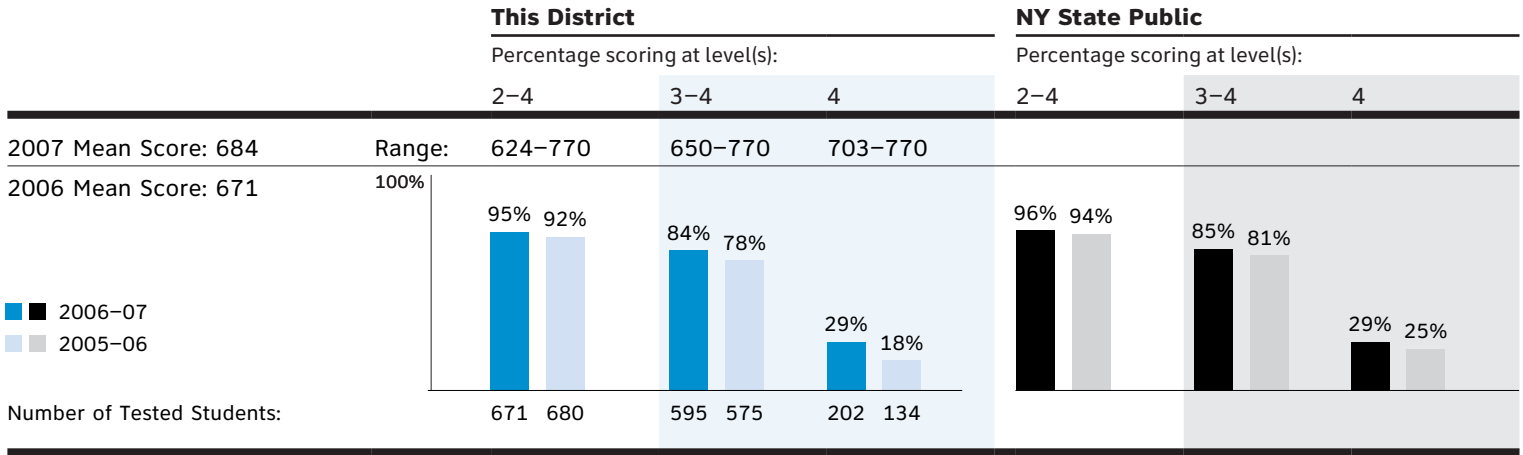
NOTES
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 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	6	6	3	1	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	11	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 3 Mathematics



Results by Student Group

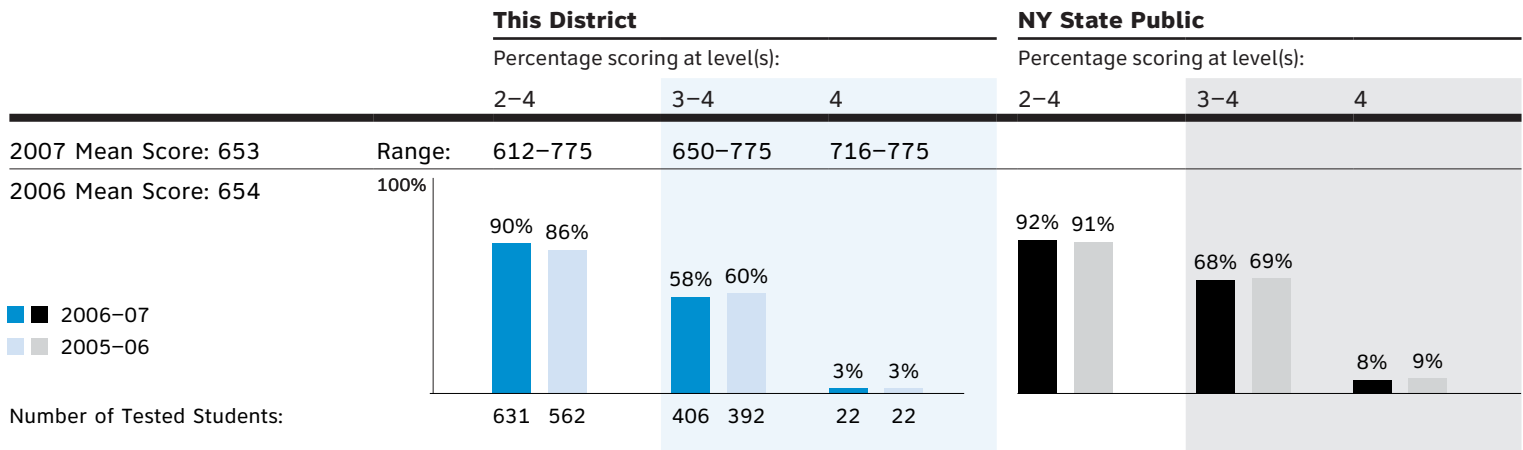
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	706	95%	84%	29%	737	92%	78%	18%
Female	327	94%	82%	26%	361	93%	80%	19%
Male	379	96%	86%	31%	376	92%	77%	18%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	207	91%	75%	20%	208	89%	73%	13%
Hispanic or Latino	101	95%	90%	26%	123	93%	72%	18%
Asian or Native Hawaiian/Other Pacific Islander	45	-	-	-	45	-	-	-
White	352	97%	87%	33%	359	94%	83%	19%
Multiracial								
Small Group Totals	46	98%	91%	39%	47	89%	77%	32%
General-Education Students	588	97%	90%	33%	603	95%	83%	21%
Students with Disabilities	118	83%	57%	8%	134	79%	55%	6%
English Proficient	624	96%	86%	31%	629	95%	83%	21%
Limited English Proficient	82	87%	73%	12%	108	76%	46%	2%
Economically Disadvantaged	552	94%	82%	25%	573	92%	75%	15%
Not Disadvantaged	154	99%	92%	40%	164	95%	88%	30%
Migrant								
Not Migrant	706	95%	84%	29%	737	92%	78%	18%

NOTES
The - symbol indicates that data for a group of students have 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

	2006-07 School Year				2005-06 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	6	6	6	1	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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
All Students	703	90%	58%	3%	653	86%	60%	3%
Female	348	92%	62%	3%	323	87%	61%	5%
Male	355	87%	54%	3%	330	85%	59%	2%
American Indian or Alaska Native					2	-	-	-
Black or African American	195	85%	48%	3%	194	79%	44%	1%
Hispanic or Latino	108	88%	52%	6%	89	85%	55%	4%
Asian or Native Hawaiian/Other Pacific Islander	47	79%	55%	0%	26	-	-	-
White	353	94%	65%	3%	342	90%	70%	4%
Multiracial								
Small Group Totals					28	89%	68%	4%
General-Education Students	569	94%	64%	4%	493	95%	70%	4%
Students with Disabilities	134	71%	30%	0%	160	60%	28%	1%
English Proficient	631	93%	62%	3%	642	86%	60%	3%
Limited English Proficient	72	63%	18%	0%	11	73%	36%	0%
Economically Disadvantaged	552	88%	53%	2%	490	84%	55%	3%
Not Disadvantaged	151	97%	77%	6%	163	91%	76%	4%
Migrant								
Not Migrant	703	90%	58%	3%	653	86%	60%	3%

NOTES

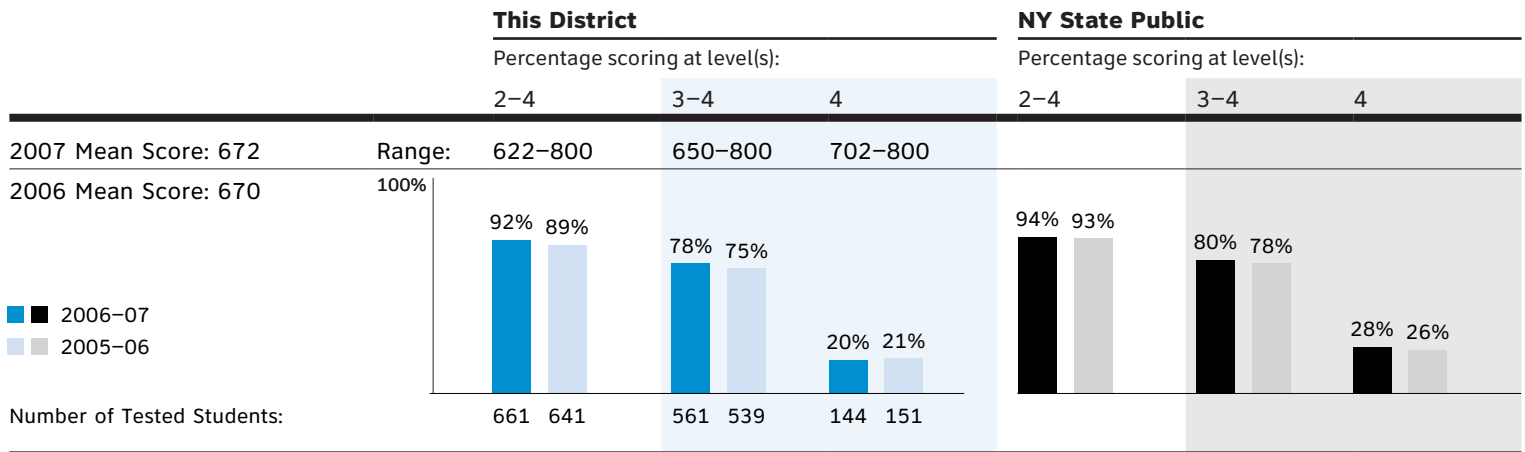
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Other Assessments

	2006-07 School Year				2005-06 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	9	9	5	5	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	12	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 4 Mathematics



Results by Student Group

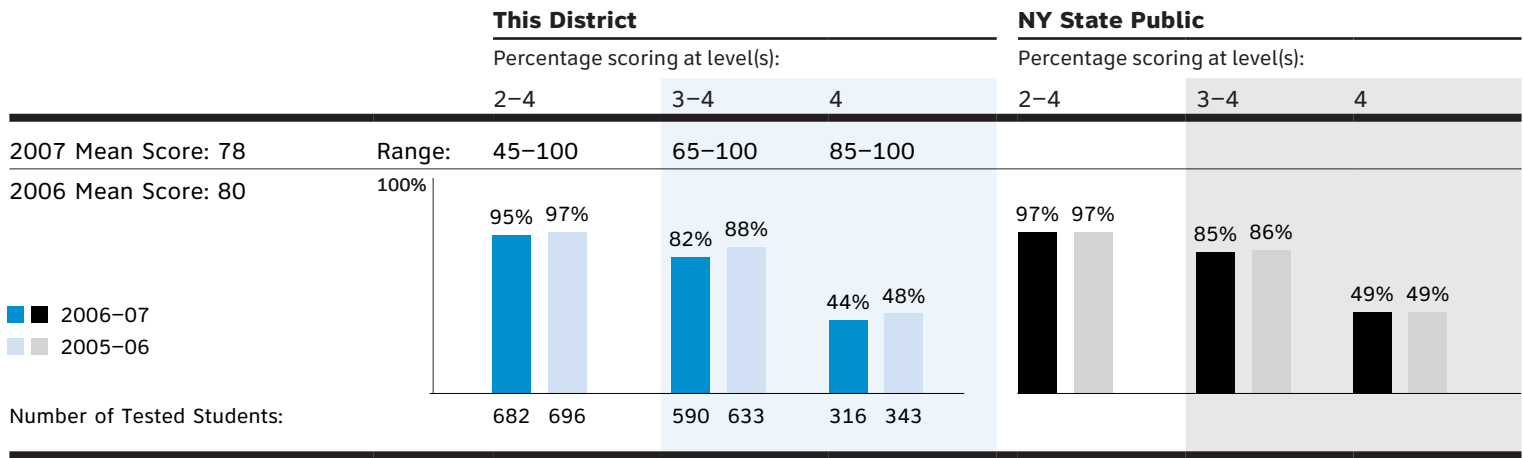
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	720	92%	78%	20%	719	89%	75%	21%
Female	358	92%	77%	17%	348	89%	74%	18%
Male	362	92%	79%	23%	371	89%	76%	23%
American Indian or Alaska Native					2	-	-	-
Black or African American	194	90%	73%	14%	205	82%	62%	9%
Hispanic or Latino	112	95%	79%	21%	99	89%	73%	14%
Asian or Native Hawaiian/Other Pacific Islander	56	73%	68%	25%	40	-	-	-
White	358	95%	82%	22%	373	93%	82%	28%
Multiracial								
Small Group Totals					42	88%	79%	29%
General-Education Students	583	95%	84%	23%	556	95%	83%	25%
Students with Disabilities	137	80%	54%	6%	163	70%	49%	7%
English Proficient	634	95%	83%	22%	644	91%	78%	23%
Limited English Proficient	86	65%	43%	3%	75	76%	52%	4%
Economically Disadvantaged	566	90%	75%	17%	559	87%	72%	17%
Not Disadvantaged	154	98%	90%	32%	160	95%	85%	36%
Migrant								
Not Migrant	720	92%	78%	20%	719	89%	75%	21%

NOTES
The - symbol indicates that data for a group of students have 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

	2006-07 School Year				2005-06 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	9	9	6	2	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 Science



Results by Student Group

	2006-07 School Year				2005-06 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
All Students	719	95%	82%	44%	716	97%	88%	48%
Female	358	94%	81%	42%	346	98%	88%	44%
Male	361	96%	83%	46%	370	97%	89%	52%
American Indian or Alaska Native					2	-	-	-
Black or African American	198	95%	75%	41%	200	93%	82%	41%
Hispanic or Latino	112	95%	86%	43%	100	99%	86%	41%
Asian or Native Hawaiian/Other Pacific Islander	55	76%	64%	44%	42	-	-	-
White	354	97%	88%	46%	372	99%	94%	54%
Multiracial								
Small Group Totals					44	95%	77%	43%
General-Education Students	584	95%	84%	48%	556	98%	91%	52%
Students with Disabilities	135	95%	72%	26%	160	96%	81%	34%
English Proficient	634	99%	87%	48%	638	99%	92%	51%
Limited English Proficient	85	67%	46%	13%	78	85%	59%	22%
Economically Disadvantaged	566	94%	79%	41%	564	97%	86%	43%
Not Disadvantaged	153	99%	93%	56%	152	99%	97%	66%
Migrant								
Not Migrant	719	95%	82%	44%	716	97%	88%	48%

NOTES

The - symbol indicates that data for a group of students have 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

	2006-07 School Year				2005-06 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	9	8	6	5	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

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
2007 Mean Score: 658	608-795	650-795	711-795			
2006 Mean Score: 649						
Number of Tested Students:	638	585	435	342	33	32

Results by Student Group

	2006-07 School Year				2005-06 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
All Students	699	91%	62%	5%	641	91%	53%	5%
Female	344	93%	63%	5%	301	92%	57%	6%
Male	355	90%	61%	5%	340	91%	50%	4%
American Indian or Alaska Native					3	-	-	-
Black or African American	197	88%	53%	2%	194	89%	40%	2%
Hispanic or Latino	95	86%	52%	2%	84	88%	46%	2%
Asian or Native Hawaiian/Other Pacific Islander	46	87%	57%	2%	35	-	-	-
White	361	95%	71%	7%	325	94%	64%	8%
Multiracial								
Small Group Totals					38	87%	47%	3%
General-Education Students	535	96%	72%	6%	507	96%	60%	6%
Students with Disabilities	164	76%	32%	1%	134	74%	28%	2%
English Proficient	646	93%	65%	5%	615	92%	54%	5%
Limited English Proficient	53	64%	25%	0%	26	73%	27%	0%
Economically Disadvantaged	552	91%	59%	3%	482	90%	47%	3%
Not Disadvantaged	147	93%	76%	13%	159	95%	72%	11%
Migrant	2	-	-	-				
Not Migrant	697	-	-	-	641	91%	53%	5%

NOTES

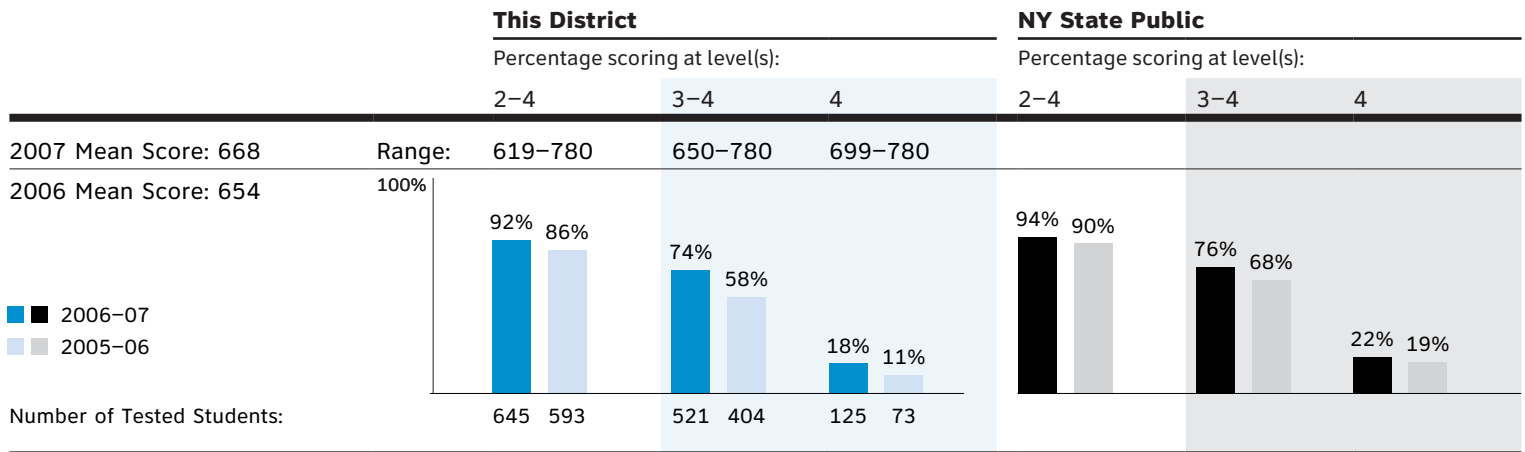
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Other Assessments

	2006-07 School Year				2005-06 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	5	4	4	2	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	9	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 5 Mathematics



Results by Student Group

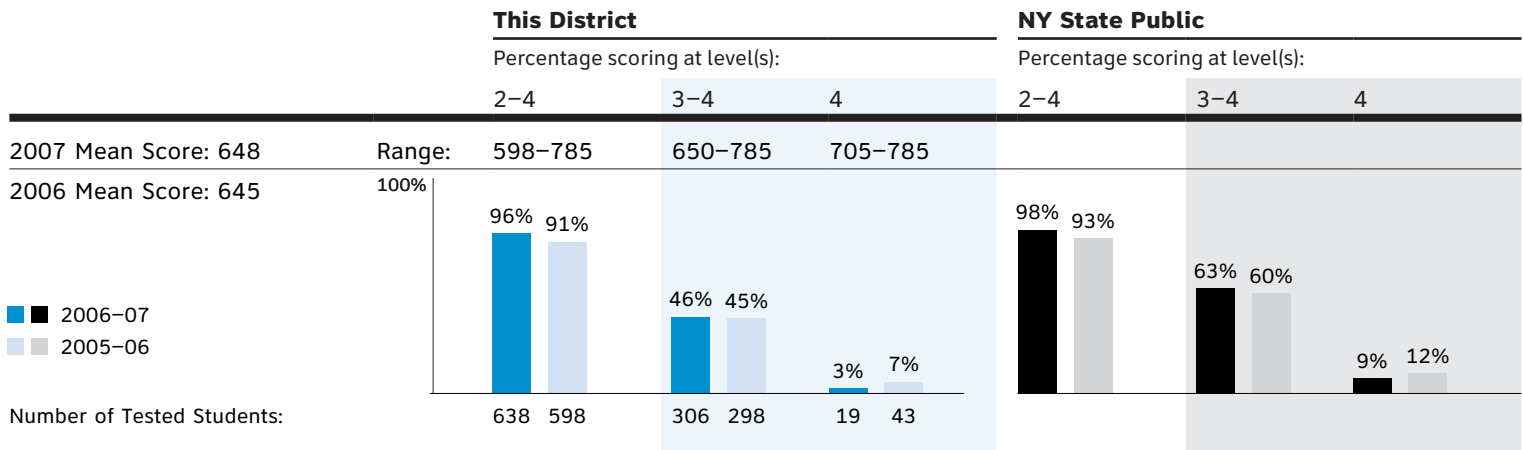
	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	701	92%	74%	18%	693	86%	58%	11%
Female	347	94%	73%	14%	325	86%	56%	9%
Male	354	90%	76%	21%	368	86%	60%	12%
American Indian or Alaska Native					2	-	-	-
Black or African American	195	88%	64%	8%	207	79%	46%	5%
Hispanic or Latino	95	95%	71%	17%	93	89%	47%	5%
Asian or Native Hawaiian/Other Pacific Islander	49	90%	76%	29%	43	-	-	-
White	362	94%	81%	22%	348	88%	67%	16%
Multiracial								
Small Group Totals					45	87%	67%	9%
General-Education Students	544	94%	80%	21%	547	89%	63%	12%
Students with Disabilities	157	83%	55%	7%	146	71%	40%	3%
English Proficient	637	95%	78%	19%	620	89%	61%	11%
Limited English Proficient	64	67%	41%	5%	73	55%	33%	5%
Economically Disadvantaged	557	91%	72%	15%	534	84%	52%	7%
Not Disadvantaged	144	94%	85%	28%	159	92%	78%	21%
Migrant	2	-	-	-				
Not Migrant	699	-	-	-	693	86%	58%	11%

NOTES
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Other Assessments

	2006-07 School Year				2005-06 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	5	4	4	3	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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
All Students	664	96%	46%	3%	659	91%	45%	7%
Female	324	97%	52%	4%	330	93%	49%	8%
Male	340	95%	40%	1%	329	89%	41%	5%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	189	94%	31%	1%	186	88%	26%	2%
Hispanic or Latino	91	95%	34%	1%	92	87%	37%	4%
Asian or Native Hawaiian/Other Pacific Islander	41	93%	49%	2%	36	97%	61%	3%
White	343	98%	57%	5%	345	93%	56%	10%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	533	97%	53%	4%	539	95%	52%	8%
Students with Disabilities	131	91%	17%	0%	120	71%	14%	1%
English Proficient	620	97%	49%	3%	642	92%	46%	7%
Limited English Proficient	44	77%	2%	0%	17	59%	6%	0%
Economically Disadvantaged	501	95%	39%	1%	474	90%	37%	3%
Not Disadvantaged	163	99%	67%	8%	185	93%	67%	15%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	664	96%	46%	3%	659	91%	45%	7%

NOTES

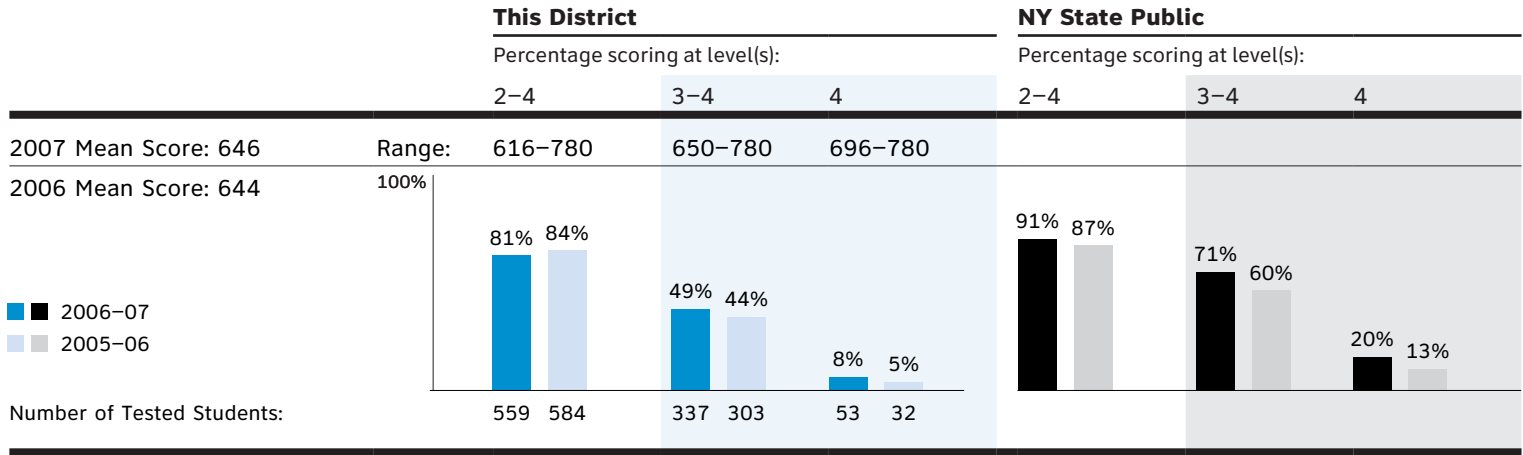
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Other Assessments

	2006-07 School Year				2005-06 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	11	11	10	7	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	16	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 6 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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
All Students	687	81%	49%	8%	692	84%	44%	5%
Female	329	82%	52%	9%	343	84%	42%	4%
Male	358	80%	47%	6%	349	85%	46%	5%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	201	70%	32%	1%	197	75%	27%	2%
Hispanic or Latino	94	81%	40%	3%	100	80%	39%	3%
Asian or Native Hawaiian/Other Pacific Islander	47	74%	51%	9%	42	81%	50%	7%
White	345	89%	61%	13%	353	91%	54%	7%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	554	86%	56%	9%	568	87%	47%	6%
Students with Disabilities	133	63%	21%	2%	124	72%	29%	0%
English Proficient	626	85%	53%	8%	649	87%	46%	5%
Limited English Proficient	61	39%	10%	0%	43	42%	9%	0%
Economically Disadvantaged	520	79%	44%	4%	510	82%	37%	3%
Not Disadvantaged	167	89%	66%	18%	182	91%	63%	10%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	687	81%	49%	8%	692	84%	44%	5%

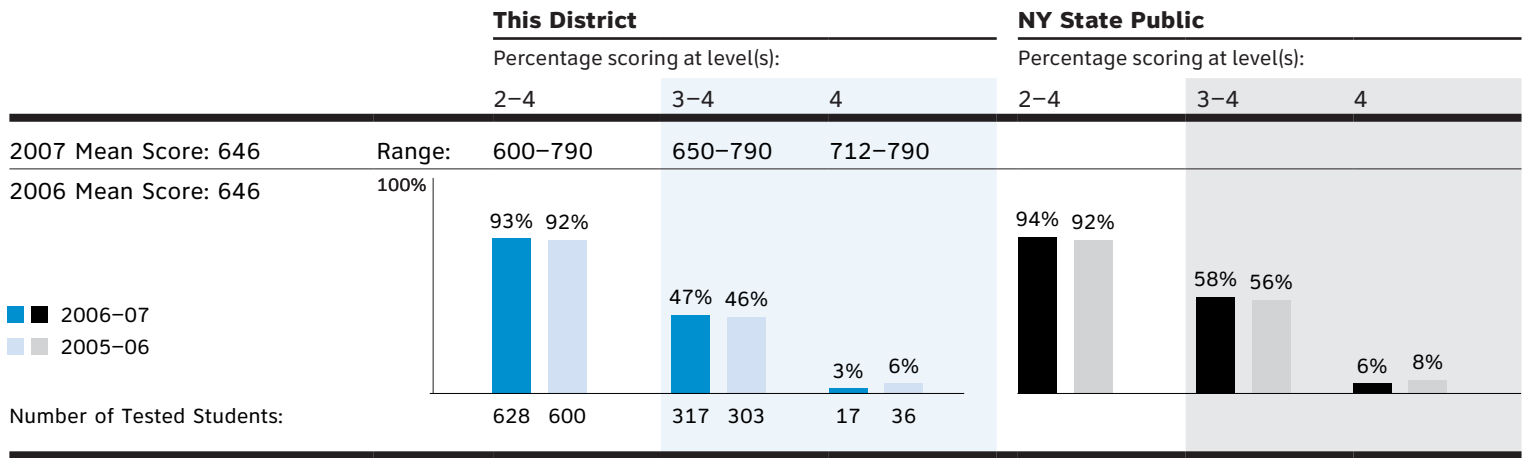
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	11	11	8	7	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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
All Students	675	93%	47%	3%	654	92%	46%	6%
Female	339	93%	50%	2%	325	94%	55%	7%
Male	336	93%	44%	3%	329	89%	38%	4%
American Indian or Alaska Native					1	-	-	-
Black or African American	182	92%	34%	1%	211	89%	36%	1%
Hispanic or Latino	101	87%	43%	3%	91	84%	35%	4%
Asian or Native Hawaiian/Other Pacific Islander	42	90%	57%	2%	33	-	-	-
White	350	96%	54%	3%	318	96%	56%	9%
Multiracial								
Small Group Totals					34	94%	47%	6%
General-Education Students	541	96%	53%	3%	541	96%	55%	7%
Students with Disabilities	134	80%	21%	1%	113	73%	5%	0%
English Proficient	649	94%	49%	3%	637	92%	48%	6%
Limited English Proficient	26	62%	0%	0%	17	94%	0%	0%
Economically Disadvantaged	471	92%	42%	1%	454	93%	41%	4%
Not Disadvantaged	204	95%	59%	6%	200	90%	59%	10%
Migrant								
Not Migrant	675	93%	47%	3%	654	92%	46%	6%

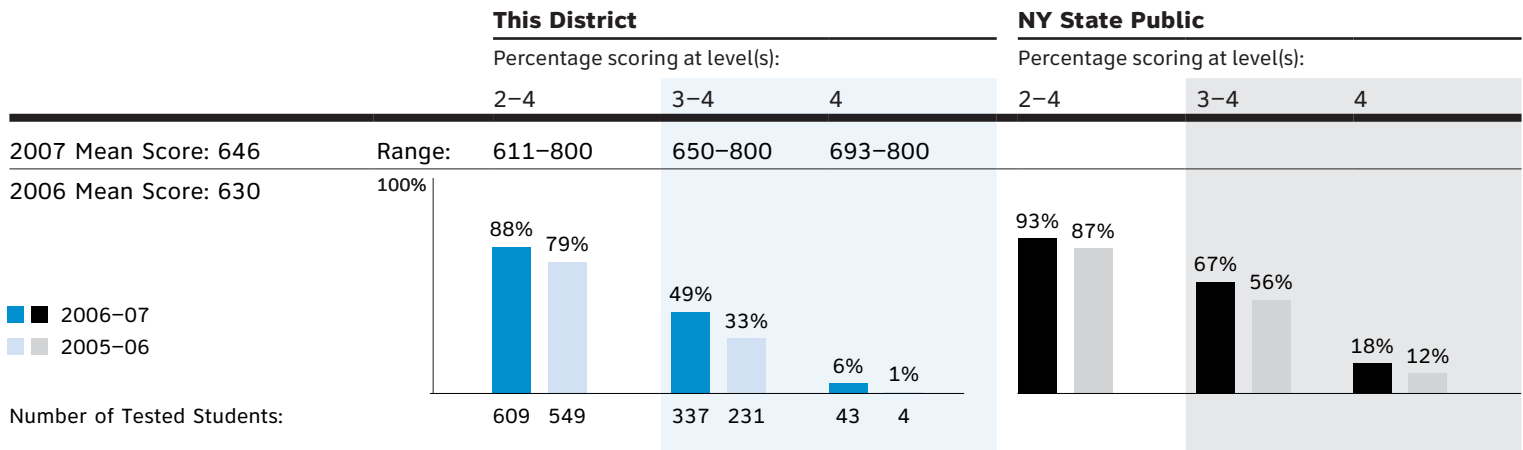
NOTES
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Other Assessments

	2006-07 School Year				2005-06 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	7	7	5	3	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	15	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 7 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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
All Students	691	88%	49%	6%	698	79%	33%	1%
Female	348	88%	48%	7%	339	80%	36%	1%
Male	343	89%	49%	6%	359	77%	30%	1%
American Indian or Alaska Native					1	-	-	-
Black or African American	187	79%	29%	2%	222	69%	18%	0%
Hispanic or Latino	104	86%	40%	3%	99	65%	24%	0%
Asian or Native Hawaiian/Other Pacific Islander	50	80%	48%	12%	43	-	-	-
White	350	95%	62%	9%	333	90%	45%	1%
Multiracial								
Small Group Totals					44	73%	39%	0%
General-Education Students	557	90%	54%	7%	584	82%	37%	1%
Students with Disabilities	134	80%	25%	3%	114	61%	13%	0%
English Proficient	651	90%	51%	6%	642	81%	35%	1%
Limited English Proficient	40	58%	13%	3%	56	48%	7%	0%
Economically Disadvantaged	484	87%	44%	4%	494	78%	28%	0%
Not Disadvantaged	207	90%	60%	11%	204	81%	45%	1%
Migrant								
Not Migrant	691	88%	49%	6%	698	79%	33%	1%

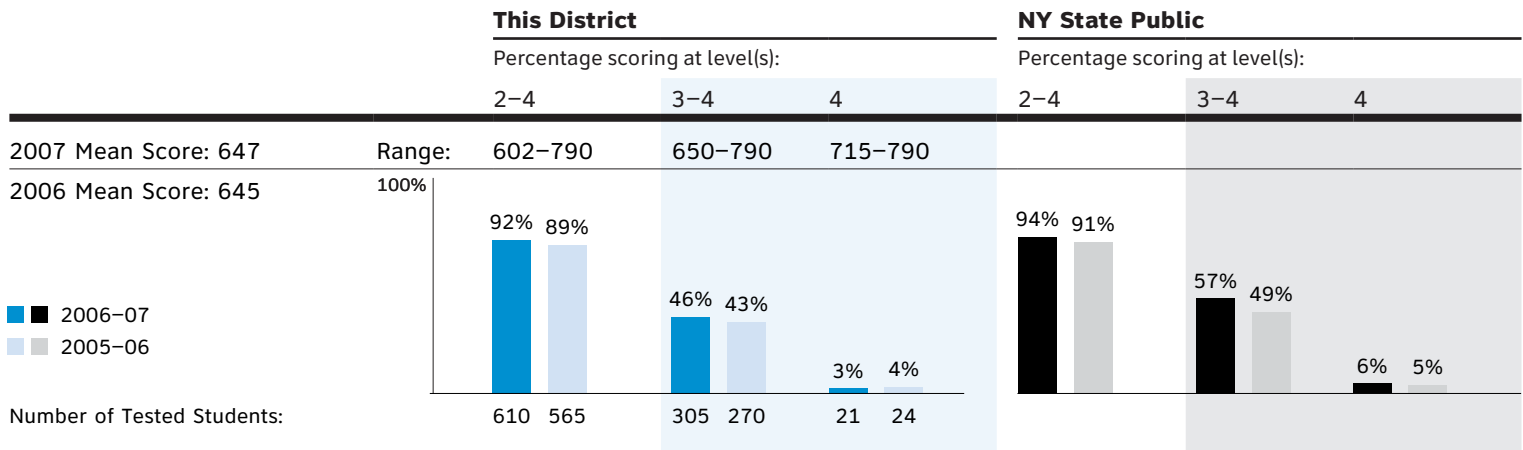
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	7	6	4	4	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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
All Students	661	92%	46%	3%	634	89%	43%	4%
Female	334	96%	54%	5%	316	95%	52%	5%
Male	327	89%	38%	1%	318	83%	33%	3%
American Indian or Alaska Native					1	-	-	-
Black or African American	209	91%	30%	0%	168	83%	27%	1%
Hispanic or Latino	91	87%	36%	2%	77	87%	35%	3%
Asian or Native Hawaiian/Other Pacific Islander	38	82%	45%	5%	29	-	-	-
White	323	96%	59%	5%	359	92%	50%	5%
Multiracial								
Small Group Totals					30	97%	63%	3%
General-Education Students	560	95%	53%	4%	531	93%	49%	5%
Students with Disabilities	101	77%	9%	0%	103	67%	10%	0%
English Proficient	612	95%	49%	3%	613	90%	44%	4%
Limited English Proficient	49	61%	8%	0%	21	71%	10%	0%
Economically Disadvantaged	479	92%	39%	1%	402	90%	38%	3%
Not Disadvantaged	182	94%	64%	9%	232	88%	51%	4%
Migrant								
Not Migrant	661	92%	46%	3%	634	89%	43%	4%

NOTES

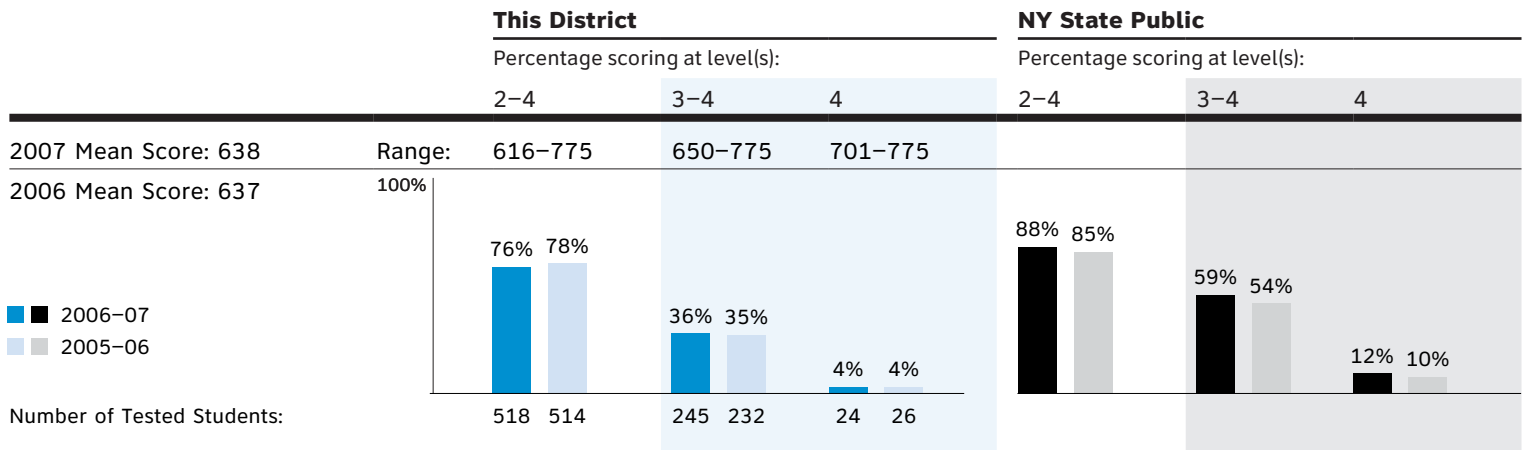
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Other Assessments

	2006-07 School Year				2005-06 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	8	8	8	7	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	11	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 8 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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
All Students	682	76%	36%	4%	662	78%	35%	4%
Female	344	77%	38%	4%	323	81%	40%	5%
Male	338	75%	34%	3%	339	74%	30%	3%
American Indian or Alaska Native					1	-	-	-
Black or African American	211	64%	20%	1%	169	62%	22%	1%
Hispanic or Latino	94	72%	30%	2%	84	74%	35%	4%
Asian or Native Hawaiian/Other Pacific Islander	48	67%	40%	6%	35	-	-	-
White	329	86%	47%	5%	373	84%	39%	5%
Multiracial								
Small Group Totals					36	89%	50%	14%
General-Education Students	580	80%	40%	4%	555	79%	37%	5%
Students with Disabilities	102	54%	13%	0%	107	70%	22%	0%
English Proficient	622	79%	38%	4%	603	81%	38%	4%
Limited English Proficient	60	45%	12%	0%	59	47%	7%	0%
Economically Disadvantaged	486	76%	30%	2%	439	78%	32%	3%
Not Disadvantaged	196	75%	50%	8%	223	78%	41%	6%
Migrant								
Not Migrant	682	76%	36%	4%	662	78%	35%	4%

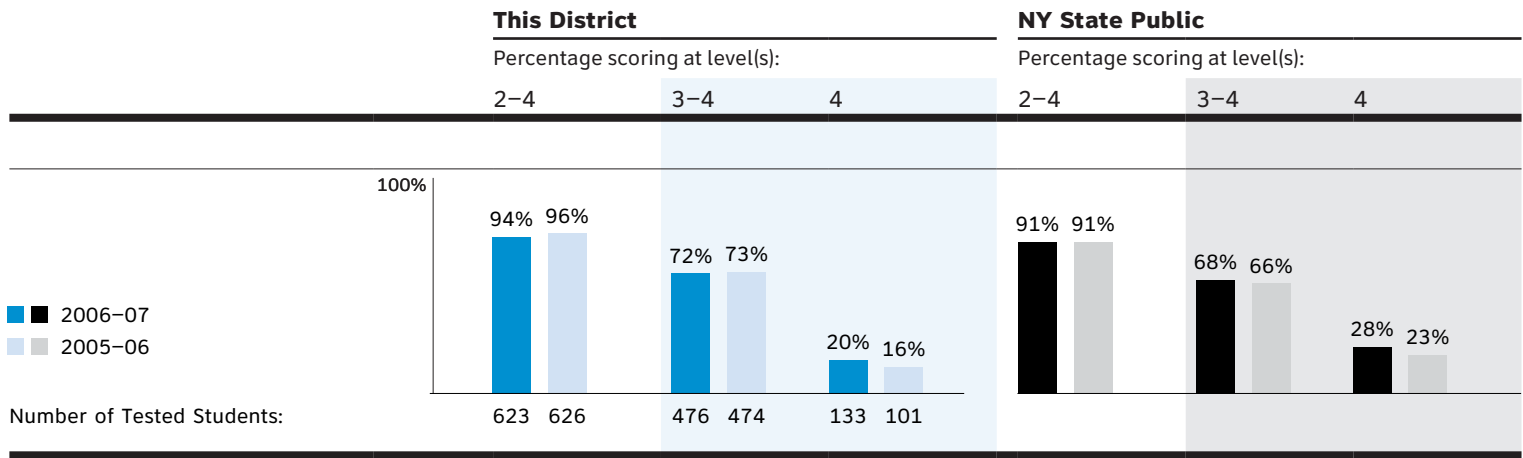
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	8	8	7	4	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 Science



Results by Student Group

	2006-07 School Year				2005-06 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
All Students	577	93%	68%	18%	562	96%	69%	9%
Female	284	94%	67%	17%	260	95%	67%	6%
Male	293	93%	69%	19%	302	96%	70%	12%
American Indian or Alaska Native					1	-	-	-
Black or African American	194	92%	60%	9%	155	93%	58%	6%
Hispanic or Latino	84	93%	57%	13%	77	96%	66%	5%
Asian or Native Hawaiian/Other Pacific Islander	41	73%	51%	17%	30	-	-	-
White	258	98%	80%	27%	299	97%	75%	11%
Multiracial								
Small Group Totals					31	90%	65%	13%
General-Education Students	479	94%	72%	21%	456	96%	71%	10%
Students with Disabilities	98	92%	46%	5%	106	94%	59%	4%
English Proficient	518	97%	73%	20%	503	97%	73%	10%
Limited English Proficient	59	64%	25%	2%	59	81%	31%	0%
Economically Disadvantaged	449	93%	67%	15%	399	96%	69%	8%
Not Disadvantaged	128	94%	71%	30%	163	93%	67%	12%
Migrant								
Not Migrant	577	93%	68%	18%	562	96%	69%	9%

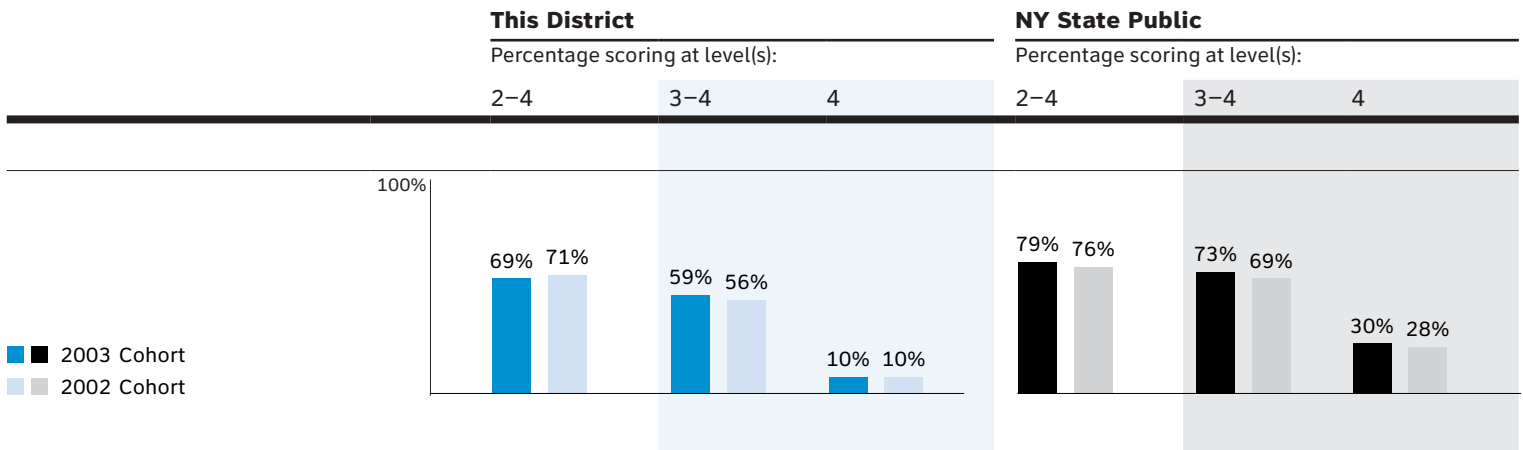
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	8	8	7	4	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	84	84	84	29	89	89	89	50

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



Results by Student Group

	2003 Cohort				2002 Cohort**			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	714	69%	59%	10%	619	71%	56%	10%
Female	357	75%	68%	12%	317	74%	58%	13%
Male	357	64%	50%	7%	302	69%	54%	6%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	158	57%	49%	4%	140	57%	39%	3%
Hispanic or Latino	69	57%	45%	3%	73	59%	37%	1%
Asian or Native Hawaiian/Other Pacific Islander	37	-	-	-	24	-	-	-
White	448	75%	64%	13%	381	78%	65%	12%
Multiracial								
Small Group Totals	39	74%	64%	5%	25	76%	72%	28%
General-Education Students	607	76%	67%	11%	526	80%	65%	11%
Students with Disabilities	107	29%	14%	0%	93	19%	9%	1%
English Proficient	688	70%	60%	10%	542	72%	58%	11%
Limited English Proficient	26	38%	12%	0%	77	68%	43%	0%
Economically Disadvantaged	321	66%	53%	5%	296	60%	46%	4%
Not Disadvantaged	393	72%	63%	13%	323	81%	66%	15%
Migrant					1	-	-	-
Not Migrant					618	-	-	-

NOTES

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Other Assessments

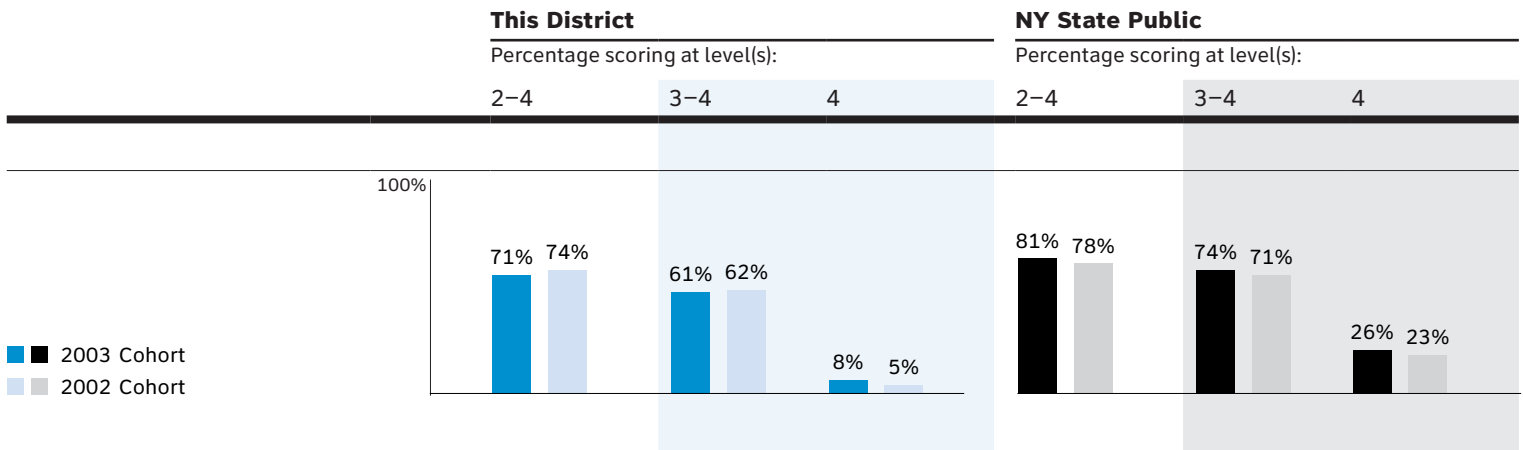
	2003 Cohort				2002 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				7	7	7	6

* 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.

** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

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



Results by Student Group

	2003 Cohort			2002 Cohort**				
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	714	71%	61%	8%	619	74%	62%	5%
Female	357	75%	67%	8%	317	78%	64%	5%
Male	357	67%	54%	9%	302	71%	59%	6%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	158	56%	47%	4%	140	61%	44%	2%
Hispanic or Latino	69	58%	43%	4%	73	56%	44%	4%
Asian or Native Hawaiian/Other Pacific Islander	37	-	-	-	24	-	-	-
White	448	78%	67%	10%	381	82%	71%	6%
Multiracial								
Small Group Totals	39	74%	72%	8%	25	88%	84%	20%
General-Education Students	607	78%	69%	10%	526	84%	71%	6%
Students with Disabilities	107	27%	14%	1%	93	23%	11%	0%
English Proficient	688	72%	62%	8%	542	74%	62%	5%
Limited English Proficient	26	50%	27%	4%	77	77%	58%	9%
Economically Disadvantaged	321	67%	56%	7%	296	66%	53%	5%
Not Disadvantaged	393	74%	65%	9%	323	82%	70%	6%
Migrant					1	-	-	-
Not Migrant					618	-	-	-

NOTES

The - symbol indicates that data for a group of students have 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

	2003 Cohort			2002 Cohort				
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0				7	7	6	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.

** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.