



The New York State District Report Card

**Accountability
and Overview Report
2007 – 08**

District **UTICA CITY SCHOOL DISTRICT**
District ID **41-23-00-01-0000**
Superintendent **JAMES WILLIS**
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 2008–09 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

	2005-06	2006-07	2007-08
Pre-K	0	0	0
Kindergarten	721	737	705
Grade 1	755	734	739
Grade 2	718	726	697
Grade 3	702	685	711
Grade 4	677	680	666
Grade 5	636	635	678
Grade 6	666	679	689
Ungraded Elementary	169	169	150
Grade 7	658	668	645
Grade 8	632	663	632
Grade 9	830	881	769
Grade 10	558	661	695
Grade 11	539	482	527
Grade 12	523	539	498
Ungraded Secondary	257	42	55
Total K-12	9041	8981	8856

Average Class Size

	2005-06	2006-07	2007-08
Common Branch	22	21	20
Grade 8			
English	18	16	15
Mathematics	23	22	21
Science	23	23	23
Social Studies	22	20	21
Grade 10			
English	24	24	20
Mathematics	25	21	21
Science	24	23	20
Social Studies	25	25	23

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

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Eligible for Free Lunch	5523	61%	5563	62%	5606	63%
Reduced-Price Lunch	883	10%	867	10%	876	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1238	14%	1099	12%	951	11%
Racial/Ethnic Origin						
American Indian or Alaska Native	18	0%	24	0%	9	0%
Black or African American	2562	28%	2548	28%	2576	29%
Hispanic or Latino	1260	14%	1224	14%	1272	14%
Asian or Native Hawaiian/Other Pacific Islander	508	6%	543	6%	650	7%
White	4693	52%	4608	51%	4323	49%
Multiracial**	N/A	N/A	34	0%	26	0%

* Available only at the school level.

** Multiracial enrollment data were not collected statewide in the 2005-06 school year.

Attendance and Suspensions

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Annual Attendance Rate		93%		92%		92%
Student Suspensions	1146	13%	1093	12%	1182	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**District ID **41-23-00-01-0000**

Teacher Qualifications

	2005-06	2006-07	2007-08
Total Number of Teachers	663	655	736
Percent with No Valid Teaching Certificate	2%	1%	1%
Percent Teaching Out of Certification	3%	3%	3%
Percent with Fewer Than Three Years of Experience	13%	10%	10%
Percentage with Master's Degree Plus 30 Hours or Doctorate	31%	33%	33%
Total Number of Core Classes	2263	1383	1638
Percent Not Taught by Highly Qualified Teachers	2%	3%	4%
Total Number of Classes	2180	2355	2379
Percent Taught by Teachers Without Appropriate Certification	4%	3%	4%

Teacher Turnover Rate

	2004-05	2005-06	2006-07
Turnover Rate of Teachers with Fewer than Five Years of Experience	18%	20%	21%
Turnover Rate of All Teachers	14%	13%	13%

Staff Counts

	2005-06	2006-07	2007-08
Total Other Professional Staff	71	92	86
Total Paraprofessionals*	224	382	388
Assistant Principals	6	8	12
Principals	15	14	12

* 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 who 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 2007–08, 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 2007–08 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 2004 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 2003 graduation-rate total cohort in the All Students group earning a high school diploma by August 31, 2007 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 2003 graduation-rate total cohort earning a local diploma by August 31, 2007 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 2004 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2004–05 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2004–05 school year, who were enrolled on October 3, 2007 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, 2008, are not included in the 2004 school accountability cohort. The 2004 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 Total 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 2007–08 safe harbor targets were calculated using the following equation:

$$2006-07 \text{ PI} + (200 - \text{the } 2006-07 \text{ PI}) \times 0.10$$

Science Progress Target

The elementary/middle-level 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2007–08 target is provided for groups whose PI was below the State Science Standard in 2007–08.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2007–08, 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 (2008–09)

Improvement (Year 4)

ELA	Improvement (Year 4)	Science	Good Standing
Math	Good Standing	Graduation Rate	Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2006–07	2007–08	2008–09
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	✗	✓		✗	✗	
Limited English Proficient	✗	✓		✓ ^{SH}	✓ ^{SH}	
Economically Disadvantaged	✓	✓		✗	✓	
Student groups making AYP in each subject	✗ 5 of 8	✓ 8 of 8	✓ 1 of 1	✗ 4 of 8	✗ 7 of 8	✓ 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 (2008–09)  Improvement (Year 4)

Accountability Measures 5 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 2008-09, the district will be In Need of Improvement (Year 5) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in 2008-09, the district will remain In Need of Improvement (Year 4) in 2009-10. [209]

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 2007–08 2008–09
All Students (4202:4044)							
Ethnicity							
American Indian or Alaska Native (3:2)	—						
Black or African American (1216:1194)							
Hispanic or Latino (637:593)							
Asian or Native Hawaiian/Other Pacific Islander (633:284)							
White (2005:1967)							
Multiracial (4:4)	—						
Other Groups							
Students with Disabilities ⁴ (869:836)							
Limited English Proficient ⁵ (810:531)							
Economically Disadvantaged (3193:3059)							
Final AYP Determination	 5 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, 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 Mathematics

Accountability Status  Good Standing
for This Subject
(2008–09)

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

Prospective Status This district will be in good standing in 2009-10. [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 2007–08 2008–09
All Students (4212:4029)			99%		164	100	
Ethnicity							
American Indian or Alaska Native (4:2)	—	—	—	—	—	—	—
Black or African American (1214:1171)			98%		151	99	
Hispanic or Latino (634:601)			99%		160	98	
Asian or Native Hawaiian/Other Pacific Islander (359:307)			99%		151	96	
White (1997:1944)			99%		175	100	
Multiracial (4:4)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (865:816)			97%		131	98	
Limited English Proficient ⁵ (439:570)			99%		139	97	
Economically Disadvantaged (3202:3058)			99%		160	100	
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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2007–08, 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
(2008–09)

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

Prospective Status This district will be in good standing in 2009-10. [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 2007–08 2008–09
All Students (1385:1288)		Qualified		98%		181	100	
Ethnicity								
American Indian or Alaska Native (2:1)	—	—	—	—	—	—	—	—
Black or African American (383:359)		Qualified		96%		173	100	
Hispanic or Latino (211:191)		Qualified		99%		177	100	
Asian or Native Hawaiian/Other Pacific Islander (119:98)		Qualified		100%		158	100	
White (667:636)		Qualified		99%		191	100	
Multiracial (3:3)	—	—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (286:260)		Qualified		96%		164	100	
Limited English Proficient ⁴ (131:168)		Qualified		100%		159	100	
Economically Disadvantaged (997:928)		Qualified		99%		177	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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2007–08, data for 2006–07 and 2007–08 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 (2008–09)  Improvement (Year 4)

Accountability Measures 4 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 2008-09, the district will be In Need of Improvement (Year 5) in 2009-10. If this district makes AYP at either the elementary/middle or secondary level in 2008-09, the district will remain In Need of Improvement (Year 4) in 2009-10. [209]




How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group	AYP Status	Participation ²		Test Performance ³		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2007–08 2008–09
(12th Graders: 2004 Cohort) ¹							
All Students (500:463)							
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (129:125)							
Hispanic or Latino (70:62)							
Asian or Native Hawaiian/Other Pacific Islander (27:31)							
White (274:245)							
Multiracial (0:0)							
Other Groups							
Students with Disabilities (119:81)							
Limited English Proficient ⁴ (19:38)							
Economically Disadvantaged (239:249)							
Final AYP Determination	 4 of 8						

NOTES


- ¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 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
(2008–09)

Accountability Measures 7 of 8 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status This district will be in good standing in 2009-10. [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 2007–08 2008–09
(12th Graders: 2004 Cohort) ¹							
All Students (500:463)			99%		167	154	
Ethnicity							
American Indian or Alaska Native (0:0)							
Black or African American (129:125)			98%		150	150	
Hispanic or Latino (70:62)			100%		163	147	
Asian or Native Hawaiian/Other Pacific Islander (27:31)		—	—		174	142	
White (274:245)			99%		176	152	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (119:81)			93%		105	148	103 [‡] 115
Limited English Proficient ⁴ (19:38)		—	—		134	143	20 141
Economically Disadvantaged (239:249)			100%		165	152	
Final AYP Determination	 7 of 8						

NOTES

¹ These data show the count of 12th graders in 2007–08 (used for Participation) followed by the count of students in the 2004 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 2007–08, the enrollment shown is the sum of 2006–07 and 2007–08 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 2004 cohort, data for 2003 and 2004 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2004 cohort in the All Students group, groups with fewer than 30 students in the 2004 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
(2008–09)

Accountability Measures 1 of 1 Student groups making AYP in graduation rate
 Made AYP

Prospective Status This district will be in good standing in 2009-10. [201]

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

Student Group (Cohort Count) ¹	Graduation		Objectives			
	AYP	Met Criterion	Graduation Rate ²	State Standard	Progress Target	
					2007–08	2008–09
All Students (709)			63%	55%		
Ethnicity						
American Indian or Alaska Native (1)		–	–	–		
Black or African American (158)			54%	55%	55%	55%
Hispanic or Latino (71)			48%	55%	55%	49%
Asian or Native Hawaiian/Other Pacific Islander (36)			64%	55%		
White (443)			69%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (102)			31%	55%	50%	32%
Limited English Proficient ³ (24)		–	–	–		
Economically Disadvantaged (309)			58%	55%		
Final AYP Determination		1 of 1				

NOTES

¹ Graduation-rate total cohort differs from the accountability cohort in that the graduation-rate total cohort includes students who left school prior to BEDS day of the fourth year after first entering grade 9 and students who enrolled after BEDS day of the fourth year after first entering grade 9.

² Percentage of the 2003 cohort that earned a local or Regents diploma by August 31, 2007.

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 2003 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2007 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2007–08.

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 2003 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2007 is below the Graduation-Rate Standard in 2007–08 (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**

2008–09 Accountability Status of Schools in Your District

This section lists all schools in your district by 2008–09 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)

1 school identified 8% of total

KERNAN ELEMENTARY SCHOOL

Improvement (Year 2)

1 school identified 8% of total

JOHN F KENNEDY MIDDLE SCHOOL

Restructuring (Year 1)

1 school identified 8% of total

THOMAS R PROCTOR HIGH SCHOOL

Restructuring (Year 3)

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 2007–08 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.

English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	68%			717
Grade 4	68%			673
Grade 5	71%			697
Grade 6	48%			661
Grade 7	57%			657
Grade 8	41%			649

Mathematics	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	86%			730
Grade 4	83%			689
Grade 5	76%			703
Grade 6	58%			687
Grade 7	64%			654
Grade 8	52%			664

Science	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 4	89%			689
Grade 8	71%			562

Secondary Level	Percentage of students that scored at or above Level 3			2004 Total Cohort
	0%	50%	100%	
English	57%			624
Mathematics	58%			624

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.

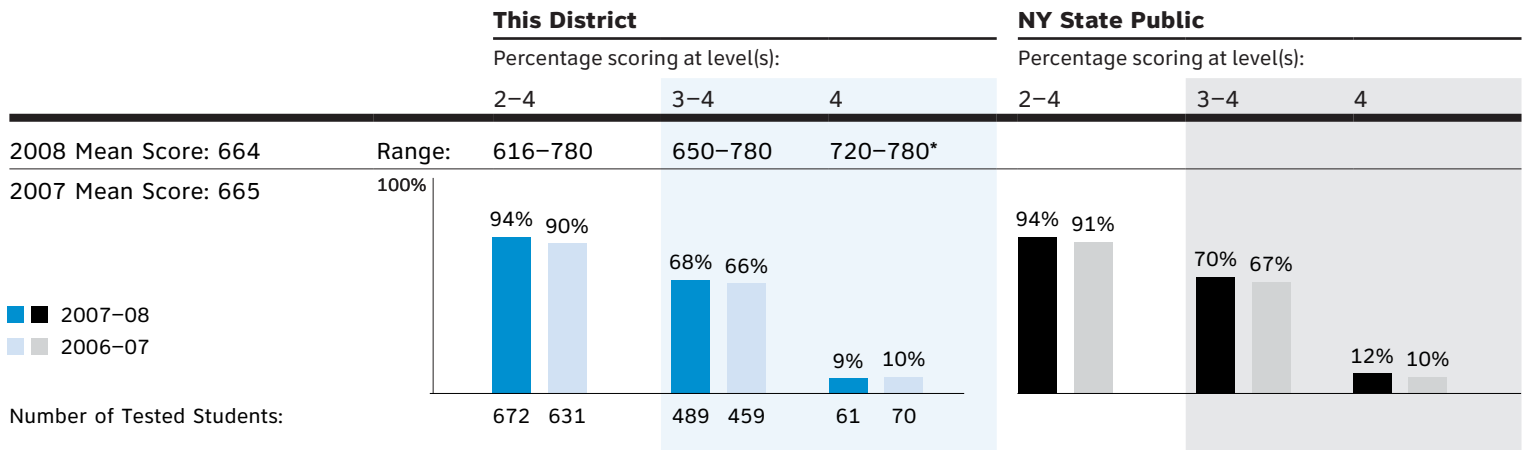
In this section, this district's performance is compared with that of public schools statewide.

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

	2007-08 School Year				2006-07 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	717	94%	68%	9%	699	90%	66%	10%
Female	356	96%	70%	9%	327	93%	68%	10%
Male	361	92%	67%	8%	372	88%	64%	10%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	224	95%	61%	6%	202	87%	54%	9%
Hispanic or Latino	111	91%	69%	8%	101	90%	64%	11%
Asian or Native Hawaiian/Other Pacific Islander	51	-	-	-	43	-	-	-
White	330	94%	72%	10%	352	91%	72%	10%
Multiracial								
Small Group Totals	52	94%	73%	8%	44	98%	73%	11%
General-Education Students	595	97%	73%	10%	582	96%	73%	12%
Students with Disabilities	122	78%	45%	2%	117	63%	30%	1%
English Proficient	631	95%	71%	10%	625	91%	69%	11%
Limited English Proficient	86	87%	47%	1%	74	84%	39%	1%
Economically Disadvantaged	579	93%	63%	7%	545	89%	62%	9%
Not Disadvantaged	138	98%	88%	16%	154	96%	78%	13%
Migrant								
Not Migrant	717	94%	68%	9%	699	90%	66%	10%

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.

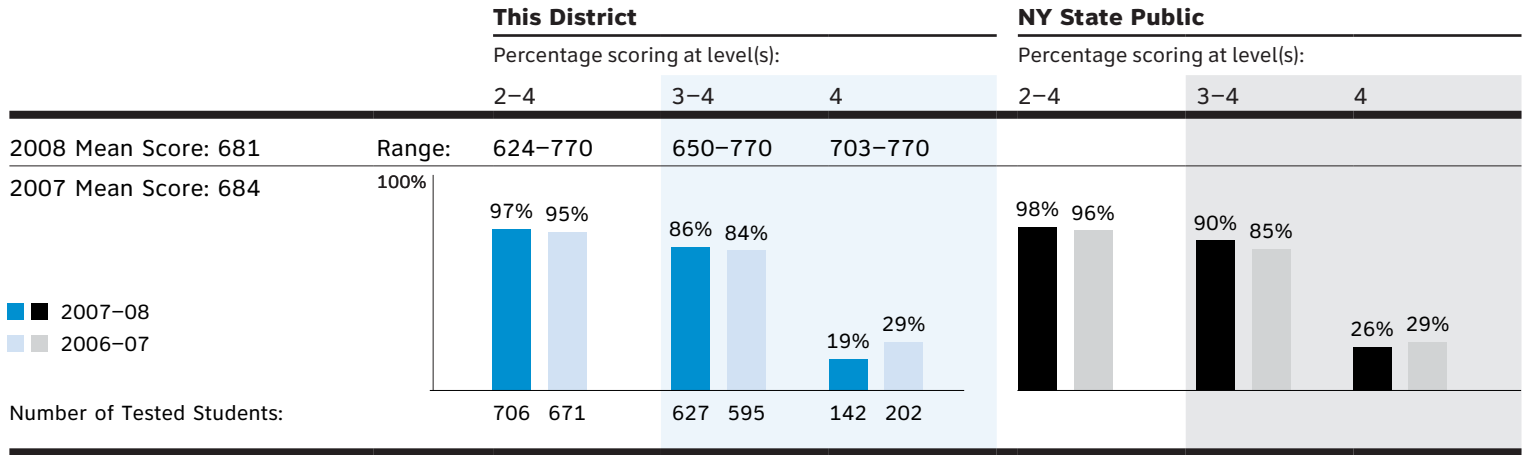
* Level 4 range is for 2007-08 only. The 2006-07 range is 730-780.

Other Assessments

	2007-08 School Year				2006-07 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	5	4	2	2	6	6	3	1
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	11	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

	2007-08 School Year				2006-07 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	730	97%	86%	19%	706	95%	84%	29%
Female	360	98%	87%	17%	327	94%	82%	26%
Male	370	95%	85%	22%	379	96%	86%	31%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	221	98%	81%	10%	207	91%	75%	20%
Hispanic or Latino	117	96%	89%	21%	101	95%	90%	26%
Asian or Native Hawaiian/Other Pacific Islander	62	-	-	-	45	-	-	-
White	328	98%	90%	25%	352	97%	87%	33%
Multiracial								
Small Group Totals	64	89%	73%	22%	46	98%	91%	39%
General-Education Students	609	98%	88%	21%	588	97%	90%	33%
Students with Disabilities	121	88%	74%	10%	118	83%	57%	8%
English Proficient	626	98%	89%	21%	624	96%	86%	31%
Limited English Proficient	104	90%	68%	8%	82	87%	73%	12%
Economically Disadvantaged	593	96%	83%	16%	552	94%	82%	25%
Not Disadvantaged	137	100%	99%	34%	154	99%	92%	40%
Migrant								
Not Migrant	730	97%	86%	19%	706	95%	84%	29%

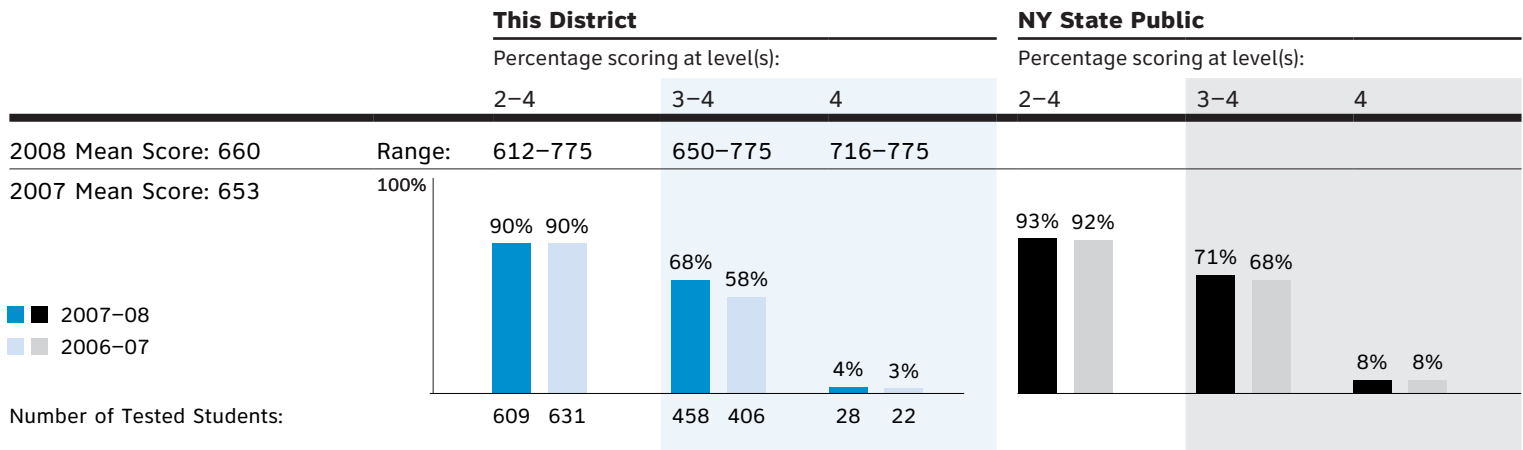
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	5	3	3	1	6	6	6	1

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	673	90%	68%	4%	703	90%	58%	3%
Female	320	93%	70%	6%	348	92%	62%	3%
Male	353	88%	66%	3%	355	87%	54%	3%
American Indian or Alaska Native	1	-	-	-				
Black or African American	196	88%	59%	2%	195	85%	48%	3%
Hispanic or Latino	98	91%	62%	2%	108	88%	52%	6%
Asian or Native Hawaiian/Other Pacific Islander	46	-	-	-	47	79%	55%	0%
White	330	92%	74%	7%	353	94%	65%	3%
Multiracial	2	-	-	-				
Small Group Totals	49	88%	78%	2%				
General-Education Students	542	95%	77%	5%	569	94%	64%	4%
Students with Disabilities	131	70%	30%	0%	134	71%	30%	0%
English Proficient	615	92%	71%	5%	631	93%	62%	3%
Limited English Proficient	58	72%	41%	0%	72	63%	18%	0%
Economically Disadvantaged	502	88%	63%	3%	552	88%	53%	2%
Not Disadvantaged	171	98%	84%	8%	151	97%	77%	6%
Migrant								
Not Migrant	673	90%	68%	4%	703	90%	58%	3%

NOTES

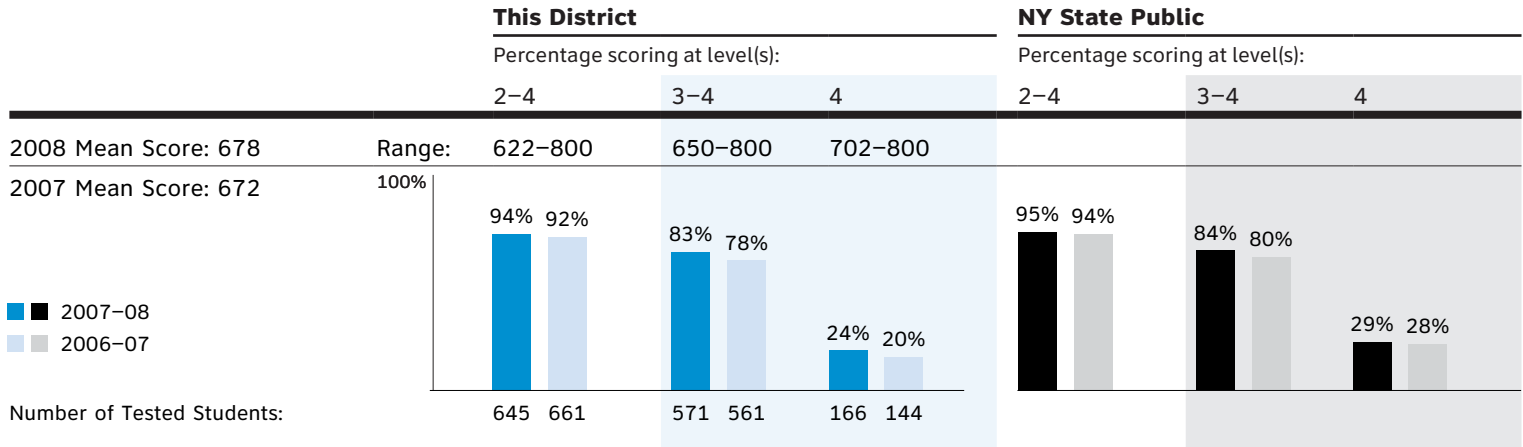
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Other Assessments

	2007-08 School Year				2006-07 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	7	7	6	4	9	9	5	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	12	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

	2007-08 School Year				2006-07 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	689	94%	83%	24%	720	92%	78%	20%
Female	322	96%	82%	19%	358	92%	77%	17%
Male	367	92%	84%	28%	362	92%	79%	23%
American Indian or Alaska Native	1	-	-	-				
Black or African American	200	93%	78%	18%	194	90%	73%	14%
Hispanic or Latino	102	92%	83%	23%	112	95%	79%	21%
Asian or Native Hawaiian/Other Pacific Islander	57	-	-	-	56	73%	68%	25%
White	327	97%	87%	28%	358	95%	82%	22%
Multiracial	2	-	-	-				
Small Group Totals	60	82%	75%	25%				
General-Education Students	557	96%	88%	28%	583	95%	84%	23%
Students with Disabilities	132	82%	60%	9%	137	80%	54%	6%
English Proficient	617	96%	85%	26%	634	95%	83%	22%
Limited English Proficient	72	72%	61%	6%	86	65%	43%	3%
Economically Disadvantaged	519	92%	81%	21%	566	90%	75%	17%
Not Disadvantaged	170	99%	89%	34%	154	98%	90%	32%
Migrant								
Not Migrant	689	94%	83%	24%	720	92%	78%	20%

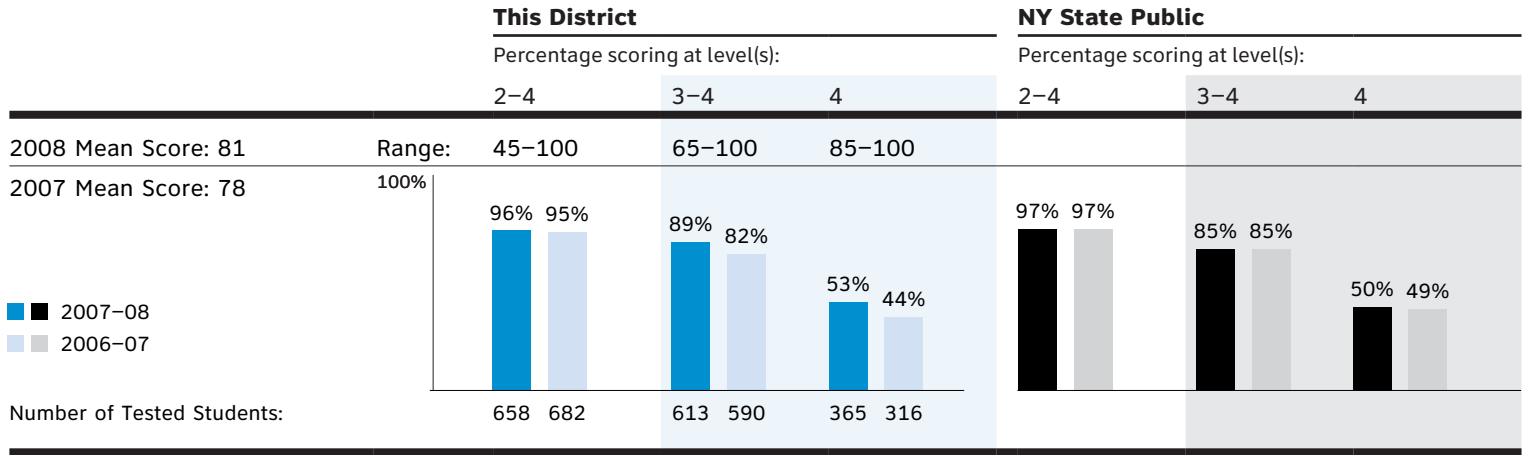
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	7	7	6	3	9	9	6	2

This District's Results in Grade 4 Science



Results by Student Group

	2007-08 School Year				2006-07 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	689	96%	89%	53%	719	95%	82%	44%
Female	322	95%	90%	50%	358	94%	81%	42%
Male	367	96%	88%	56%	361	96%	83%	46%
American Indian or Alaska Native	1	-	-	-				
Black or African American	200	94%	87%	46%	198	95%	75%	41%
Hispanic or Latino	101	96%	88%	50%	112	95%	86%	43%
Asian or Native Hawaiian/Other Pacific Islander	59	-	-	-	55	76%	64%	44%
White	326	98%	93%	60%	354	97%	88%	46%
Multiracial	2	-	-	-				
Small Group Totals	62	84%	76%	42%				
General-Education Students	560	96%	91%	58%	584	95%	84%	48%
Students with Disabilities	129	92%	80%	31%	135	95%	72%	26%
English Proficient	614	98%	93%	57%	634	99%	87%	48%
Limited English Proficient	75	75%	56%	19%	85	67%	46%	13%
Economically Disadvantaged	520	94%	86%	50%	566	94%	79%	41%
Not Disadvantaged	169	99%	98%	63%	153	99%	93%	56%
Migrant								
Not Migrant	689	96%	89%	53%	719	95%	82%	44%

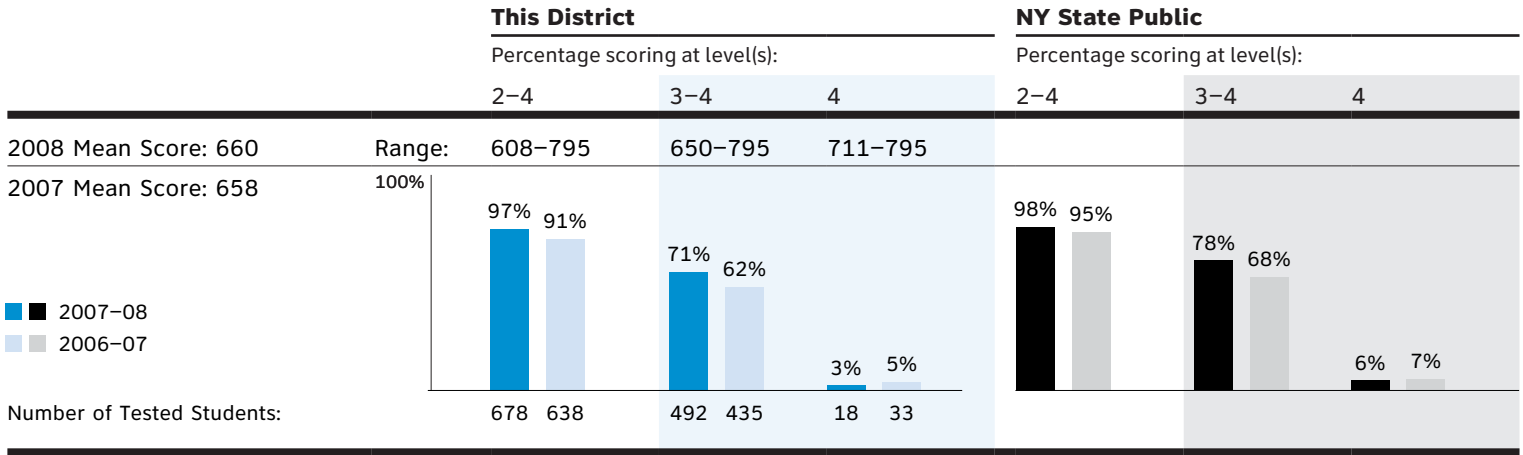
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	7	7	7	7	9	8	6	5

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	697	97%	71%	3%	699	91%	62%	5%
Female	355	98%	71%	3%	344	93%	63%	5%
Male	342	97%	70%	2%	355	90%	61%	5%
American Indian or Alaska Native								
Black or African American	201	100%	62%	0%	197	88%	53%	2%
Hispanic or Latino	109	97%	68%	4%	95	86%	52%	2%
Asian or Native Hawaiian/Other Pacific Islander	53	-	-	-	46	87%	57%	2%
White	333	98%	78%	4%	361	95%	71%	7%
Multiracial	1	-	-	-				
Small Group Totals	54	87%	59%	2%				
General-Education Students	549	99%	78%	3%	535	96%	72%	6%
Students with Disabilities	148	93%	43%	0%	164	76%	32%	1%
English Proficient	640	98%	73%	3%	646	93%	65%	5%
Limited English Proficient	57	88%	40%	0%	53	64%	25%	0%
Economically Disadvantaged	543	97%	66%	2%	552	91%	59%	3%
Not Disadvantaged	154	99%	87%	6%	147	93%	76%	13%
Migrant					2	-	-	-
Not Migrant	697	97%	71%	3%	697	-	-	-

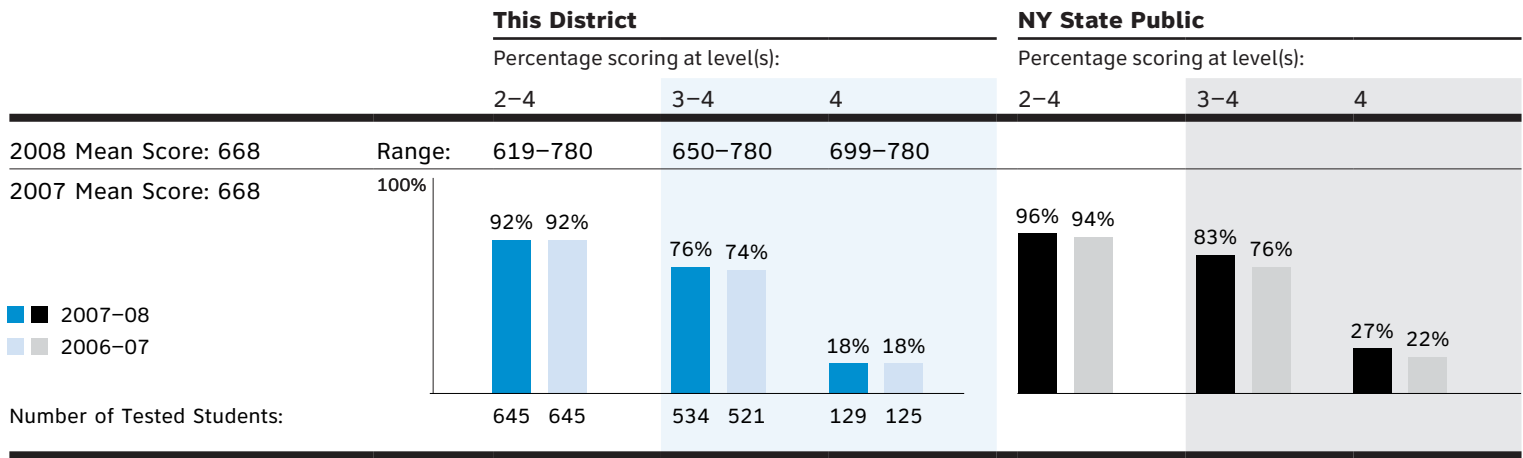
NOTES
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Other Assessments

	2007-08 School Year				2006-07 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	8	7	6	1	5	4	4	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	9	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

	2007-08 School Year				2006-07 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	92%	76%	18%	701	92%	74%	18%
Female	357	92%	77%	19%	347	94%	73%	14%
Male	346	91%	75%	17%	354	90%	76%	21%
American Indian or Alaska Native								
Black or African American	199	93%	70%	12%	195	88%	64%	8%
Hispanic or Latino	111	94%	75%	16%	95	95%	71%	17%
Asian or Native Hawaiian/Other Pacific Islander	60	-	-	-	49	90%	76%	29%
White	332	94%	83%	22%	362	94%	81%	22%
Multiracial	1	-	-	-				
Small Group Totals	61	72%	61%	25%				
General-Education Students	555	93%	81%	22%	544	94%	80%	21%
Students with Disabilities	148	86%	59%	5%	157	83%	55%	7%
English Proficient	634	95%	80%	20%	637	95%	78%	19%
Limited English Proficient	69	59%	35%	7%	64	67%	41%	5%
Economically Disadvantaged	550	90%	71%	15%	557	91%	72%	15%
Not Disadvantaged	153	98%	93%	30%	144	94%	85%	28%
Migrant					2	-	-	-
Not Migrant	703	92%	76%	18%	699	-	-	-

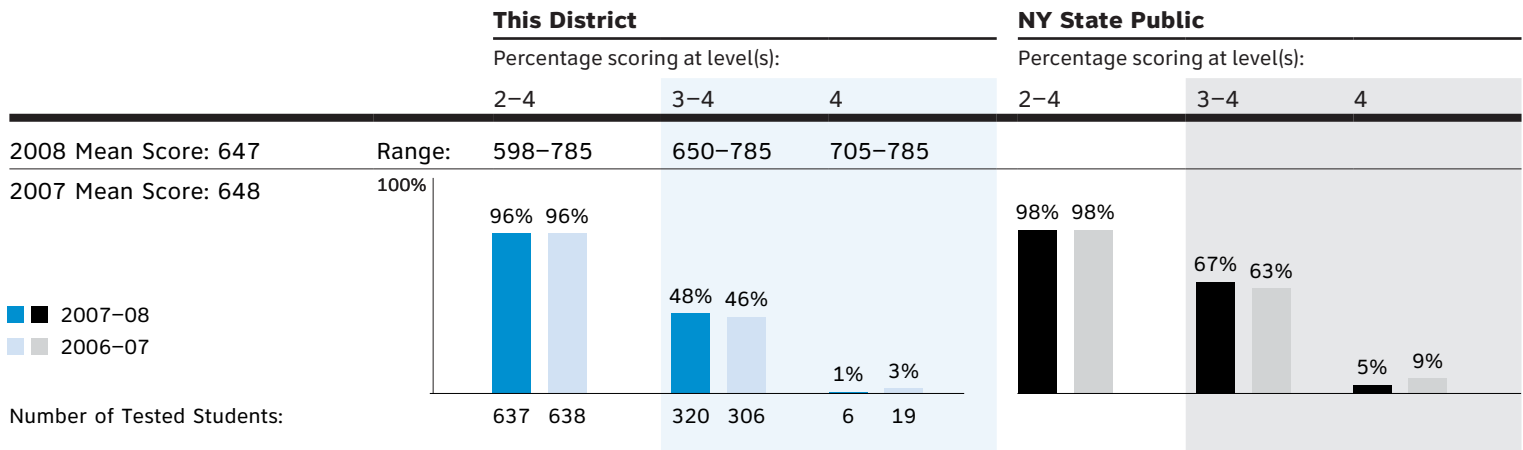
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	8	8	6	2	5	4	4	3

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	96%	48%	1%	664	96%	46%	3%
Female	333	97%	49%	1%	324	97%	52%	4%
Male	328	96%	48%	1%	340	95%	40%	1%
American Indian or Alaska Native								
Black or African American	192	94%	30%	1%	189	94%	31%	1%
Hispanic or Latino	92	97%	40%	0%	91	95%	34%	1%
Asian or Native Hawaiian/Other Pacific Islander	45	96%	51%	0%	41	93%	49%	2%
White	332	98%	61%	2%	343	98%	57%	5%
Multiracial								
Small Group Totals								
General-Education Students	507	98%	59%	1%	533	97%	53%	4%
Students with Disabilities	154	92%	12%	0%	131	91%	17%	0%
English Proficient	612	98%	52%	1%	620	97%	49%	3%
Limited English Proficient	49	71%	2%	0%	44	77%	2%	0%
Economically Disadvantaged	530	96%	44%	0%	501	95%	39%	1%
Not Disadvantaged	131	98%	65%	4%	163	99%	67%	8%
Migrant								
Not Migrant	661	96%	48%	1%	664	96%	46%	3%

NOTES

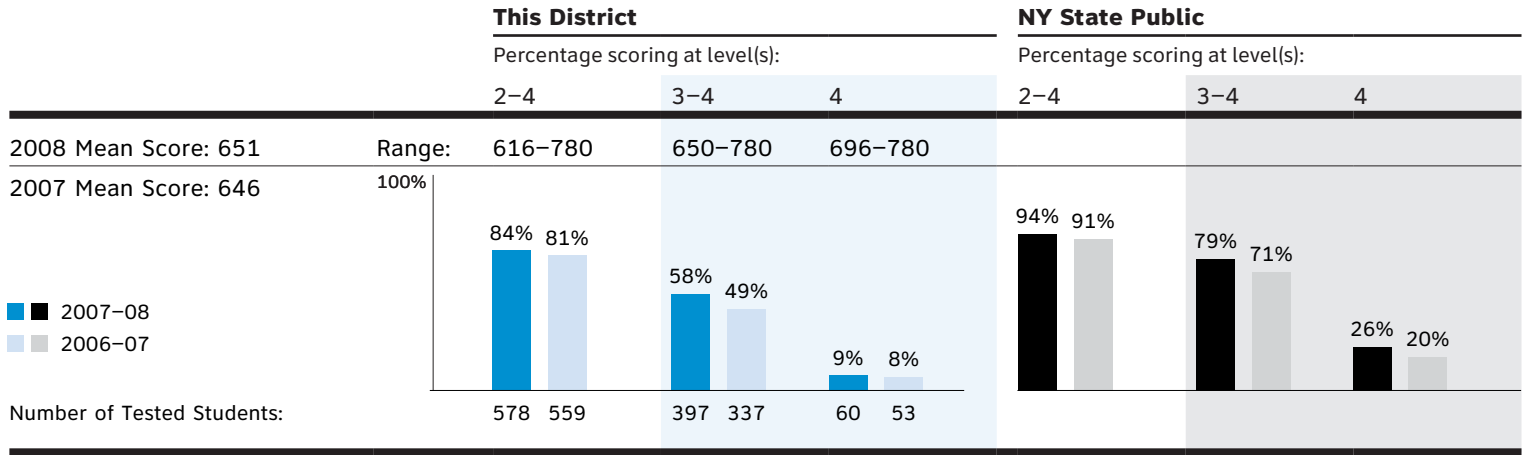
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Other Assessments

	2007-08 School Year				2006-07 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	6	5	4	1	11	11	10	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	16	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

	2007-08 School Year				2006-07 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	84%	58%	9%	687	81%	49%	8%
Female	343	86%	60%	7%	329	82%	52%	9%
Male	344	82%	56%	10%	358	80%	47%	6%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	190	76%	40%	3%	201	70%	32%	1%
Hispanic or Latino	98	80%	48%	3%	94	81%	40%	3%
Asian or Native Hawaiian/Other Pacific Islander	66	67%	47%	9%	47	74%	51%	9%
White	333	93%	73%	14%	345	89%	61%	13%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	536	88%	67%	11%	554	86%	56%	9%
Students with Disabilities	151	69%	25%	1%	133	63%	21%	2%
English Proficient	608	90%	63%	10%	626	85%	53%	8%
Limited English Proficient	79	42%	14%	0%	61	39%	10%	0%
Economically Disadvantaged	557	82%	54%	5%	520	79%	44%	4%
Not Disadvantaged	130	93%	75%	23%	167	89%	66%	18%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	687	84%	58%	9%	687	81%	49%	8%

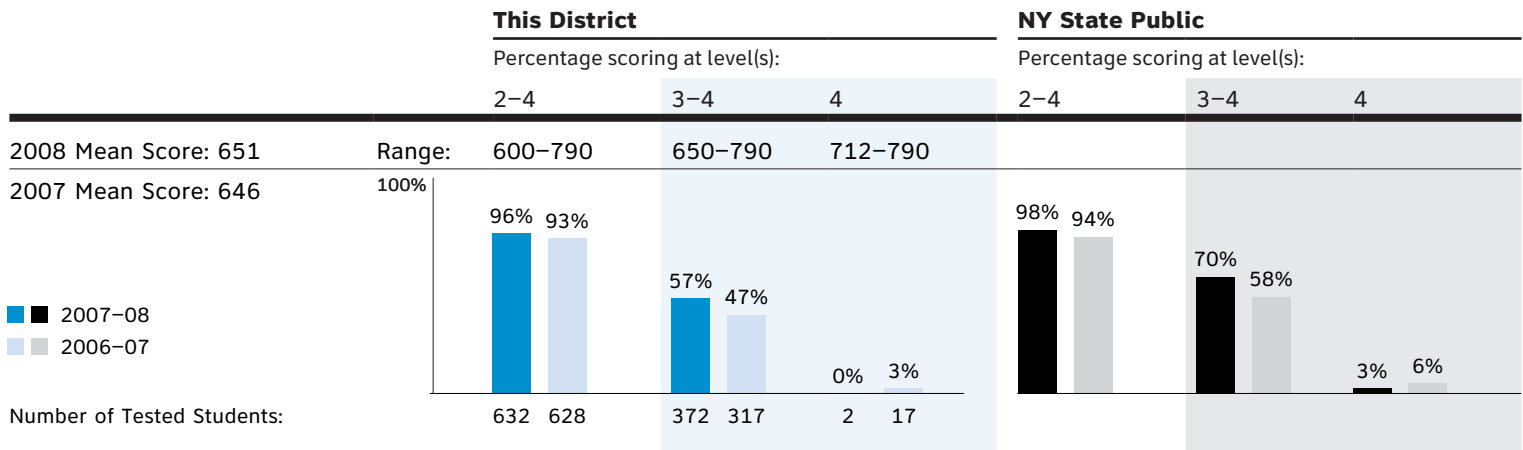
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	6	6	5	5	11	11	8	7

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	657	96%	57%	0%	675	93%	47%	3%
Female	328	97%	63%	0%	339	93%	50%	2%
Male	329	96%	50%	1%	336	93%	44%	3%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	201	95%	44%	0%	182	92%	34%	1%
Hispanic or Latino	90	93%	50%	0%	101	87%	43%	3%
Asian or Native Hawaiian/Other Pacific Islander	43	88%	56%	0%	42	90%	57%	2%
White	323	99%	66%	1%	350	96%	54%	3%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	534	97%	63%	0%	541	96%	53%	3%
Students with Disabilities	123	92%	31%	0%	134	80%	21%	1%
English Proficient	613	98%	60%	0%	649	94%	49%	3%
Limited English Proficient	44	68%	7%	0%	26	62%	0%	0%
Economically Disadvantaged	476	96%	53%	0%	471	92%	42%	1%
Not Disadvantaged	181	97%	65%	1%	204	95%	59%	6%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	657	96%	57%	0%	675	93%	47%	3%

NOTES

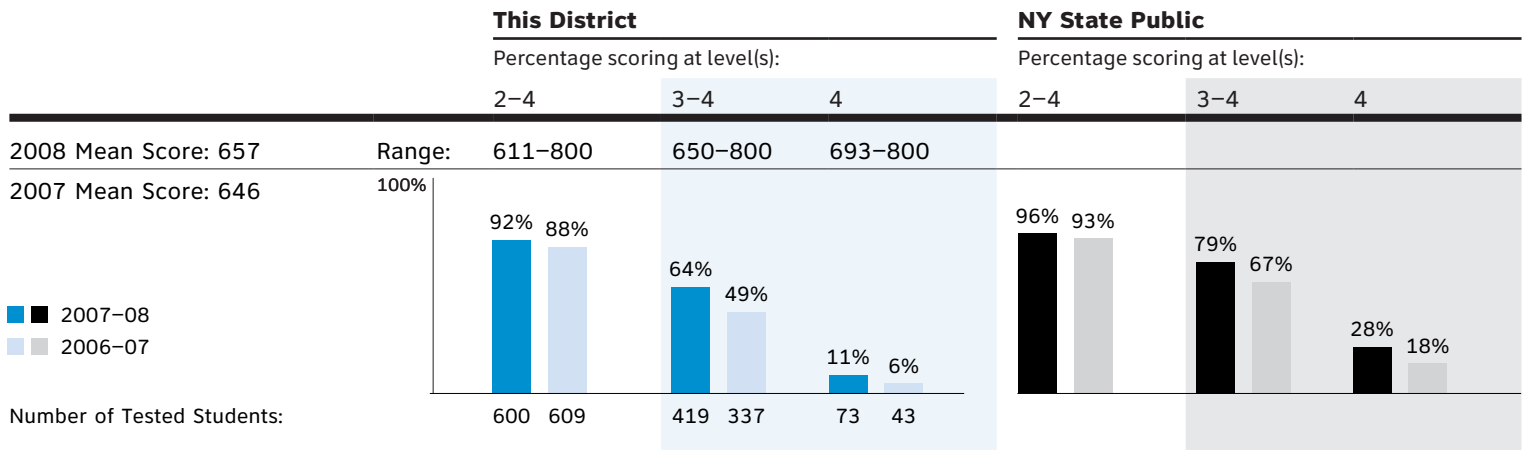
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Other Assessments

	2007-08 School Year				2006-07 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	9	9	8	8	7	7	5	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	0	N/A	N/A	N/A	15	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

	2007-08 School Year				2006-07 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	654	92%	64%	11%	691	88%	49%	6%
Female	330	94%	66%	12%	348	88%	48%	7%
Male	324	90%	62%	11%	343	89%	49%	6%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	195	88%	54%	5%	187	79%	29%	2%
Hispanic or Latino	92	89%	55%	7%	104	86%	40%	3%
Asian or Native Hawaiian/Other Pacific Islander	48	75%	56%	15%	50	80%	48%	12%
White	319	97%	74%	16%	350	95%	62%	9%
Multiracial	-	-	-	-	-	-	-	-
Small Group Totals								
General-Education Students	539	93%	68%	13%	557	90%	54%	7%
Students with Disabilities	115	86%	44%	2%	134	80%	25%	3%
English Proficient	598	96%	69%	12%	651	90%	51%	6%
Limited English Proficient	56	50%	13%	0%	40	58%	13%	3%
Economically Disadvantaged	477	92%	62%	8%	484	87%	44%	4%
Not Disadvantaged	177	92%	71%	20%	207	90%	60%	11%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	654	92%	64%	11%	691	88%	49%	6%

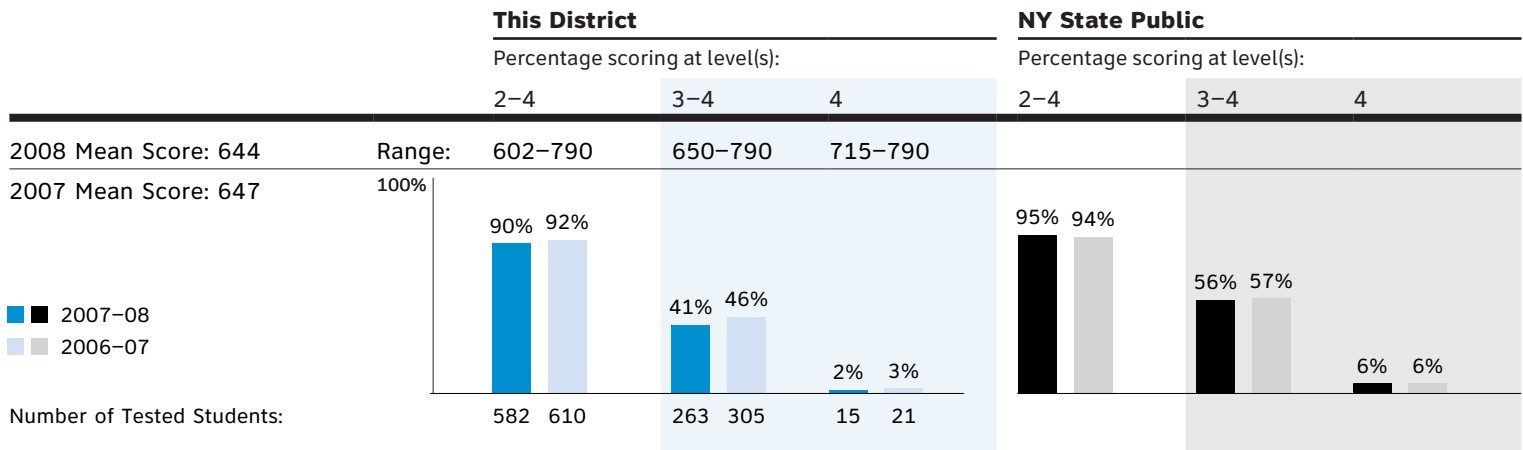
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	9	9	8	4	7	6	4	4

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2007-08 School Year				2006-07 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	649	90%	41%	2%	661	92%	46%	3%
Female	330	91%	47%	3%	334	96%	54%	5%
Male	319	88%	34%	2%	327	89%	38%	1%
American Indian or Alaska Native	1	-	-	-				
Black or African American	178	89%	24%	0%	209	91%	30%	0%
Hispanic or Latino	103	89%	32%	3%	91	87%	36%	2%
Asian or Native Hawaiian/Other Pacific Islander	46	-	-	-	38	82%	45%	5%
White	320	92%	53%	3%	323	96%	59%	5%
Multiracial	1	-	-	-				
Small Group Totals	48	75%	38%	2%				
General-Education Students	514	95%	50%	3%	560	95%	53%	4%
Students with Disabilities	135	70%	6%	0%	101	77%	9%	0%
English Proficient	612	92%	43%	2%	612	95%	49%	3%
Limited English Proficient	37	49%	3%	0%	49	61%	8%	0%
Economically Disadvantaged	443	88%	32%	1%	479	92%	39%	1%
Not Disadvantaged	206	92%	59%	5%	182	94%	64%	9%
Migrant								
Not Migrant	649	90%	41%	2%	661	92%	46%	3%

NOTES

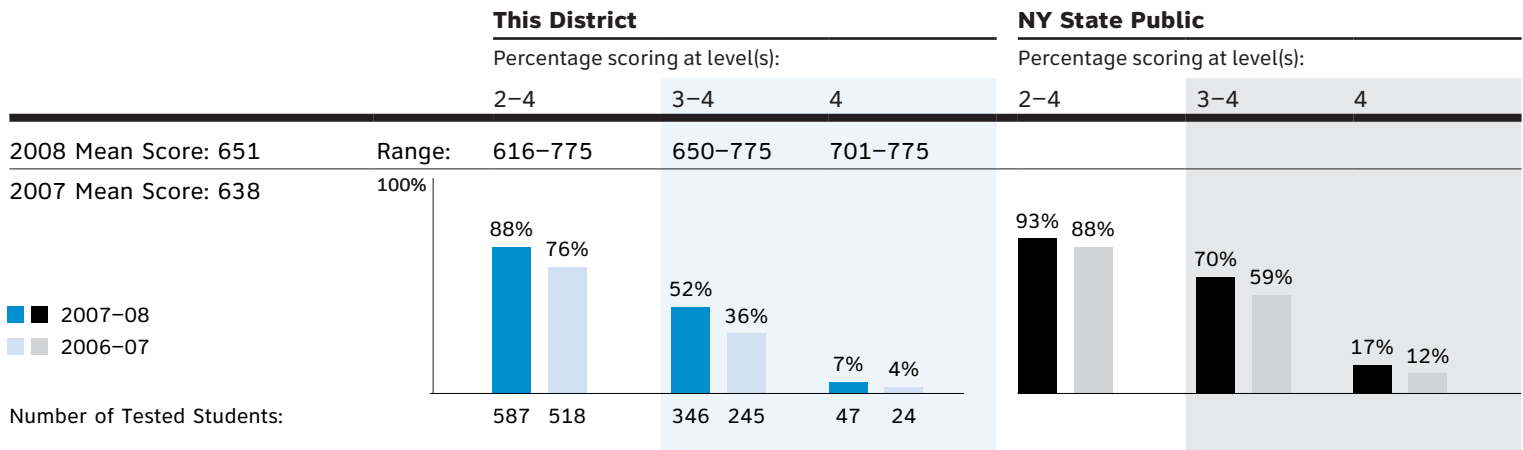
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Other Assessments

	2007-08 School Year				2006-07 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	7	7	5	3	8	8	8	7
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	11	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

	2007-08 School Year				2006-07 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	88%	52%	7%	682	76%	36%	4%
Female	339	91%	51%	8%	344	77%	38%	4%
Male	325	86%	53%	6%	338	75%	34%	3%
American Indian or Alaska Native	1	-	-	-				
Black or African American	172	84%	35%	3%	211	64%	20%	1%
Hispanic or Latino	104	86%	48%	3%	94	72%	30%	2%
Asian or Native Hawaiian/Other Pacific Islander	60	-	-	-	48	67%	40%	6%
White	326	94%	64%	10%	329	86%	47%	5%
Multiracial	1	-	-	-				
Small Group Totals	62	74%	45%	11%				
General-Education Students	531	92%	59%	9%	580	80%	40%	4%
Students with Disabilities	133	75%	25%	1%	102	54%	13%	0%
English Proficient	609	91%	55%	8%	622	79%	38%	4%
Limited English Proficient	55	62%	22%	0%	60	45%	12%	0%
Economically Disadvantaged	459	88%	46%	4%	486	76%	30%	2%
Not Disadvantaged	205	90%	66%	14%	196	75%	50%	8%
Migrant								
Not Migrant	664	88%	52%	7%	682	76%	36%	4%

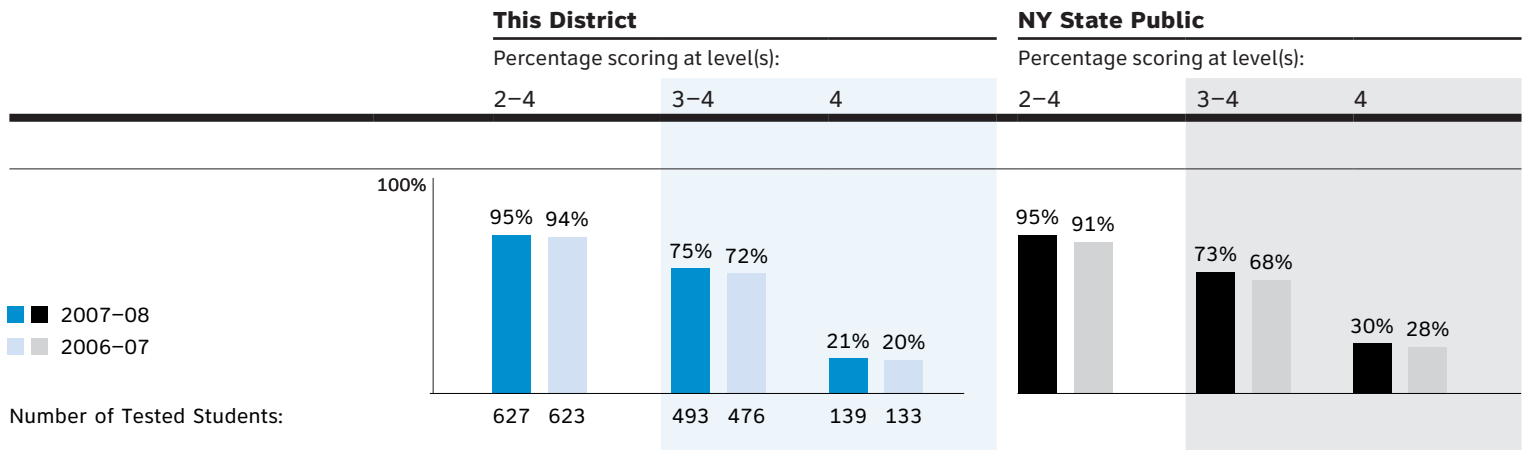
NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	7	7	4	2	8	8	7	4

This District's Results in Grade 8 Science



Results by Student Group

	2007-08 School Year				2006-07 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	562	95%	71%	17%	577	93%	68%	18%
Female	282	96%	66%	12%	284	94%	67%	17%
Male	280	93%	75%	23%	293	93%	69%	19%
American Indian or Alaska Native	1	-	-	-				
Black or African American	155	95%	65%	10%	194	92%	60%	9%
Hispanic or Latino	98	98%	63%	12%	84	93%	57%	13%
Asian or Native Hawaiian/Other Pacific Islander	50	-	-	-	41	73%	51%	17%
White	257	99%	84%	25%	258	98%	80%	27%
Multiracial	1	-	-	-				
Small Group Totals	52	67%	38%	13%				
General-Education Students	431	95%	75%	19%	479	94%	72%	21%
Students with Disabilities	131	92%	56%	11%	98	92%	46%	5%
English Proficient	507	97%	76%	19%	518	97%	73%	20%
Limited English Proficient	55	69%	22%	0%	59	64%	25%	2%
Economically Disadvantaged	422	94%	66%	14%	449	93%	67%	15%
Not Disadvantaged	140	96%	84%	27%	128	94%	71%	30%
Migrant								
Not Migrant	562	95%	71%	17%	577	93%	68%	18%

NOTES

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Other Assessments

	2007-08 School Year				2006-07 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	7	7	7	5	8	8	7	4
Regents Science	95	95	95	41	84	84	84	29

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

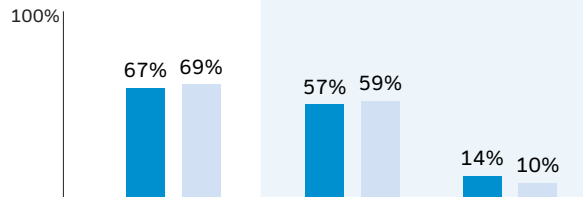
This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2004 Cohort
■ 2003 Cohort

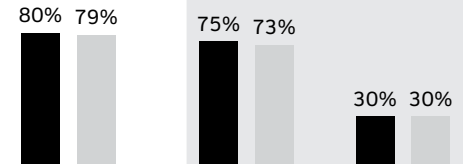
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2004 Cohort

Number of Students Percentage scoring at level(s):
2-4 3-4 4

2003 Cohort**

Number of Students Percentage scoring at level(s):
2-4 3-4 4

	2004 Cohort			2003 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	624	67%	57%	14%	714	69%	59%	10%
Female	301	71%	61%	19%	357	75%	68%	12%
Male	323	64%	53%	9%	357	64%	50%	7%
American Indian or Alaska Native					2	-	-	-
Black or African American	185	56%	44%	7%	158	57%	49%	4%
Hispanic or Latino	96	69%	55%	9%	69	57%	45%	3%
Asian or Native Hawaiian/Other Pacific Islander	39	62%	49%	10%	37	-	-	-
White	304	74%	66%	20%	448	75%	64%	13%
Multiracial								
Small Group Totals					39	74%	64%	5%
General-Education Students	495	76%	66%	17%	607	76%	67%	11%
Students with Disabilities	129	33%	20%	2%	107	29%	14%	0%
English Proficient	586	69%	60%	15%	688	70%	60%	10%
Limited English Proficient	38	34%	5%	0%	26	38%	12%	0%
Economically Disadvantaged	306	71%	57%	12%	321	66%	53%	5%
Not Disadvantaged	318	64%	57%	16%	393	72%	63%	13%
Migrant								
Not Migrant	624	67%	57%	14%				

NOTES

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Other Assessments

2004 Cohort

Number of Students Number scoring at level(s):
2-4 3-4 4

2003 Cohort

Number of Students Number scoring at level(s):
2-4 3-4 4

	2004 Cohort	2003 Cohort
New York State Alternate Assessment (NYSAA): High School Equivalent ***	0	0

* 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.

** 2003 cohort data are those reported in the 2006-07 *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

This District

Percentage scoring at level(s):

2-4

3-4

4

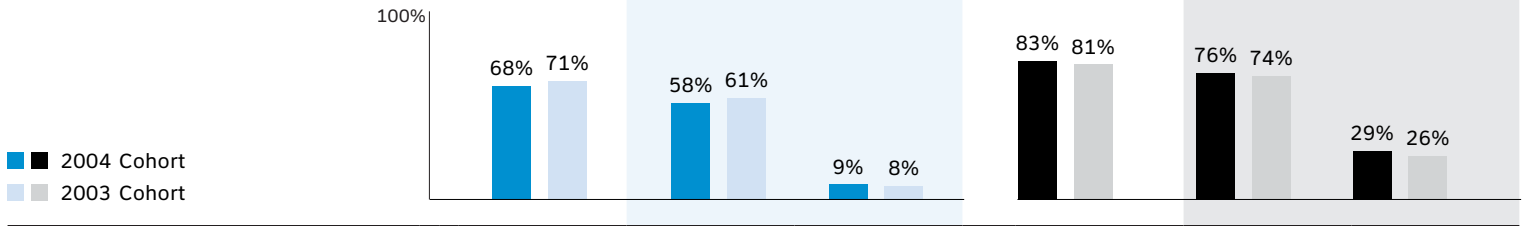
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

	2004 Cohort				2003 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	624	68%	58%	9%	714	71%	61%	8%
Female	301	72%	61%	10%	357	75%	67%	8%
Male	323	65%	55%	9%	357	67%	54%	9%
American Indian or Alaska Native					2	-	-	-
Black or African American	185	57%	43%	4%	158	56%	47%	4%
Hispanic or Latino	96	64%	53%	5%	69	58%	43%	4%
Asian or Native Hawaiian/Other Pacific Islander	39	82%	69%	8%	37	-	-	-
White	304	75%	68%	13%	448	78%	67%	10%
Multiracial								
Small Group Totals					39	74%	72%	8%
General-Education Students	495	79%	69%	11%	607	78%	69%	10%
Students with Disabilities	129	27%	19%	1%	107	27%	14%	1%
English Proficient	586	69%	60%	10%	688	72%	62%	8%
Limited English Proficient	38	63%	32%	3%	26	50%	27%	4%
Economically Disadvantaged	306	74%	62%	9%	321	67%	56%	7%
Not Disadvantaged	318	63%	55%	9%	393	74%	65%	9%
Migrant								
Not Migrant	624	68%	58%	9%				

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

	2004 Cohort			2003 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				0			

* 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.

** 2003 cohort data are those reported in the 2006-07 *Accountability and Overview Report*.

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