



# The New York State District Report Card

**Accountability  
and Overview Report  
2008 – 09**

District **UTICA CITY SCHOOL DISTRICT**  
District ID **41-23-00-01-0000**  
Superintendent **JAMES WILLIS**  
Telephone **(315) 792-2222**  
Grades **PK-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.

### 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 the district's accountability status.

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

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

### For more information:

Office of Information and Reporting Services  
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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

	2006-07	2007-08	2008-09
Pre-K	0	0	584
Kindergarten	737	705	763
Grade 1	734	739	754
Grade 2	726	697	785
Grade 3	685	711	714
Grade 4	680	666	715
Grade 5	635	678	697
Grade 6	679	689	687
Ungraded Elementary	169	150	36
Grade 7	668	645	710
Grade 8	663	632	613
Grade 9	881	769	791
Grade 10	661	695	649
Grade 11	482	527	555
Grade 12	539	498	538
Ungraded Secondary	42	55	64
<b>Total K-12</b>	<b>8981</b>	<b>8856</b>	<b>9071</b>

### Average Class Size

	2006-07	2007-08	2008-09
<b>Common Branch</b>	21	20	20
<b>Grade 8</b>			
English	16	15	15
Mathematics	22	21	23
Science	23	23	20
Social Studies	20	21	18
<b>Grade 10</b>			
English	24	20	17
Mathematics	21	21	23
Science	23	20	24
Social Studies	25	23	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

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	5563	62%	5606	63%	5969	66%
Reduced-Price Lunch	867	10%	876	10%	936	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1099	12%	951	11%	1154	13%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	24	0%	9	0%	9	0%
Black or African American	2548	28%	2576	29%	2590	29%
Hispanic or Latino	1224	14%	1272	14%	1297	14%
Asian or Native Hawaiian/Other Pacific Islander	543	6%	650	7%	884	10%
White	4608	51%	4323	49%	4254	47%
Multiracial	34	0%	26	0%	37	0%

\* Available only at the school level.

## Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate		92%		92%		93%
Student Suspensions	1093	12%	1182	13%	1108	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

	2006-07	2007-08	2008-09
<b>Total Number of Teachers</b>	655	736	739
Percent with No Valid Teaching Certificate	1%	1%	0%
Percent Teaching Out of Certification	3%	3%	0%
Percent with Fewer Than Three Years of Experience	10%	10%	11%
Percentage with Master's Degree Plus 30 Hours or Doctorate	33%	33%	35%
<b>Total Number of Core Classes</b>	1383	1638	1381
Percent Not Taught by Highly Qualified Teachers	3%	4%	0%
<b>Total Number of Classes</b>	2355	2379	2117
Percent Taught by Teachers Without Appropriate Certification	3%	4%	1%

## Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	20%	21%	16%
Turnover Rate of All Teachers	13%	13%	13%

## Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	92	86	90
Total Paraprofessionals*	382	388	249
Assistant Principals	8	12	15
Principals	14	12	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. 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 2008–09, 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: <http://www.emsc.nysed.gov/irts/accountability/>.



### 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 2008–09 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 2005 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, if it has 30 or more students, 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 group must meet both the participation criterion and the performance criterion in science.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2004 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2008 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 2004 graduation-rate total cohort earning a local or Regents diploma by August 31, 2008 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 2005 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, who were enrolled on October 1, 2008 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, 2009, are not included in the 2005 school accountability cohort. The 2005 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 AMOs 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](http://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](http://www.emsc.nysed.gov/irts).

### Progress Target

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

### Safe Harbor

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

### Safe Harbor Targets

The 2008–09 safe harbor targets were calculated using the following equation:

$$2007-08 \text{ PI} + (200 - \text{the } 2007-08 \text{ PI}) \times 0.10$$

### Science Progress Target

The elementary/middle-level 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI. The 2008–09 target is provided for groups whose PI was below the State Science Standard in 2008–09.

### Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2008–09, 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: <http://www.emsc.nysed.gov/irts/accountability/>.

For the 2009–10 accountability status of component schools in your district, see <http://www.emsc.nysed.gov/irts/accountability/designations/>.

### 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 (2009–10)

#### ▲ Improvement (Year 5)

ELA	▲ Improvement (Year 5)	Science	▲ Good Standing
Math	▲ Good Standing	Graduation Rate	▲ Good Standing

### Title I Part A Funding

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

2007–08	2008–09	2009–10
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
<b>All Students</b>	✓	✓	✓	✓	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	—	—	—	—	—	—
Black or African American	✓	✓	—	✓	✓	—
Hispanic or Latino	✓	✓	—	✗	✗	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	—	✓	✓	—
White	✓	✓	—	✓	✓	—
Multiracial	—	—	—	—	—	—
<b>Other Groups</b>						
Students with Disabilities	✓ <sup>SH</sup>	✓	—	✗	✗	—
Limited English Proficient	✗	✓	—	✓ <sup>SH</sup>	✓ <sup>SH</sup>	—
Economically Disadvantaged	✓	✓	—	✓	✓	—
<b>Student groups making AYP in each subject</b>	✗ 7 of 8	✓ 8 of 8	✓ 1 of 1	✗ 6 of 8	✗ 6 of 8	✓ 1 of 1

#### Accountability Status Levels

##### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

##### Federal

- Good Standing ▲
- Improvement (Year 1) ▲
- Improvement (Year 2) ▲
- Improvement (Year 3) ▲
- Improvement (Year 4) ▲
- Improvement (Year 5 & Above) ▲
- Pending – Requires Special Evaluation

##### State

- Good Standing ■
- Requiring Academic Progress (Year 1) ■
- Requiring Academic Progress (Year 2) ■
- Requiring Academic Progress (Year 3) ■
- Requiring Academic Progress (Year 4) ■
- Requiring Academic Progress (Year 5 & Above) ■

## Elementary/Middle-Level English Language Arts

**Accountability Status**  Improvement (Year 5)  
**for This Subject**  
**(2009–10)**

**Accountability Measures** 7 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 2009-10, the district will be In Need of Improvement (Year 6) in 2010-11. If this district makes AYP at either the elementary/middle or secondary level in 2009-10, the district will remain In Need of Improvement (Year 5) in 2010-11. [210]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09    2009–10
<b>All Students</b> (4264:4027)			99%		167	142	
<b>Ethnicity</b>							
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—
Black or African American (1283:1232)			99%		161	141	
Hispanic or Latino (640:601)			99%		162	140	
Asian or Native Hawaiian/Other Pacific Islander (424:326)			99%		147	138	
White (1895:1847)			99%		177	141	
Multiracial (19:18)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (865:825)			98%		137	140	123    143
Limited English Proficient <sup>5</sup> (490:514)			99%		129	139	137    136
Economically Disadvantaged (3404:3190)			99%		163	142	
<b>Final AYP Determination</b>	 7 of 8						

#### NOTES

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

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

<sup>5</sup> 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**  
**(2009–10)**

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

**Prospective Status** This district will be in good standing in 2010-11. [201]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
<b>All Students</b> (4301:4108)			99%		174	117	
<b>Ethnicity</b>							
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—
Black or African American (1290:1239)			99%		168	116	
Hispanic or Latino (650:608)			99%		171	115	
Asian or Native Hawaiian/Other Pacific Islander (430:392)			100%		157	113	
White (1909:1848)			99%		184	116	
Multiracial (19:18)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (875:829)			99%		150	115	
Limited English Proficient <sup>5</sup> (500:597)			100%		143	115	
Economically Disadvantaged (3435:3273)			100%		172	117	
<b>Final AYP Determination</b>		8 of 8					

#### NOTES

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

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

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

<sup>5</sup> 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**  
**(2009–10)**

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

**Prospective Status** This district will be in good standing in 2010-11. [201]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2008–09 2009–10
<b>All Students</b> (1409:1321)		Qualified		99%		174	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (2:2)	—	—	—	—	—	—	—	—
Black or African American (427:405)		Qualified		99%		169	100	
Hispanic or Latino (215:191)		Qualified		96%		171	100	
Asian or Native Hawaiian/Other Pacific Islander (133:122)		Qualified		99%		136	100	
White (623:592)		Qualified		99%		188	100	
Multiracial (9:9)	—	—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (267:239)		Qualified		97%		164	100	
Limited English Proficient <sup>4</sup> (159:179)		Qualified		99%		126	100	
Economically Disadvantaged (1103:1039)		Qualified		99%		172	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

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

<sup>2</sup> Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For districts with fewer than 30 continuously enrolled tested students in 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and performance indices.

<sup>4</sup> 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 (2009–10)**  Improvement (Year 5)

**Accountability Measures** 6 of 8 Student groups making AYP in English language arts  
 Did not make AYP

### Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2009-10, the district will be In Need of Improvement (Year 6) in 2010-11. If this district makes AYP at either the elementary/middle or secondary level in 2009-10, the district will remain In Need of Improvement (Year 5) in 2010-11. [210]

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

Student Group	AYP Status	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09    2009–10
(12th Graders: 2005 Cohort) <sup>1</sup>							
<b>All Students</b> (569:533)			99%		171	166	
<b>Ethnicity</b>							
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–
Black or African American (150:146)			99%		163	162	
Hispanic or Latino (59:64)			100%		147	159	159    152
Asian or Native Hawaiian/Other Pacific Islander (45:37)			100%		178	155	
White (314:285)			99%		180	165	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (86:103)			95%		109	161	115    118
Limited English Proficient <sup>5</sup> (38:44)		–	–		130	156	94    137
Economically Disadvantaged (355:361)			100%		167	165	
<b>Final AYP Determination</b>	 6 of 8						

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 cohort (used for Performance).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

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

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

<sup>5</sup> 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**  
**(2009–10)**

**Accountability Measures** 6 of 8 Student groups making AYP in mathematics  
 Did not make AYP

**Prospective Status** This district will be in good standing in 2010-11. [201]

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

Student Group (12th Graders: 2005 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09      2009–10
<b>All Students</b> (569:533)			99%		169	161	
<b>Ethnicity</b>							
American Indian or Alaska Native (1:1)	–	–	–	–	–	–	–
Black or African American (150:146)			99%		160	157	
Hispanic or Latino (59:64)			98%		142	154	154      148
Asian or Native Hawaiian/Other Pacific Islander (45:37)			100%		186	150	
White (314:285)			100%		177	160	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (86:103)			98%		105	156	115      115
Limited English Proficient <sup>5</sup> (38:44)		–	–		143	151	141      149
Economically Disadvantaged (355:361)			100%		166	160	
<b>Final AYP Determination</b>	 6 of 8						

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 cohort (used for Performance).

<sup>2</sup> Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

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

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

<sup>5</sup> 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**  
**(2009–10)**

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

**Prospective Status** This district will be in good standing in 2010-11. [201]

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

Student Group (Cohort Count)	Graduation		Graduation Rate <sup>1</sup>	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2008–09 2009–10	
<b>All Students</b> (623)			61%	55%		
<b>Ethnicity</b>						
American Indian or Alaska Native (0)						
Black or African American (185)			52%	55%	55%	53%
Hispanic or Latino (97)			53%	55%	49%	54%
Asian or Native Hawaiian/Other Pacific Islander (39)			54%	55%	55%	55%
White (302)			71%	55%		
Multiracial (0)						
<b>Other Groups</b>						
Students with Disabilities (129)			36%	55%	32%	37%
Limited English Proficient <sup>2</sup> (47)			40%	55%	1%	41%
Economically Disadvantaged (307)			61%	55%		
<b>Final AYP Determination</b>		1 of 1				

#### NOTES

<sup>1</sup> Percentage of the 2004 cohort that earned a local or Regents diploma by August 31, 2008.

<sup>2</sup> 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 2004 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2008 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2008–09.

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 2004 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2009–10 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2008 is below the Graduation-Rate Standard in 2008–09 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

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

## Summary of 2008–09 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	75%			685
Grade 4	73%			695
Grade 5	82%			682
Grade 6	68%			677
Grade 7	66%			695
Grade 8	55%			639

### Mathematics

Grade 3	88%		710
Grade 4	84%		717
Grade 5	85%		709
Grade 6	65%		703
Grade 7	78%		725
Grade 8	64%		662

### Science

Grade 4	89%		718
Grade 8	63%		566

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	63%			761
Mathematics	60%			761

## About the Performance Level Descriptors

### Level 1: Not Meeting Learning Standards.

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

### Level 2: Partially Meeting Learning Standards.

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

### Level 3: Meeting Learning Standards.

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

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

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

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

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

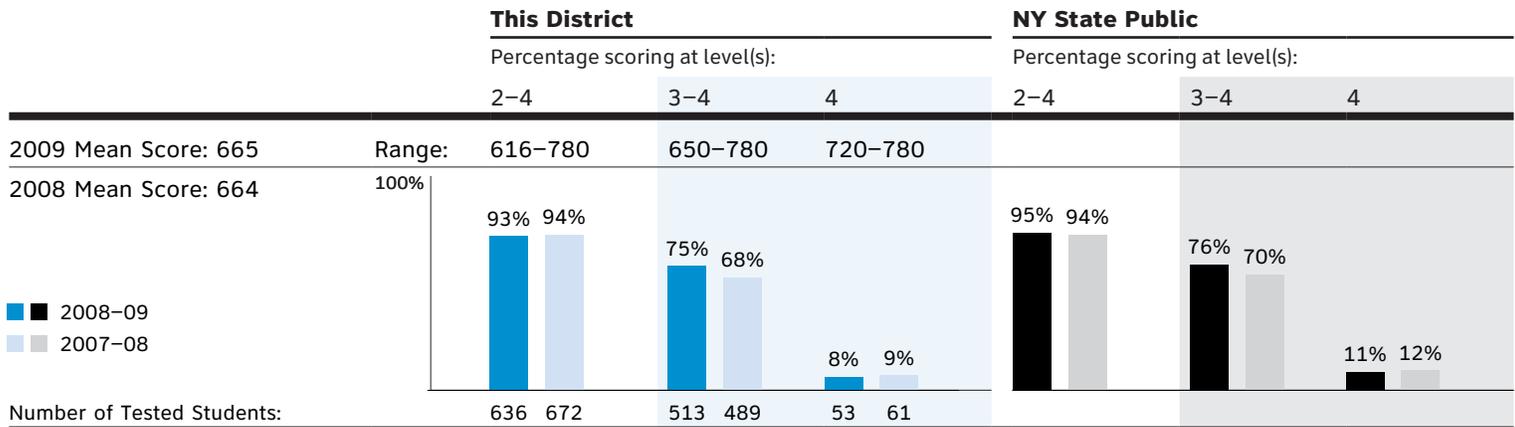
In this section, this district's performance is compared with that of public schools statewide.

## This District's N/RC Category:

### High Need/Resource Urban-Suburban Districts

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

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



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>685</b>	<b>93%</b>	<b>75%</b>	<b>8%</b>	<b>717</b>	<b>94%</b>	<b>68%</b>	<b>9%</b>
Female	338	94%	77%	8%	356	96%	70%	9%
Male	347	91%	73%	7%	361	92%	67%	8%
American Indian or Alaska Native					1	-	-	-
Black or African American	231	90%	71%	4%	224	95%	61%	6%
Hispanic or Latino	107	93%	66%	7%	111	91%	69%	8%
Asian or Native Hawaiian/Other Pacific Islander	53	-	-	-	51	-	-	-
White	291	97%	83%	11%	330	94%	72%	10%
Multiracial	3	-	-	-				
Small Group Totals	56	80%	66%	7%	52	94%	73%	8%
General-Education Students	566	95%	81%	9%	595	97%	73%	10%
Students with Disabilities	119	82%	45%	2%	122	78%	45%	2%
English Proficient	602	96%	80%	9%	631	95%	71%	10%
Limited English Proficient	83	72%	40%	0%	86	87%	47%	1%
Economically Disadvantaged	556	92%	72%	6%	579	93%	63%	7%
Not Disadvantaged	129	98%	88%	13%	138	98%	88%	16%
Migrant								
Not Migrant	685	93%	75%	8%	717	94%	68%	9%

### NOTES

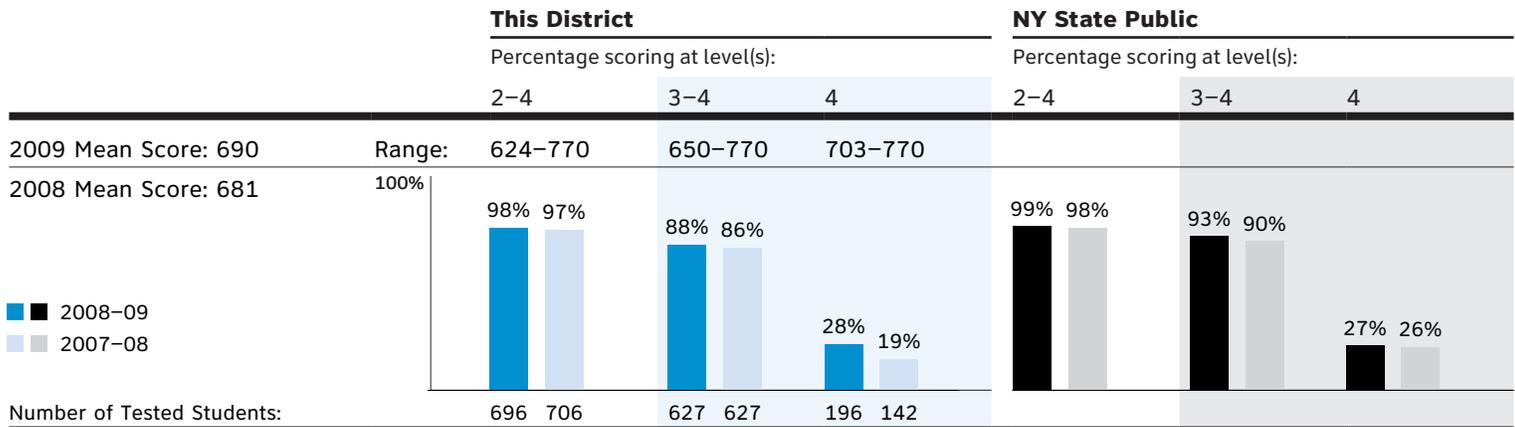
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## Other Assessments

	2008-09 School Year				2007-08 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	7	7	4	4	5	4	2	2
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	23	N/A	N/A	N/A	0	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

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>710</b>	<b>98%</b>	<b>88%</b>	<b>28%</b>	<b>730</b>	<b>97%</b>	<b>86%</b>	<b>19%</b>
Female	344	98%	88%	27%	360	98%	87%	17%
Male	366	98%	88%	28%	370	95%	85%	22%
American Indian or Alaska Native					2	-	-	-
Black or African American	231	99%	87%	19%	221	98%	81%	10%
Hispanic or Latino	111	95%	84%	24%	117	96%	89%	21%
Asian or Native Hawaiian/Other Pacific Islander	71	-	-	-	62	-	-	-
White	294	99%	94%	34%	328	98%	90%	25%
Multiracial	3	-	-	-				
Small Group Totals	74	96%	78%	31%	64	89%	73%	22%
General-Education Students	589	99%	93%	32%	609	98%	88%	21%
Students with Disabilities	121	92%	64%	7%	121	88%	74%	10%
English Proficient	603	99%	92%	31%	626	98%	89%	21%
Limited English Proficient	107	95%	66%	11%	104	90%	68%	8%
Economically Disadvantaged	579	98%	87%	24%	593	96%	83%	16%
Not Disadvantaged	131	98%	95%	44%	137	100%	99%	34%
Migrant								
Not Migrant	710	98%	88%	28%	730	97%	86%	19%

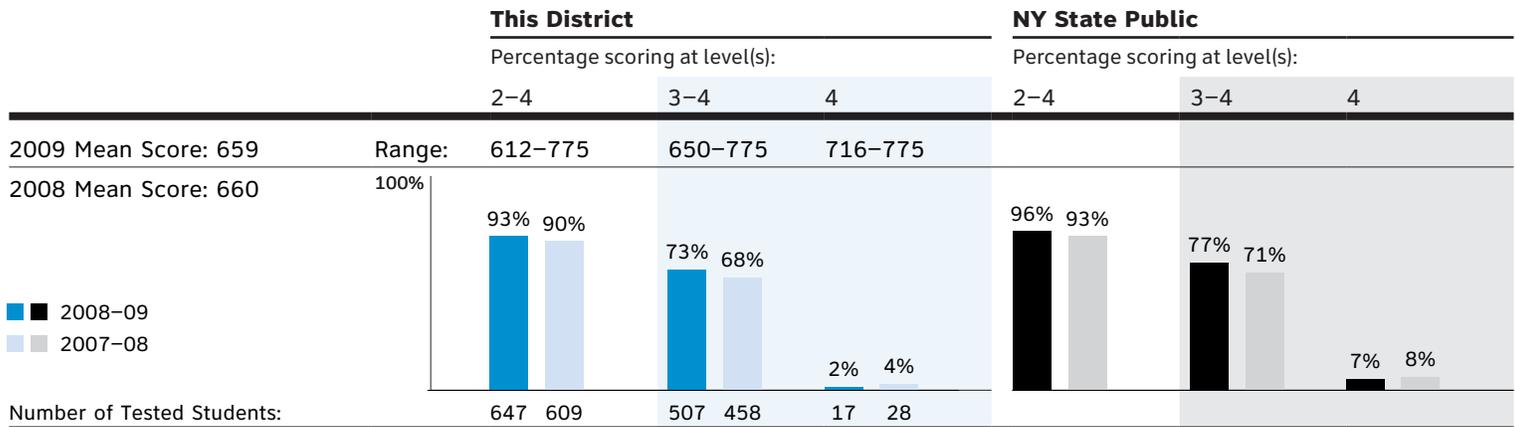
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 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	7	7	7	4	5	3	3	1

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



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>695</b>	<b>93%</b>	<b>73%</b>	<b>2%</b>	<b>673</b>	<b>90%</b>	<b>68%</b>	<b>4%</b>
Female	350	97%	76%	3%	320	93%	70%	6%
Male	345	89%	70%	2%	353	88%	66%	3%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	216	95%	72%	2%	196	88%	59%	2%
Hispanic or Latino	106	92%	62%	1%	98	91%	62%	2%
Asian or Native Hawaiian/Other Pacific Islander	60	80%	63%	0%	46	-	-	-
White	307	94%	80%	4%	330	92%	74%	7%
Multiracial	4	-	-	-	2	-	-	-
Small Group Totals	6	100%	50%	0%	49	88%	78%	2%
General-Education Students	561	97%	79%	3%	542	95%	77%	5%
Students with Disabilities	134	78%	48%	0%	131	70%	30%	0%
English Proficient	619	95%	77%	3%	615	92%	71%	5%
Limited English Proficient	76	76%	39%	0%	58	72%	41%	0%
Economically Disadvantaged	571	92%	69%	2%	502	88%	63%	3%
Not Disadvantaged	124	98%	92%	6%	171	98%	84%	8%
Migrant								
Not Migrant	695	93%	73%	2%	673	90%	68%	4%

### NOTES

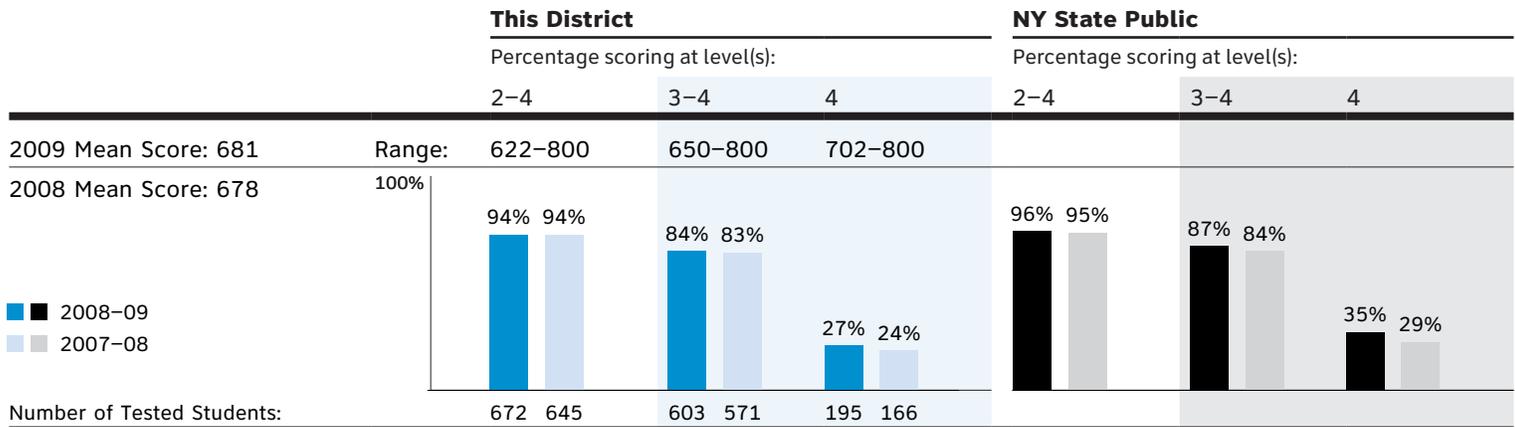
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## Other Assessments

	2008-09 School Year				2007-08 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	4	-	-	-	7	7	6	4
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	11	N/A	N/A	N/A	0	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

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>717</b>	<b>94%</b>	<b>84%</b>	<b>27%</b>	<b>689</b>	<b>94%</b>	<b>83%</b>	<b>24%</b>
Female	360	97%	88%	26%	322	96%	82%	19%
Male	357	91%	80%	28%	367	92%	84%	28%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	216	94%	82%	24%	200	93%	78%	18%
Hispanic or Latino	110	95%	86%	22%	102	92%	83%	23%
Asian or Native Hawaiian/Other Pacific Islander	70	83%	69%	30%	57	-	-	-
White	315	96%	88%	31%	327	97%	87%	28%
Multiracial	4	-	-	-	2	-	-	-
Small Group Totals	6	100%	83%	17%	60	82%	75%	25%
General-Education Students	581	96%	87%	30%	557	96%	88%	28%
Students with Disabilities	136	83%	70%	13%	132	82%	60%	9%
English Proficient	628	96%	87%	29%	617	96%	85%	26%
Limited English Proficient	89	79%	61%	11%	72	72%	61%	6%
Economically Disadvantaged	593	93%	81%	23%	519	92%	81%	21%
Not Disadvantaged	124	99%	97%	47%	170	99%	89%	34%
Migrant								
Not Migrant	717	94%	84%	27%	689	94%	83%	24%

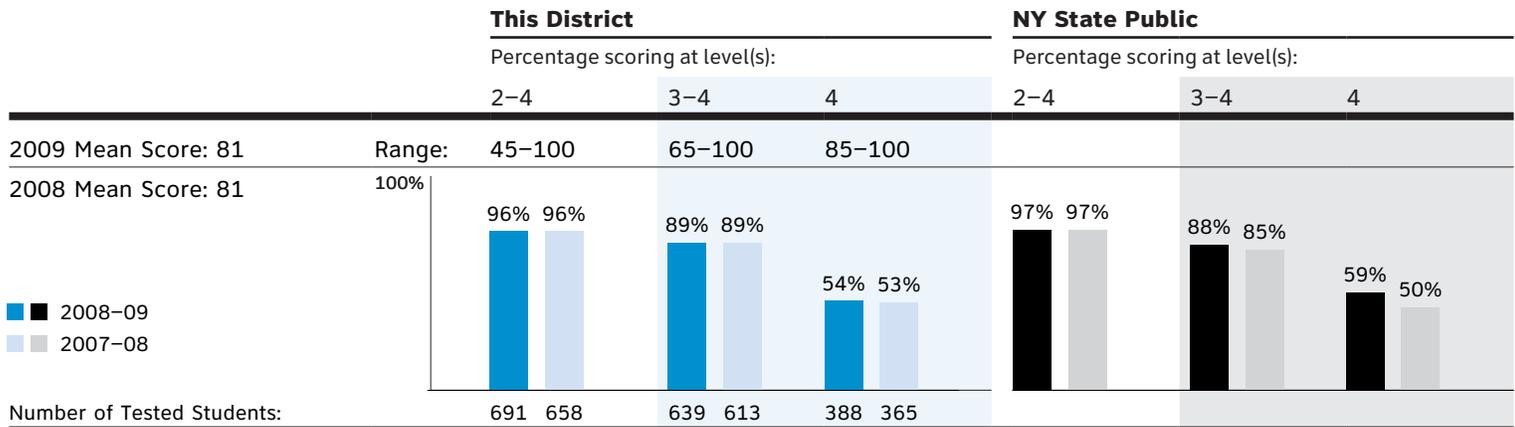
### NOTES

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

	2008-09 School Year				2007-08 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	4	-	-	-	7	7	6	3

## This District's Results in Grade 4 Science



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>718</b>	<b>96%</b>	<b>89%</b>	<b>54%</b>	<b>689</b>	<b>96%</b>	<b>89%</b>	<b>53%</b>
Female	357	97%	92%	55%	322	95%	90%	50%
Male	361	95%	86%	53%	367	96%	88%	56%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	215	98%	91%	47%	200	94%	87%	46%
Hispanic or Latino	113	95%	85%	52%	101	96%	88%	50%
Asian or Native Hawaiian/Other Pacific Islander	69	80%	70%	39%	59	-	-	-
White	315	99%	94%	63%	326	98%	93%	60%
Multiracial	4	-	-	-	2	-	-	-
Small Group Totals	6	100%	67%	33%	62	84%	76%	42%
General-Education Students	580	96%	91%	59%	560	96%	91%	58%
Students with Disabilities	138	96%	80%	34%	129	92%	80%	31%
English Proficient	629	99%	93%	59%	614	98%	93%	57%
Limited English Proficient	89	79%	64%	21%	75	75%	56%	19%
Economically Disadvantaged	594	96%	87%	49%	520	94%	86%	50%
Not Disadvantaged	124	99%	98%	77%	169	99%	98%	63%
Migrant								
Not Migrant	718	96%	89%	54%	689	96%	89%	53%

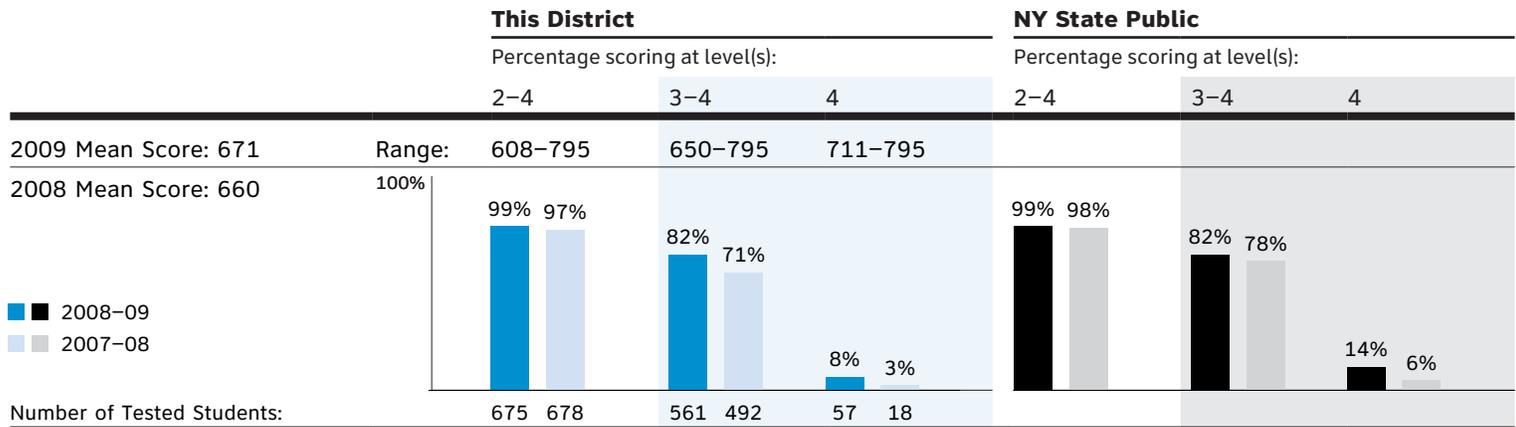
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 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	4	-	-	-	7	7	7	7

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



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>682</b>	<b>99%</b>	<b>82%</b>	<b>8%</b>	<b>697</b>	<b>97%</b>	<b>71%</b>	<b>3%</b>
Female	321	100%	83%	10%	355	98%	71%	3%
Male	361	98%	82%	7%	342	97%	70%	2%
American Indian or Alaska Native	1	-	-	-				
Black or African American	197	99%	76%	6%	201	100%	62%	0%
Hispanic or Latino	96	100%	78%	7%	109	97%	68%	4%
Asian or Native Hawaiian/Other Pacific Islander	51	90%	78%	10%	53	-	-	-
White	333	100%	88%	9%	333	98%	78%	4%
Multiracial	4	-	-	-	1	-	-	-
Small Group Totals	5	100%	100%	40%	54	87%	59%	2%
General-Education Students	545	99%	88%	10%	549	99%	78%	3%
Students with Disabilities	137	99%	61%	1%	148	93%	43%	0%
English Proficient	636	100%	86%	9%	640	98%	73%	3%
Limited English Proficient	46	89%	35%	0%	57	88%	40%	0%
Economically Disadvantaged	524	99%	80%	6%	543	97%	66%	2%
Not Disadvantaged	158	100%	91%	15%	154	99%	87%	6%
Migrant								
Not Migrant	682	99%	82%	8%	697	97%	71%	3%

### NOTES

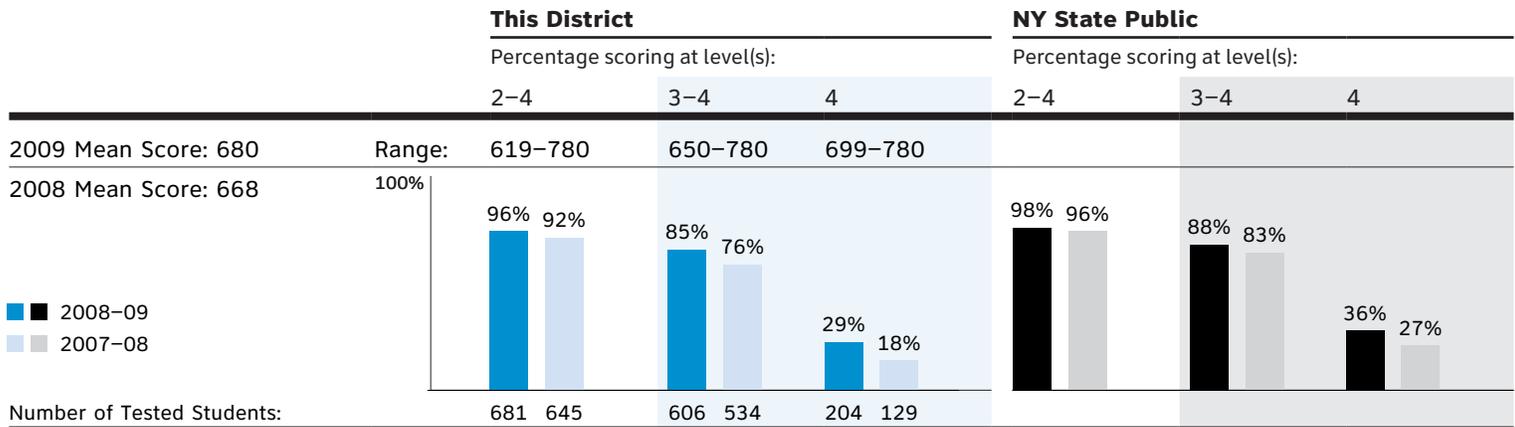
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## Other Assessments

	2008-09 School Year				2007-08 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	7	5	8	7	6	1
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	17	N/A	N/A	N/A	0	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

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>709</b>	<b>96%</b>	<b>85%</b>	<b>29%</b>	<b>703</b>	<b>92%</b>	<b>76%</b>	<b>18%</b>
Female	338	95%	83%	25%	357	92%	77%	19%
Male	371	97%	88%	33%	346	91%	75%	17%
American Indian or Alaska Native	1	-	-	-				
Black or African American	200	96%	81%	23%	199	93%	70%	12%
Hispanic or Latino	103	96%	84%	24%	111	94%	75%	16%
Asian or Native Hawaiian/Other Pacific Islander	67	87%	69%	31%	60	-	-	-
White	334	98%	92%	33%	332	94%	83%	22%
Multiracial	4	-	-	-	1	-	-	-
Small Group Totals	5	100%	100%	40%	61	72%	61%	25%
General-Education Students	569	97%	90%	34%	555	93%	81%	22%
Students with Disabilities	140	93%	66%	7%	148	86%	59%	5%
English Proficient	639	99%	90%	31%	634	95%	80%	20%
Limited English Proficient	70	73%	46%	7%	69	59%	35%	7%
Economically Disadvantaged	551	95%	83%	26%	550	90%	71%	15%
Not Disadvantaged	158	98%	94%	39%	153	98%	93%	30%
Migrant								
Not Migrant	709	96%	85%	29%	703	92%	76%	18%

### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 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	7	5	8	8	6	2

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

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2009 Mean Score: 658	598-785	650-785	696-785*			
2008 Mean Score: 647						
Number of Tested Students:	675	637	463	320	25	6

## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>677</b>	<b>100%</b>	<b>68%</b>	<b>4%</b>	<b>661</b>	<b>96%</b>	<b>48%</b>	<b>1%</b>
Female	335	100%	74%	5%	333	97%	49%	1%
Male	342	100%	63%	3%	328	96%	48%	1%
American Indian or Alaska Native								
Black or African American	201	100%	60%	3%	192	94%	30%	1%
Hispanic or Latino	109	100%	67%	4%	92	97%	40%	0%
Asian or Native Hawaiian/Other Pacific Islander	58	-	-	-	45	96%	51%	0%
White	308	99%	77%	3%	332	98%	61%	2%
Multiracial	1	-	-	-				
Small Group Totals	59	100%	54%	7%				
General-Education Students	530	100%	76%	5%	507	98%	59%	1%
Students with Disabilities	147	99%	40%	0%	154	92%	12%	0%
English Proficient	623	100%	73%	4%	612	98%	52%	1%
Limited English Proficient	54	100%	19%	0%	49	71%	2%	0%
Economically Disadvantaged	554	100%	64%	3%	530	96%	44%	0%
Not Disadvantaged	123	100%	86%	7%	131	98%	65%	4%
Migrant								
Not Migrant	677	100%	68%	4%	661	96%	48%	1%

### NOTES

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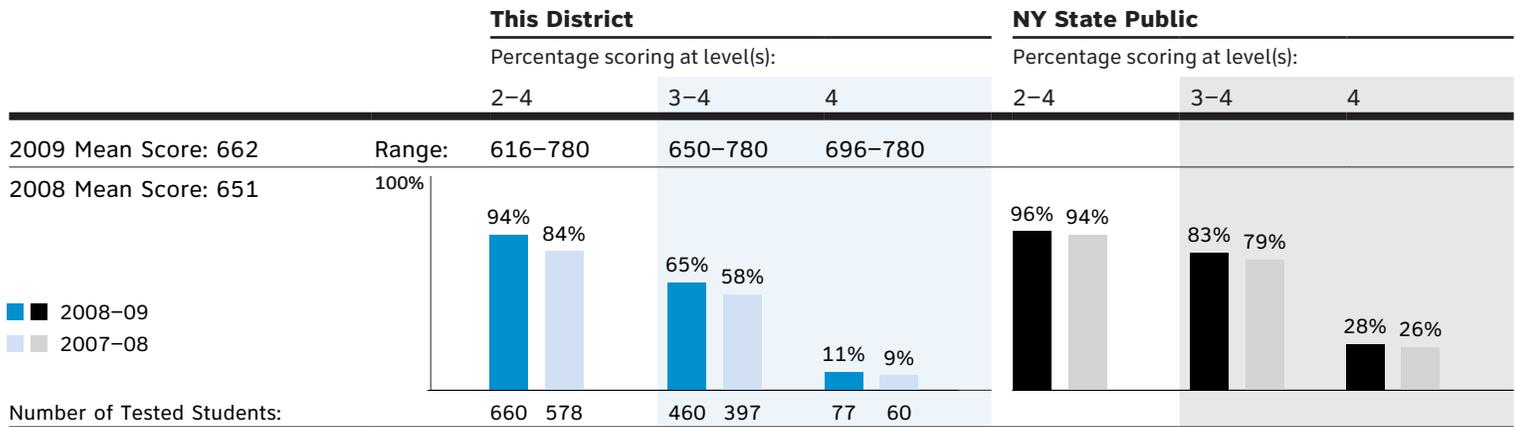
\* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

## Other Assessments

	2008-09 School Year				2007-08 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	5	6	5	4	1
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	17	N/A	N/A	N/A	0	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

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>703</b>	<b>94%</b>	<b>65%</b>	<b>11%</b>	<b>687</b>	<b>84%</b>	<b>58%</b>	<b>9%</b>
Female	353	93%	66%	13%	343	86%	60%	7%
Male	350	95%	65%	9%	344	82%	56%	10%
American Indian or Alaska Native								
Black or African American	208	92%	54%	5%	190	76%	40%	3%
Hispanic or Latino	111	95%	63%	11%	98	80%	48%	3%
Asian or Native Hawaiian/Other Pacific Islander	75	-	-	-	66	67%	47%	9%
White	308	95%	77%	14%	333	93%	73%	14%
Multiracial	1	-	-	-				
Small Group Totals	76	93%	51%	16%				
General-Education Students	554	95%	73%	14%	536	88%	67%	11%
Students with Disabilities	149	88%	39%	1%	151	69%	25%	1%
English Proficient	632	95%	71%	12%	608	90%	63%	10%
Limited English Proficient	71	82%	20%	0%	79	42%	14%	0%
Economically Disadvantaged	578	93%	61%	10%	557	82%	54%	5%
Not Disadvantaged	125	96%	86%	16%	130	93%	75%	23%
Migrant								
Not Migrant	703	94%	65%	11%	687	84%	58%	9%

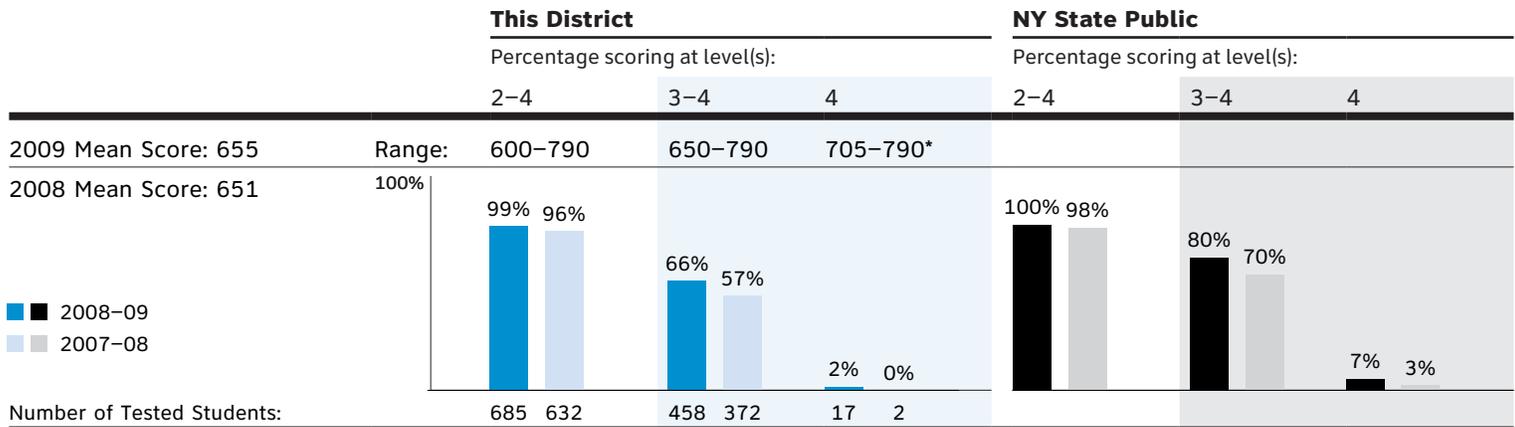
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## Other Assessments

	2008-09 School Year				2007-08 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	11	9	6	6	5	5

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



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>695</b>	<b>99%</b>	<b>66%</b>	<b>2%</b>	<b>657</b>	<b>96%</b>	<b>57%</b>	<b>0%</b>
Female	345	99%	69%	2%	328	97%	63%	0%
Male	350	98%	63%	3%	329	96%	50%	1%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	204	99%	56%	0%	201	95%	44%	0%
Hispanic or Latino	106	100%	60%	1%	90	93%	50%	0%
Asian or Native Hawaiian/Other Pacific Islander	60	-	-	-	43	88%	56%	0%
White	323	100%	77%	4%	323	99%	66%	1%
Multiracial	2	-	-	-	-	-	-	-
Small Group Totals	62	90%	48%	2%	534	97%	63%	0%
General-Education Students	538	99%	75%	3%	534	97%	63%	0%
Students with Disabilities	157	99%	35%	1%	123	92%	31%	0%
English Proficient	626	100%	72%	3%	613	98%	60%	0%
Limited English Proficient	69	88%	12%	0%	44	68%	7%	0%
Economically Disadvantaged	562	98%	63%	2%	476	96%	53%	0%
Not Disadvantaged	133	100%	79%	6%	181	97%	65%	1%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	695	99%	66%	2%	657	96%	57%	0%

### NOTES

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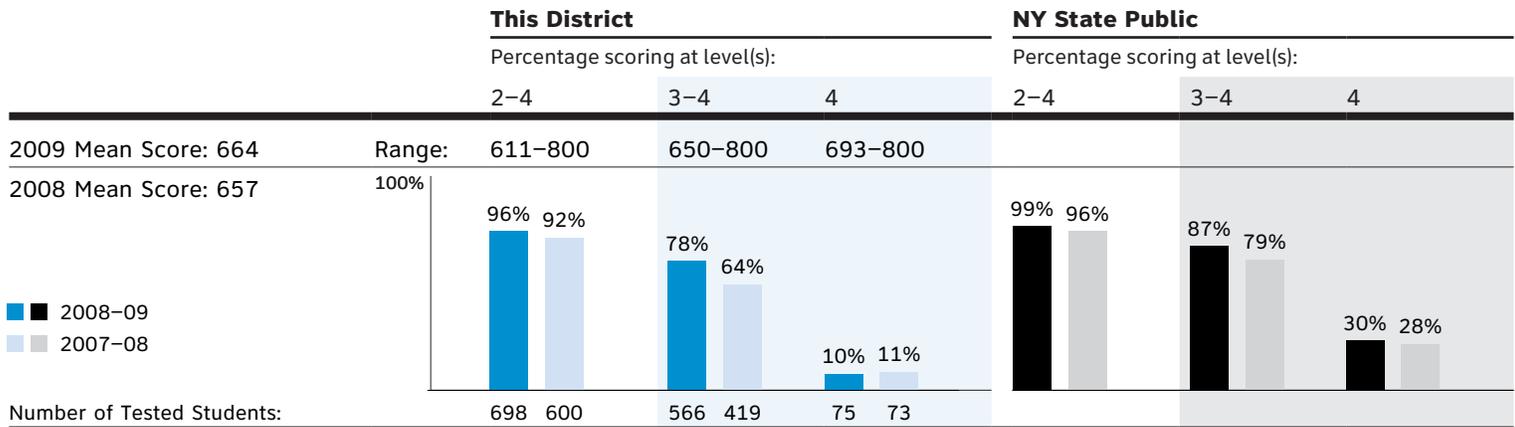
\* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

## Other Assessments

	2008-09 School Year				2007-08 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	8	8	8	6	9	9	8	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	20	N/A	N/A	N/A	0	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

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>725</b>	<b>96%</b>	<b>78%</b>	<b>10%</b>	<b>654</b>	<b>92%</b>	<b>64%</b>	<b>11%</b>
Female	360	98%	80%	8%	330	94%	66%	12%
Male	365	94%	76%	13%	324	90%	62%	11%
American Indian or Alaska Native								
Black or African American	208	96%	69%	2%	195	88%	54%	5%
Hispanic or Latino	107	94%	74%	10%	92	89%	55%	7%
Asian or Native Hawaiian/Other Pacific Islander	81	-	-	-	48	75%	56%	15%
White	327	99%	90%	15%	319	97%	74%	16%
Multiracial	2	-	-	-				
Small Group Totals	83	90%	59%	13%				
General-Education Students	566	97%	83%	13%	539	93%	68%	13%
Students with Disabilities	159	95%	62%	1%	115	86%	44%	2%
English Proficient	632	98%	84%	12%	598	96%	69%	12%
Limited English Proficient	93	83%	41%	1%	56	50%	13%	0%
Economically Disadvantaged	590	96%	77%	8%	477	92%	62%	8%
Not Disadvantaged	135	99%	83%	19%	177	92%	71%	20%
Migrant								
Not Migrant	725	96%	78%	10%	654	92%	64%	11%

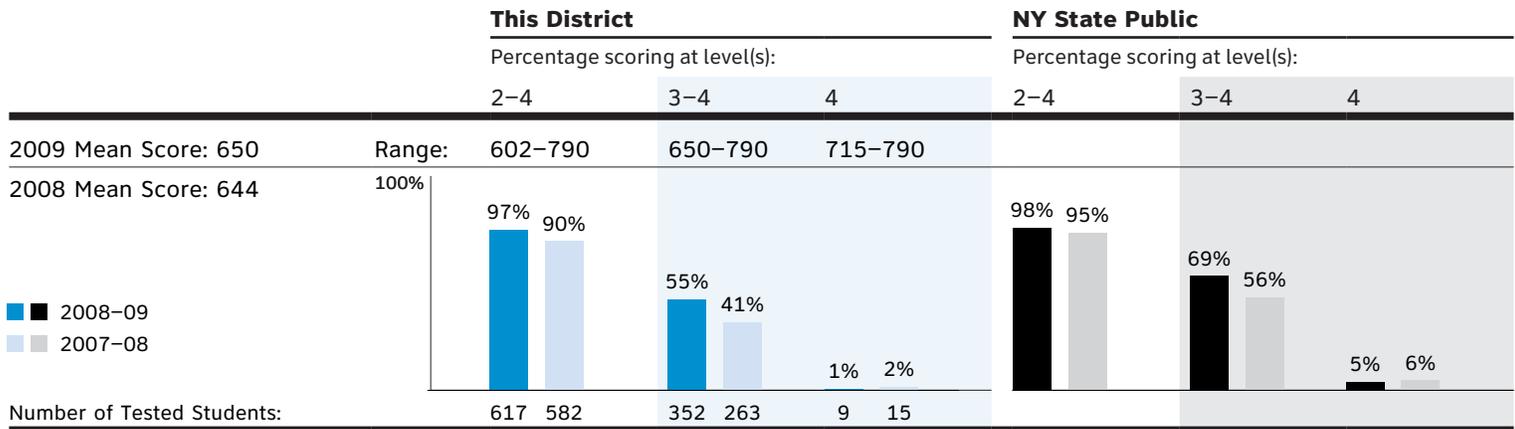
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## Other Assessments

	2008-09 School Year				2007-08 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	8	8	8	4	9	9	8	4

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



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>639</b>	<b>97%</b>	<b>55%</b>	<b>1%</b>	<b>649</b>	<b>90%</b>	<b>41%</b>	<b>2%</b>
Female	325	98%	62%	3%	330	91%	47%	3%
Male	314	95%	47%	0%	319	88%	34%	2%
American Indian or Alaska Native					1	-	-	-
Black or African American	197	96%	47%	1%	178	89%	24%	0%
Hispanic or Latino	92	99%	47%	0%	103	89%	32%	3%
Asian or Native Hawaiian/Other Pacific Islander	49	84%	51%	0%	46	-	-	-
White	296	98%	64%	3%	320	92%	53%	3%
Multiracial	5	100%	60%	0%	1	-	-	-
<b>Small Group Totals</b>					<b>48</b>	<b>75%</b>	<b>38%</b>	<b>2%</b>
General-Education Students	534	97%	62%	2%	514	95%	50%	3%
Students with Disabilities	105	93%	22%	0%	135	70%	6%	0%
English Proficient	590	99%	59%	2%	612	92%	43%	2%
Limited English Proficient	49	71%	6%	0%	37	49%	3%	0%
Economically Disadvantaged	472	96%	54%	1%	443	88%	32%	1%
Not Disadvantaged	167	99%	59%	2%	206	92%	59%	5%
Migrant								
Not Migrant	639	97%	55%	1%	649	90%	41%	2%

### NOTES

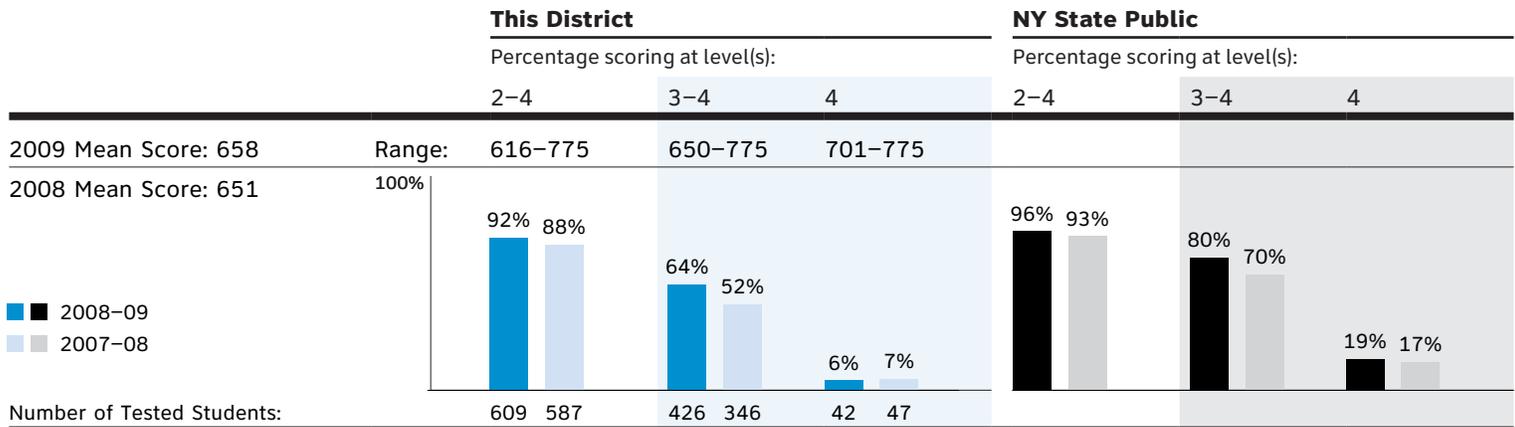
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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	10	10	10	9	7	7	5	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	18	N/A	N/A	N/A	0	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

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>662</b>	<b>92%</b>	<b>64%</b>	<b>6%</b>	<b>664</b>	<b>88%</b>	<b>52%</b>	<b>7%</b>
Female	333	92%	68%	7%	339	91%	51%	8%
Male	329	91%	60%	6%	325	86%	53%	6%
American Indian or Alaska Native					1	-	-	-
Black or African American	201	86%	56%	3%	172	84%	35%	3%
Hispanic or Latino	97	93%	58%	5%	104	86%	48%	3%
Asian or Native Hawaiian/Other Pacific Islander	62	90%	58%	10%	60	-	-	-
White	297	96%	73%	8%	326	94%	64%	10%
Multiracial	5	100%	60%	0%	1	-	-	-
<b>Small Group Totals</b>					62	74%	45%	11%
General-Education Students	550	93%	69%	8%	531	92%	59%	9%
Students with Disabilities	112	86%	39%	0%	133	75%	25%	1%
English Proficient	595	94%	69%	7%	609	91%	55%	8%
Limited English Proficient	67	78%	24%	0%	55	62%	22%	0%
Economically Disadvantaged	496	93%	65%	5%	459	88%	46%	4%
Not Disadvantaged	166	88%	64%	9%	205	90%	66%	14%
Migrant								
Not Migrant	662	92%	64%	6%	664	88%	52%	7%

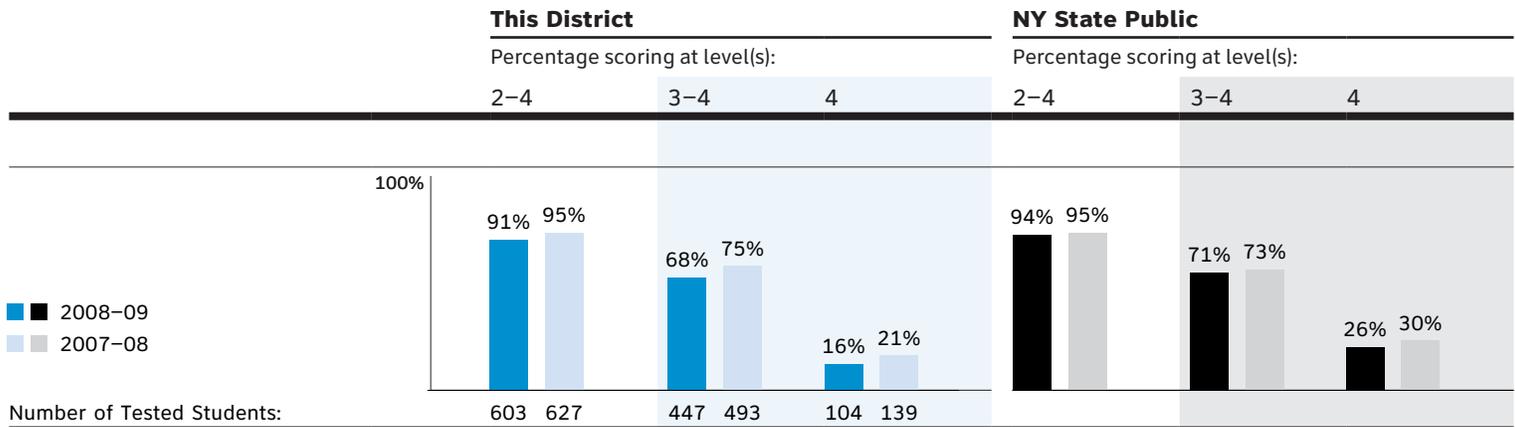
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	10	10	9	7	7	7	4	2

## This District's Results in Grade 8 Science



## Results by Student Group

	2008-09 School Year				2007-08 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
<b>All Students</b>	<b>566</b>	<b>90%</b>	<b>63%</b>	<b>11%</b>	<b>562</b>	<b>95%</b>	<b>71%</b>	<b>17%</b>
Female	279	91%	63%	8%	282	96%	66%	12%
Male	287	89%	62%	14%	280	93%	75%	23%
American Indian or Alaska Native					1	-	-	-
Black or African American	190	87%	53%	4%	155	95%	65%	10%
Hispanic or Latino	85	91%	58%	9%	98	98%	63%	12%
Asian or Native Hawaiian/Other Pacific Islander	54	65%	41%	6%	50	-	-	-
White	232	98%	77%	17%	257	99%	84%	25%
Multiracial	5	100%	80%	40%	1	-	-	-
<b>Small Group Totals</b>					<b>52</b>	<b>67%</b>	<b>38%</b>	<b>13%</b>
General-Education Students	460	90%	67%	13%	431	95%	75%	19%
Students with Disabilities	106	88%	45%	3%	131	92%	56%	11%
English Proficient	498	95%	70%	12%	507	97%	76%	19%
Limited English Proficient	68	51%	9%	0%	55	69%	22%	0%
Economically Disadvantaged	441	90%	62%	10%	422	94%	66%	14%
Not Disadvantaged	125	91%	63%	14%	140	96%	84%	27%
Migrant								
Not Migrant	566	90%	63%	11%	562	95%	71%	17%

### 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

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	10	10	9	8	7	7	7	5
Regents Science	94	94	93	43	95	95	95	41

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

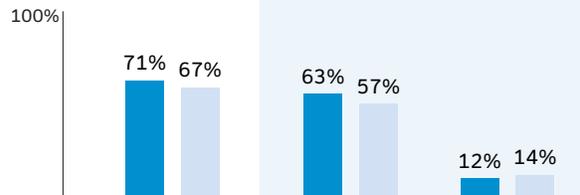
### This District

Percentage scoring at level(s):

2-4

3-4

4



■ 2005 Cohort  
■ 2004 Cohort

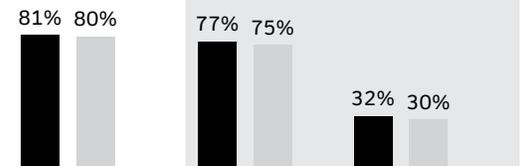
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2005 Cohort

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

### 2004 Cohort\*\*

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

	2005 Cohort	2005 Cohort			2004 Cohort**	2004 Cohort**		
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>761</b>	<b>71%</b>	<b>63%</b>	<b>12%</b>	<b>624</b>	<b>67%</b>	<b>57%</b>	<b>14%</b>
Female	364	78%	72%	13%	301	71%	61%	19%
Male	397	65%	54%	10%	323	64%	53%	9%
American Indian or Alaska Native	1	–	–	–				
Black or African American	218	67%	55%	6%	185	56%	44%	7%
Hispanic or Latino	100	56%	45%	5%	96	69%	55%	9%
Asian or Native Hawaiian/Other Pacific Islander	51	–	–	–	39	62%	49%	10%
White	391	77%	71%	17%	304	74%	66%	20%
Multiracial								
Small Group Totals	52	75%	65%	8%				
General-Education Students	614	79%	71%	14%	495	76%	66%	17%
Students with Disabilities	147	41%	26%	3%	129	33%	20%	2%
English Proficient	705	73%	65%	12%	586	69%	60%	15%
Limited English Proficient	56	46%	27%	2%	38	34%	5%	0%
Economically Disadvantaged	455	77%	67%	9%	306	71%	57%	12%
Not Disadvantaged	306	62%	56%	15%	318	64%	57%	16%
Migrant								
Not Migrant	761	71%	63%	12%	624	67%	57%	14%

### 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

### 2005 Cohort

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

### 2004 Cohort

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

New York State Alternate Assessment (NYSAA): High School Equivalent \*\*\*

\* 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.

\*\* 2004 cohort data are those reported in the 2007-08 *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

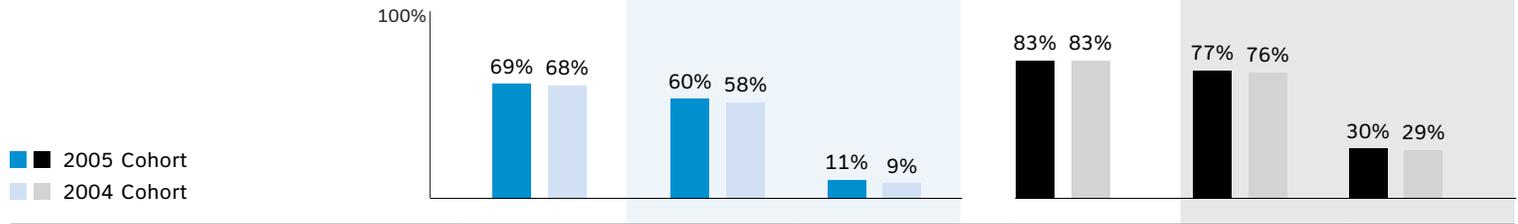
### NY State Public

Percentage scoring at level(s):

2-4

3-4

4



## Results by Student Group

### 2005 Cohort

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

### 2004 Cohort\*\*

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

	2005 Cohort			2004 Cohort**				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
<b>All Students</b>	<b>761</b>	<b>69%</b>	<b>60%</b>	<b>11%</b>	<b>624</b>	<b>68%</b>	<b>58%</b>	<b>9%</b>
Female	364	76%	66%	10%	301	72%	61%	10%
Male	397	63%	54%	11%	323	65%	55%	9%
American Indian or Alaska Native	1	–	–	–				
Black or African American	218	64%	50%	5%	185	57%	43%	4%
Hispanic or Latino	100	53%	41%	8%	96	64%	53%	5%
Asian or Native Hawaiian/Other Pacific Islander	51	–	–	–	39	82%	69%	8%
White	391	75%	68%	15%	304	75%	68%	13%
Multiracial								
Small Group Totals	52	77%	73%	12%				
General-Education Students	614	77%	69%	13%	495	79%	69%	11%
Students with Disabilities	147	35%	20%	1%	129	27%	19%	1%
English Proficient	705	70%	62%	11%	586	69%	60%	10%
Limited English Proficient	56	54%	32%	5%	38	63%	32%	3%
Economically Disadvantaged	455	76%	65%	10%	306	74%	62%	9%
Not Disadvantaged	306	58%	52%	11%	318	63%	55%	9%
Migrant								
Not Migrant	761	69%	60%	11%	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

### 2005 Cohort

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

### 2004 Cohort

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

New York State Alternate Assessment (NYSAA): High School Equivalent \*\*\*

\* 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.

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