



The New York State District Report Card

**Accountability
and Overview Report
2010 – 11**

District **WATERTOWN CITY SCHOOL
DISTRICT**

District ID **22-20-00-01-0000**

Superintendent **TERRY FRALICK**

Telephone **(315) 785-3700**

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 View School Accountability Status.**
This section lists all schools in your district by 2011–12 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.

For more information:

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

District **WATERTOWN CITY SCHOOL DISTRICT**District ID **22-20-00-01-0000**

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

	2008-09	2009-10	2010-11
Pre-K	135	135	136
Kindergarten	379	345	399
Grade 1	385	379	348
Grade 2	350	359	365
Grade 3	333	311	344
Grade 4	315	332	319
Grade 5	274	327	342
Grade 6	326	256	305
Ungraded Elementary	28	13	27
Grade 7	312	320	266
Grade 8	309	305	312
Grade 9	301	339	309
Grade 10	330	284	340
Grade 11	302	301	286
Grade 12	263	273	270
Ungraded Secondary	2	23	35
Total K-12	4209	4167	4267

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	19	20	20
Grade 8			
English	13	14	12
Mathematics	19	16	15
Science	26	26	24
Social Studies	23	23	25
Grade 10			
English	19	19	20
Mathematics	17	16	15
Science	25	22	26
Social Studies	18	20	22

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 WATERTOWN CITY SCHOOL DISTRICT

District ID 22-20-00-01-0000

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	1456	35%	1644	39%	1660	39%
Reduced-Price Lunch	479	11%	424	10%	442	10%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	114	3%	95	2%	101	2%
Racial/Ethnic Origin						
American Indian or Alaska Native	36	1%	41	1%	43	1%
Black or African American	519	12%	538	13%	497	12%
Hispanic or Latino	290	7%	304	7%	360	8%
Asian or Native Hawaiian/Other Pacific Islander	118	3%	115	3%	108	3%
White	3246	77%	3167	76%	3172	74%
Multiracial	0	0%	2	0%	87	2%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate		96%		94%		96%
Student Suspensions	317	7%	242	6%	268	6%

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 WATERTOWN CITY SCHOOL DISTRICT

District ID 22-20-00-01-0000

Teacher Qualifications

	2008-09	2009-10	2010-11
Total Number of Teachers	330	324	320
Percent with No Valid Teaching Certificate	1%	0%	0%
Percent Teaching Out of Certification	3%	1%	0%
Percent with Fewer Than Three Years of Experience	9%	5%	4%
Percentage with Master's Degree Plus 30 Hours or Doctorate	4%	5%	4%
Total Number of Core Classes	722	685	610
Percent Not Taught by Highly Qualified Teachers in This District	3%	0%	1%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	955	967	900
Percent Taught by Teachers Without Appropriate Certification	4%	1%	0%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	9%	7%	17%
Turnover Rate of All Teachers	9%	7%	9%

Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	55	31	30
Total Paraprofessionals*	100	104	135
Assistant Principals	3	4	4
Principals	8	8	8

* 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. A teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

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 2010–11, 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.p12.nysed.gov/irs/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 2010–11 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 2007 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 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

12th Graders

The count of 12th graders enrolled during the 2010–11 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2007 Cohort

The count of students in the 2007 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 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, 2011, are not included in the 2007 school accountability cohort. The 2007 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 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.)

Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

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 is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make 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.p12.nysed.gov/irs.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the *SIRS Manual* at www.p12.nysed.gov/irs.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.

Useful Terms for Understanding Accountability (continued)

Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2010–11, the participation enrollment (“Total” or “12th Graders”) shown in the tables is the sum of 2009–10 and 2010–11 participation enrollments and the “Percentage Tested” shown is the weighted average of the participation rates over those two years.

Performance Index (PI)

A 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:

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

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

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

A list of tests used to measure student performance for accountability is available at www.p12.nysed.gov/irs.

Progress Targets

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

Science: The current year’s Science Progress Target is calculated by adding one point to the previous year’s Performance Index (PI). Example: The 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year’s graduation-rate cohort and the state standard. Example: The 2010–11 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}) \times 0.20] + \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}$.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2010–11 safe harbor targets are calculated using the following equation:
2009–10 PI + (200 – the 2009–10 PI) × 0.10

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (*)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show “Qualified.” If the group did not meet one or more criteria, the column will show “Did not qualify.” A “*” symbol after the 2010–11 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2010–11, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a “—” in the Test Performance column in the table.

Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

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.p12.nysed.gov/irs/accountability/>.

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 (2011–12)

▲ Good Standing

ELA ▲ Good Standing

Science ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2009–10

2010–11

2011–12

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	✓	✗	—	✓ ^{SH}	✓	—
Hispanic or Latino	✓	✓	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	—	—	—	—
White	✓	✓	—	✓	✓	—
Multiracial	✓	✓	—	—	—	—
Other Groups						
Students with Disabilities	✗	✗	—	—	—	—
Limited English Proficient	✗	✗	—	—	—	—
Economically Disadvantaged	✓	✓	—	✓ ^{SH}	✓	—
Student groups making AYP in each subject	✗ 7 of 9	✗ 6 of 9	✓ 1 of 1	✓ 4 of 4	✓ 4 of 4	✓ 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  Good Standing
for This Subject
(2011–12)

Accountability Measures 7 of 9 Student groups making AYP in English language arts
 Did not make AYP

Prospective Status This district will be in good standing in 2012-13. [201]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (1921:1710)			98%		135	119	
Ethnicity							
American Indian or Alaska Native (17:16)	—	—	—	—	—	—	—
Black or African American (225:196)			98%		122	114	
Hispanic or Latino (179:150)			98%		127	114	
Asian or Native Hawaiian/Other Pacific Islander (44:40)			98%		150	107	
White (1402:1268)			97%		137	119	
Multiracial (54:40)			100%		130	107	
Other Groups							
Students with Disabilities (335:313)			97%		77	116	94 89
Limited English Proficient (50:60)			98%		105	110	110 115
Economically Disadvantaged (1055:915)			98%		118	118	
Final AYP Determination	 7 of 9						
Non-Accountability Groups							
Female (930:828)			98%		140	118	
Male (991:882)			98%		129	118	
Migrant (0:0)							


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.





























Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2011–12)

Accountability Measures 6 of 9 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status This district will be in good standing in 2012-13. [201]

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

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (1925:1733)			99%		148	134	
Ethnicity							
American Indian or Alaska Native (17:17)	—	—	—	—	—	—	—
Black or African American (227:197)			99%		128	129	129 135
Hispanic or Latino (179:157)			100%		140	129	
Asian or Native Hawaiian/Other Pacific Islander (45:40)			98%		165	122	
White (1403:1282)			98%		151	134	
Multiracial (54:40)			100%		140	122	
Other Groups							
Students with Disabilities (336:314)			97%		103	131	115 113
Limited English Proficient (53:67)			98%		121	125	125 129
Economically Disadvantaged (1058:932)			99%		133	133	
Final AYP Determination	 6 of 9						
Non-Accountability Groups							
Female (930:837)			98%		147	133	
Male (995:896)			99%		149	133	
Migrant (0:0)							

Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.















Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2011–12)

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

Prospective Status This district will be in good standing in 2012-13. [201]

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

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives			
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2010–11 2011–12		
Accountability Groups										
All Students (647:538)		Qualified		91%		178	100			
Ethnicity										
American Indian or Alaska Native (6:6)	—	—	—	—	—	—	—		—	
Black or African American (70:59)		Qualified		91%		169	100			
Hispanic or Latino (49:40)		Qualified		92%		185	100			
Asian or Native Hawaiian/Other Pacific Islander (13:10)	—	—	—	—	—	—	—		—	
White (494:416)		Qualified		91%		179	100			
Multiracial (15:7)	—	—	—	—	—	—	—		—	
Other Groups										
Students with Disabilities (119:106)		Qualified		95%		146	100			
Limited English Proficient (12:10)	—	—	—	—	—	—	—		—	
Economically Disadvantaged (343:276)		Qualified		91%		167	100			
Final AYP Determination		1 of 1								
Non-Accountability Groups										
Female (299:246)				90%		178	100			
Male (348:292)				91%		178	100			
Migrant (0:0)										


Symbols

-  Made AYP
-  Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.













Secondary-Level English Language Arts

Accountability Status  Good Standing
for This Subject
(2011–12)

Accountability Measures 4 of 4 Student groups making AYP in English language arts
 Made AYP

Prospective Status This district will be in good standing in 2012-13. [201]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (259:240)			99%		178	176	
Ethnicity							
American Indian or Alaska Native (3:3)	–	–	–	–	–	–	–
Black or African American (32:30)		–	–		160	166	20 164
Hispanic or Latino (16:13)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (11:8)	–	–	–	–	–	–	–
White (197:186)			99%		178	175	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (27:29)	–	–	–	–	–	–	–
Limited English Proficient (6:4)	–	–	–	–	–	–	–
Economically Disadvantaged (72:75)			97%		164	172	154 168
Final AYP Determination	 4 of 4						
Non-Accountability Groups							
Female (133:123)			99%		177	174	
Male (126:117)			98%		178	173	
Migrant (0:0)							


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.













Secondary-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2011–12)

Accountability Measures 4 of 4 Student groups making AYP in mathematics
 Made AYP

Prospective Status This district will be in good standing in 2012-13. [201]

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

Student Group (12th Graders: 2007 Cohort)	AYP	Participation		Test Performance		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12
Accountability Groups							
All Students (259:240)			98%		184	173	
Ethnicity							
American Indian or Alaska Native (3:3)	—	—	—	—	—	—	—
Black or African American (32:30)		—	—		177	163	
Hispanic or Latino (16:13)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (11:8)	—	—	—	—	—	—	—
White (197:186)			99%		184	172	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (27:29)	—	—	—	—	—	—	—
Limited English Proficient (6:4)	—	—	—	—	—	—	—
Economically Disadvantaged (72:75)			96%		173	169	
Final AYP Determination	 4 of 4						
Non-Accountability Groups							
Female (133:123)			99%		186	171	
Male (126:117)			98%		182	170	
Migrant (0:0)							


Symbols

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did not make AYP
- Fewer Than 40 12th Graders/Fewer Than 30 Cohort
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.







Graduation Rate

Accountability Status for This Indicator (2011–12)  Good Standing



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

Prospective Status This district will be in good standing in 2012-13. [201]

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

Student Group (2006 Graduation-Rate Total Cohort)	Graduation			Objectives	
	AYP	Met Criterion	Graduation Rate	State Standard	Progress Target 2010–11
Accountability Groups					
All Students (312)			70%	80%	66%
Ethnicity					
American Indian or Alaska Native (3)		—	—	—	
Black or African American (28)		—	—	—	
Hispanic or Latino (15)		—	—	—	
Asian or Native Hawaiian/Other Pacific Islander (14)		—	—	—	
White (252)			69%	80%	66%
Multiracial (0)					
Other Groups					
Students with Disabilities (58)			38%	80%	38%
Limited English Proficient (5)		—	—	—	
Economically Disadvantaged (88)			61%	80%	61%
Final AYP Determination	 1 of 1				
Non-Accountability Groups					
Female (155)			72%	80%	
Male (157)			69%	80%	
Migrant (0)					

Symbols

-  Made AYP
-  Did not make AYP
- Fewer than 30 Graduation-Rate Total Cohort

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

Aspirational Goal

The Board of Regents has set an aspirational goal that 95% of students in each public school and school district will graduate within five years of first entry into grade 9. The graduation rate for the 2006 total cohort through June 2011 (after 5 years) for this district is **73%** and, therefore, this district **did not** meet this goal. The aspirational goal does not impact accountability.

2011–12 Accountability Status of Schools in Your District

This section lists all schools in your district by 2011–12 accountability status.

In Good Standing

5 schools identified 63% of total

KNICKERBOCKER SCHOOL
NORTH ELEMENTARY SCHOOL
OHIO STREET SCHOOL
SHERMAN SCHOOL
STARBUCK ELEMENTARY SCHOOL

Improvement (year 1) Focused

2 schools identified 25% of total

CASE MIDDLE SCHOOL
HAROLD T WILEY SCHOOL

Corrective Action (year 1) Focused

1 school identified 13% of total

WATERTOWN SENIOR HIGH SCHOOL

4 Overview of District Performance

District **WATERTOWN CITY SCHOOL DISTRICT**

District ID **22-20-00-01-0000**

Summary of 2010–11 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	50%			328
Grade 4	46%			311
Grade 5	40%			300
Grade 6	48%			304
Grade 7	44%			270
Grade 8	38%			314

Mathematics			
Grade 3	52%		333
Grade 4	60%		311
Grade 5	55%		326
Grade 6	57%		305
Grade 7	62%		271
Grade 8	41%		313

Science			
Grade 4	90%		265
Grade 8	65%		268

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	68%			324
Mathematics	75%			324

About the Performance Level Descriptors

English Language Arts

Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this 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.p12.nysed.gov/irs.

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

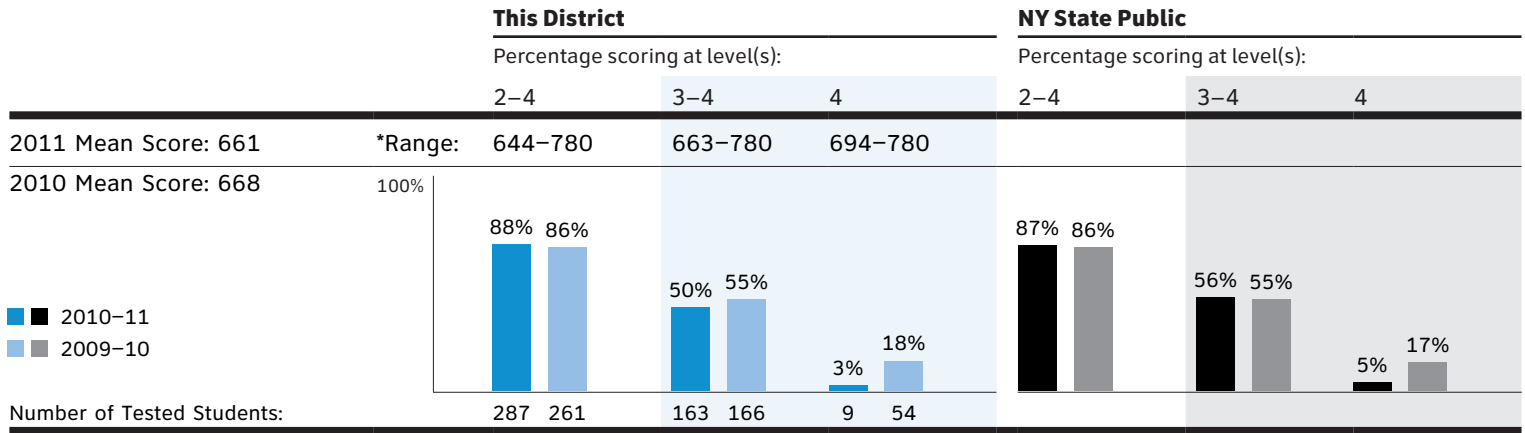
This is an urban or suburban school district with high student needs in relation to district resource capacity.

4 Overview of District Performance

District **WATERTOWN CITY SCHOOL DISTRICT**

District ID **22-20-00-01-0000**

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	328	88%	50%	3%	303	86%	55%	18%
Female	192	88%	49%	3%	145	86%	59%	20%
Male	136	88%	50%	3%	158	87%	51%	16%
American Indian or Alaska Native	5	100%	100%	20%	1	-	-	-
Black or African American	36	83%	33%	0%	34	88%	47%	0%
Hispanic or Latino	37	86%	38%	3%	27	89%	56%	15%
Asian or Native Hawaiian/Other Pacific Islander	11	91%	45%	0%	7	-	-	-
White	224	88%	53%	3%	234	86%	56%	21%
Multiracial	15	87%	53%	0%				
Small Group Totals					8	75%	50%	13%
General-Education Students	295	92%	55%	3%	261	92%	62%	20%
Students with Disabilities	33	45%	6%	0%	42	52%	12%	5%
English Proficient	313	88%	51%	3%	291	87%	55%	18%
Limited English Proficient	15	80%	13%	0%	12	75%	50%	17%
Economically Disadvantaged	197	83%	45%	2%	161	81%	42%	8%
Not Disadvantaged	131	94%	57%	5%	142	92%	70%	29%
Migrant								
Not Migrant	328	88%	50%	3%	303	86%	55%	18%

NOTES

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

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	6	4	4	6	5	5	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	4	N/A	N/A	N/A	2	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	5	N/A	N/A	N/A	2	N/A	N/A	N/A

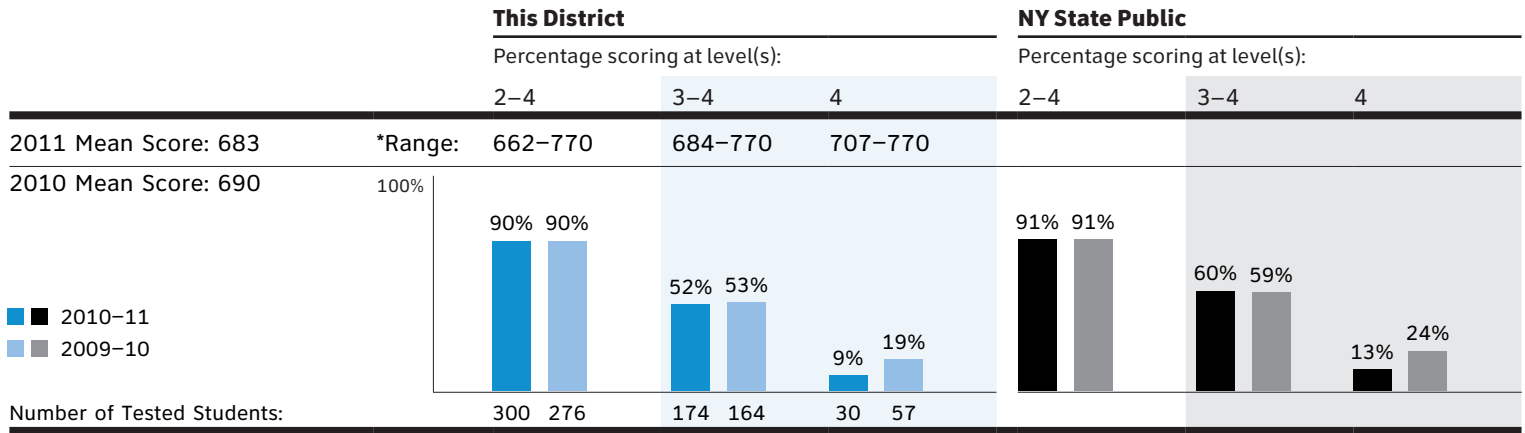
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **WATERTOWN CITY SCHOOL DISTRICT**

District ID **22-20-00-01-0000**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	333	90%	52%	9%	307	90%	53%	19%
Female	192	90%	52%	5%	147	87%	48%	15%
Male	141	91%	53%	15%	160	93%	59%	22%
American Indian or Alaska Native	5	100%	80%	40%	1	-	-	-
Black or African American	37	81%	35%	3%	34	88%	35%	9%
Hispanic or Latino	40	93%	40%	3%	29	79%	52%	14%
Asian or Native Hawaiian/Other Pacific Islander	11	91%	55%	18%	7	-	-	-
White	225	91%	56%	10%	236	92%	56%	21%
Multiracial	15	87%	67%	7%				
Small Group Totals					8	75%	50%	13%
General-Education Students	299	94%	57%	10%	264	92%	58%	21%
Students with Disabilities	34	59%	15%	0%	43	74%	28%	5%
English Proficient	313	90%	54%	10%	293	91%	54%	19%
Limited English Proficient	20	85%	25%	0%	14	64%	43%	0%
Economically Disadvantaged	198	86%	41%	5%	164	86%	45%	13%
Not Disadvantaged	135	96%	68%	15%	143	94%	64%	24%
Migrant								
Not Migrant	333	90%	52%	9%	307	90%	53%	19%

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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

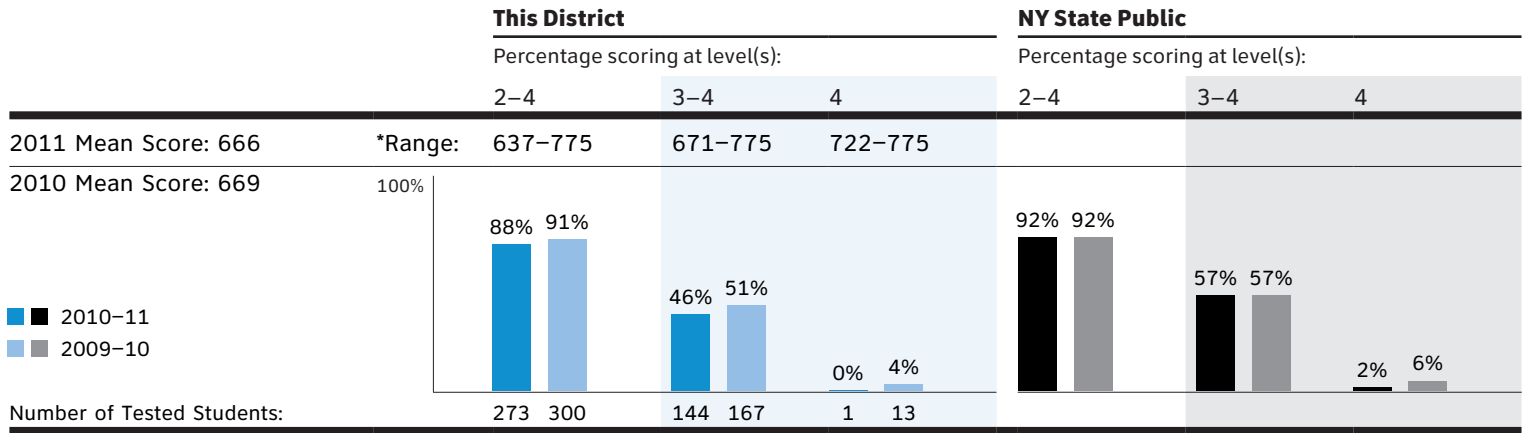
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	7	7	6	4	6	5	5	4

4 Overview of District Performance

District **WATERTOWN CITY SCHOOL DISTRICT**

District ID **22-20-00-01-0000**

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	311	88%	46%	0%	330	91%	51%	4%
Female	146	87%	50%	1%	151	96%	54%	7%
Male	165	88%	43%	0%	179	87%	47%	1%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	29	86%	34%	0%	44	89%	45%	5%
Hispanic or Latino	29	79%	45%	0%	33	100%	39%	3%
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-	7	-	-	-
White	230	89%	48%	0%	243	90%	54%	4%
Multiracial	11	91%	36%	0%				
Small Group Totals	12	92%	50%	0%	10	90%	30%	10%
General-Education Students	260	95%	55%	0%	284	96%	58%	5%
Students with Disabilities	51	51%	4%	0%	46	61%	7%	0%
English Proficient	302	89%	48%	0%	318	91%	52%	4%
Limited English Proficient	9	56%	0%	0%	12	100%	25%	0%
Economically Disadvantaged	171	82%	35%	0%	176	86%	40%	2%
Not Disadvantaged	140	95%	61%	1%	154	96%	63%	6%
Migrant								
Not Migrant	311	88%	46%	0%	330	91%	51%	4%

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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	8	8	8	8	11	9	9	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	1	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	1	N/A	N/A	N/A	0	N/A	N/A	N/A

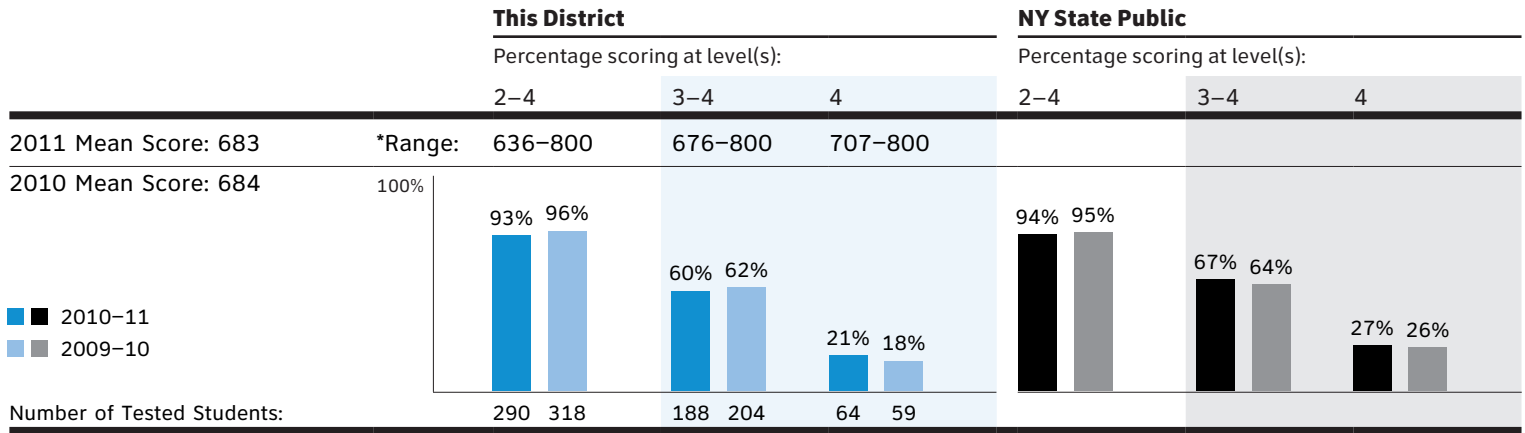
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **WATERTOWN CITY SCHOOL DISTRICT**

District ID **22-20-00-01-0000**

This District's Results in Grade 4 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	311	93%	60%	21%	330	96%	62%	18%
Female	144	93%	55%	21%	152	96%	64%	19%
Male	167	93%	65%	20%	178	97%	60%	17%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	29	93%	45%	10%	44	93%	45%	11%
Hispanic or Latino	31	81%	45%	10%	33	100%	61%	9%
Asian or Native Hawaiian/Other Pacific Islander	9	-	-	-	7	-	-	-
White	228	95%	65%	23%	243	96%	65%	20%
Multiracial	11	100%	27%	0%				
Small Group Totals	12	92%	75%	42%	10	100%	60%	30%
General-Education Students	260	96%	68%	24%	285	98%	68%	21%
Students with Disabilities	51	80%	22%	2%	45	87%	24%	0%
English Proficient	300	95%	62%	21%	318	96%	62%	18%
Limited English Proficient	11	55%	18%	0%	12	100%	50%	8%
Economically Disadvantaged	171	89%	49%	13%	175	94%	53%	13%
Not Disadvantaged	140	99%	74%	30%	155	99%	72%	23%
Migrant								
Not Migrant	311	93%	60%	21%	330	96%	62%	18%

NOTES

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

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

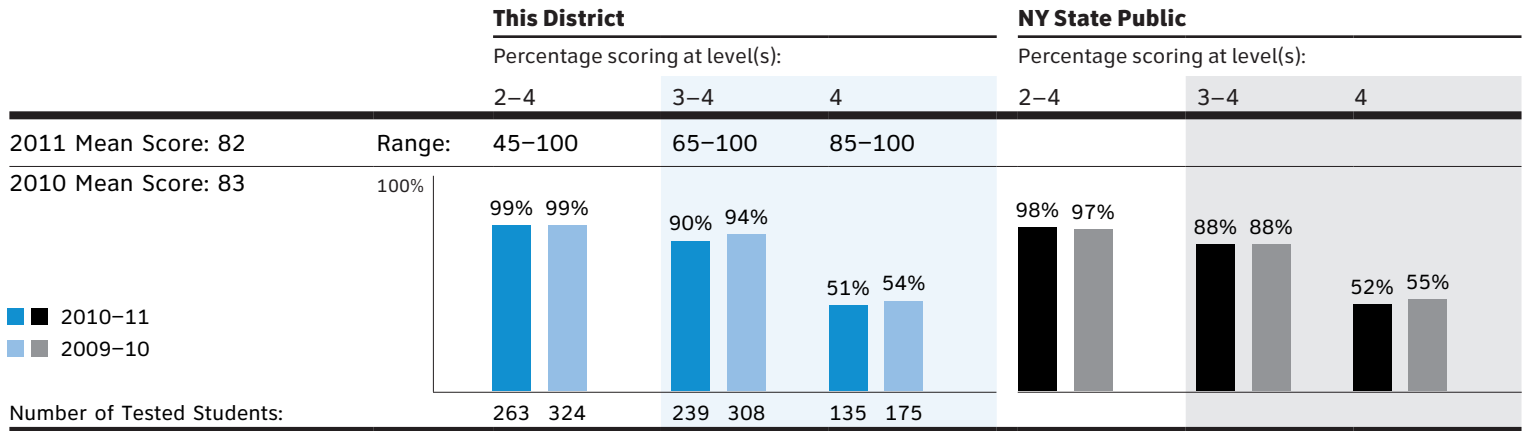
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	8	8	8	8	11	11	9	6

4 Overview of District Performance

District **WATERTOWN CITY SCHOOL DISTRICT**

District ID **22-20-00-01-0000**

This District's Results in Grade 4 Science



Results by Student Group

	2010-11 School Year				2009-10 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	265	99%	90%	51%	326	99%	94%	54%
Female	121	99%	88%	47%	149	99%	95%	52%
Male	144	99%	92%	54%	177	99%	94%	55%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	24	96%	88%	38%	43	100%	91%	51%
Hispanic or Latino	27	100%	81%	33%	33	100%	94%	45%
Asian or Native Hawaiian/Other Pacific Islander	6	-	-	-	7	-	-	-
White	197	99%	92%	56%	240	99%	95%	56%
Multiracial	8	100%	75%	38%				
Small Group Totals	9	100%	89%	44%	10	100%	100%	40%
General-Education Students	215	100%	95%	59%	283	99%	95%	58%
Students with Disabilities	50	96%	70%	18%	43	100%	88%	23%
English Proficient	255	99%	92%	53%	314	99%	95%	54%
Limited English Proficient	10	100%	50%	10%	12	100%	92%	42%
Economically Disadvantaged	143	99%	84%	35%	172	99%	92%	44%
Not Disadvantaged	122	100%	98%	70%	154	100%	97%	64%
Migrant								
Not Migrant	265	99%	90%	51%	326	99%	94%	54%

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

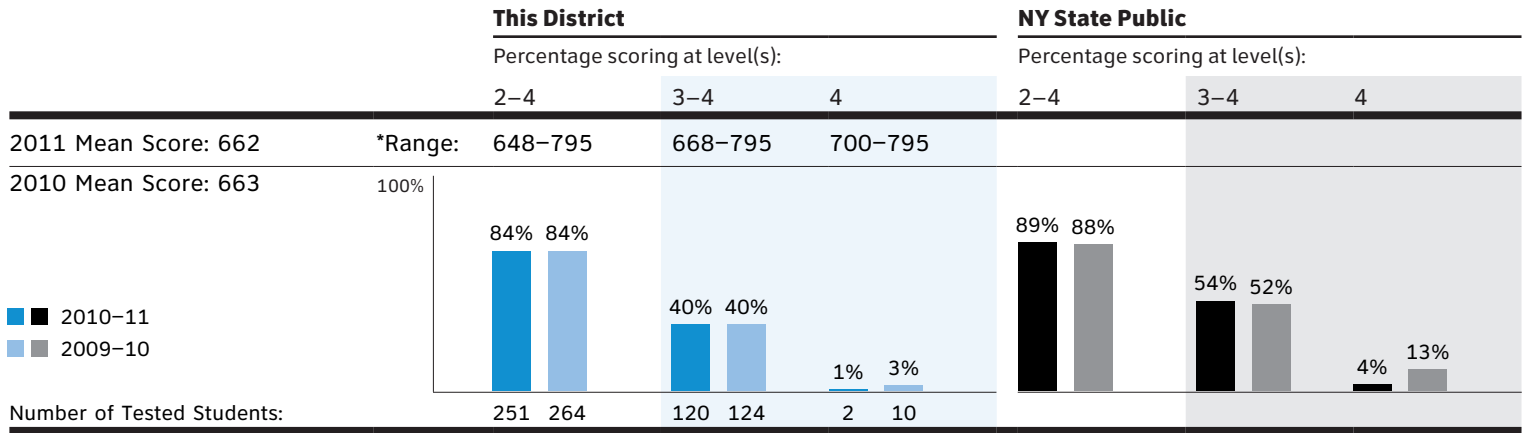
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	8	8	8	8	11	11	10	9

4 Overview of District Performance

District **WATERTOWN CITY SCHOOL DISTRICT**

District ID **22-20-00-01-0000**

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	300	84%	40%	1%	313	84%	40%	3%
Female	138	91%	43%	1%	133	87%	39%	3%
Male	162	78%	37%	1%	180	82%	40%	3%
American Indian or Alaska Native					2	-	-	-
Black or African American	23	87%	30%	0%	53	83%	34%	0%
Hispanic or Latino	33	88%	21%	3%	29	86%	31%	3%
Asian or Native Hawaiian/Other Pacific Islander	9	89%	67%	0%	4	-	-	-
White	222	83%	43%	0%	225	84%	41%	4%
Multiracial	13	77%	38%	0%				
Small Group Totals					6	83%	67%	0%
General-Education Students	251	92%	46%	1%	258	91%	46%	3%
Students with Disabilities	49	43%	10%	0%	55	55%	9%	2%
English Proficient	295	84%	41%	1%	306	85%	40%	3%
Limited English Proficient	5	60%	0%	0%	7	71%	14%	0%
Economically Disadvantaged	155	78%	26%	0%	179	82%	31%	1%
Not Disadvantaged	145	90%	54%	1%	134	87%	51%	6%
Migrant								
Not Migrant	300	84%	40%	1%	313	84%	40%	3%

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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	8	7	4	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	1	N/A	N/A	N/A

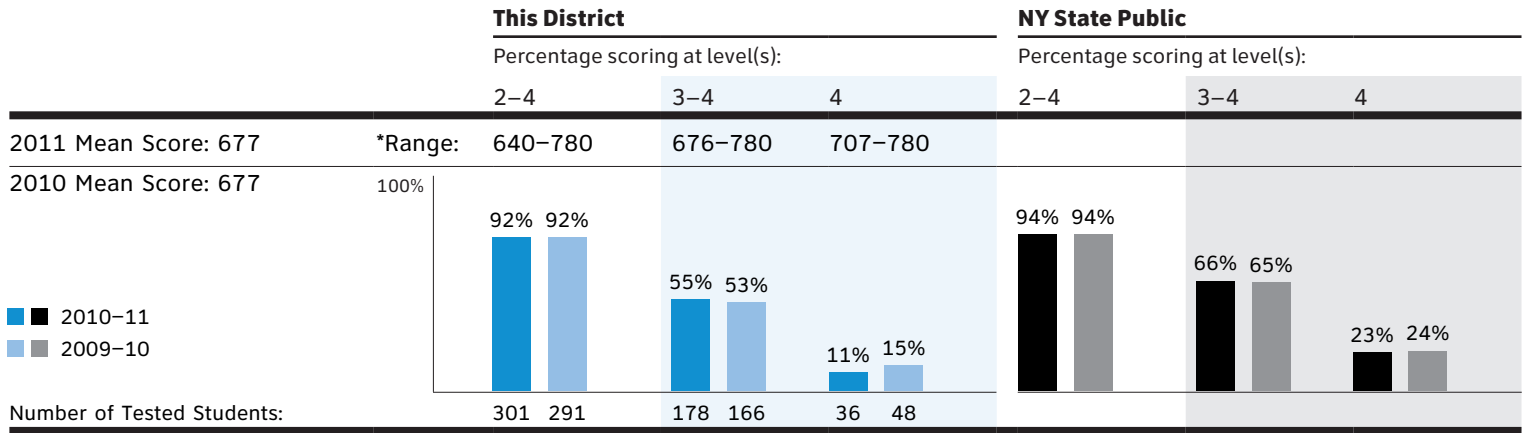
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **WATERTOWN CITY SCHOOL DISTRICT**

District ID **22-20-00-01-0000**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	326	92%	55%	11%	315	92%	53%	15%
Female	150	93%	57%	8%	134	93%	51%	14%
Male	176	92%	53%	14%	181	92%	54%	16%
American Indian or Alaska Native	1	-	-	-	2	-	-	-
Black or African American	26	85%	42%	4%	53	87%	30%	4%
Hispanic or Latino	36	92%	50%	6%	30	93%	50%	17%
Asian or Native Hawaiian/Other Pacific Islander	10	-	-	-	4	-	-	-
White	240	93%	57%	13%	226	93%	58%	18%
Multiracial	13	85%	46%	8%				
Small Group Totals	11	100%	64%	18%	6	100%	67%	0%
General-Education Students	276	95%	61%	13%	258	96%	58%	19%
Students with Disabilities	50	76%	22%	0%	57	75%	28%	0%
English Proficient	320	93%	55%	11%	307	93%	54%	16%
Limited English Proficient	6	83%	17%	0%	8	75%	13%	0%
Economically Disadvantaged	176	89%	42%	7%	181	89%	40%	8%
Not Disadvantaged	150	97%	69%	16%	134	97%	69%	25%
Migrant								
Not Migrant	326	92%	55%	11%	315	92%	53%	15%

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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

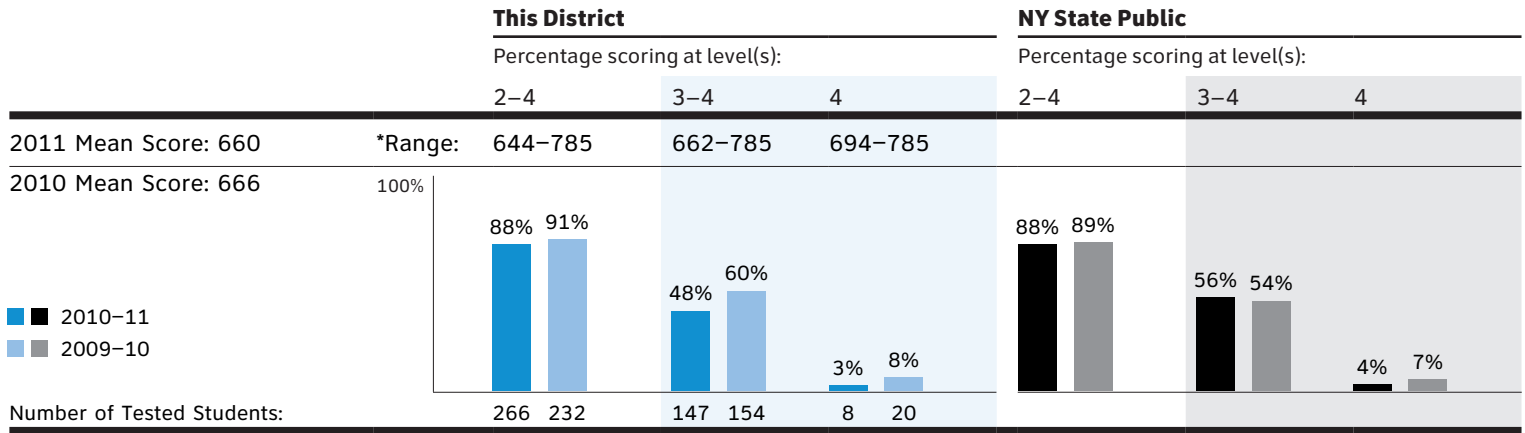
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	8	8	8	7	4	-	-	-

4 Overview of District Performance

District **WATERTOWN CITY SCHOOL DISTRICT**

District ID **22-20-00-01-0000**

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	304	88%	48%	3%	255	91%	60%	8%
Female	139	87%	49%	4%	121	93%	66%	11%
Male	165	88%	48%	2%	134	89%	55%	5%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	48	88%	40%	0%	38	95%	53%	3%
Hispanic or Latino	29	90%	41%	3%	15	93%	40%	13%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	7	-	-	-
White	213	87%	52%	3%	192	90%	62%	7%
Multiracial	8	88%	13%	0%				
Small Group Totals	6	100%	67%	17%	10	90%	90%	30%
General-Education Students	247	95%	57%	3%	217	96%	69%	9%
Students with Disabilities	57	54%	12%	0%	38	63%	11%	0%
English Proficient	298	88%	49%	3%	249	92%	61%	8%
Limited English Proficient	6	67%	0%	0%	6	67%	33%	0%
Economically Disadvantaged	166	83%	34%	1%	130	88%	47%	4%
Not Disadvantaged	138	93%	66%	5%	125	94%	74%	12%
Migrant								
Not Migrant	304	88%	48%	3%	255	91%	60%	8%

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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	6	6	7	7	5	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	1	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	1	N/A	N/A	N/A	0	N/A	N/A	N/A

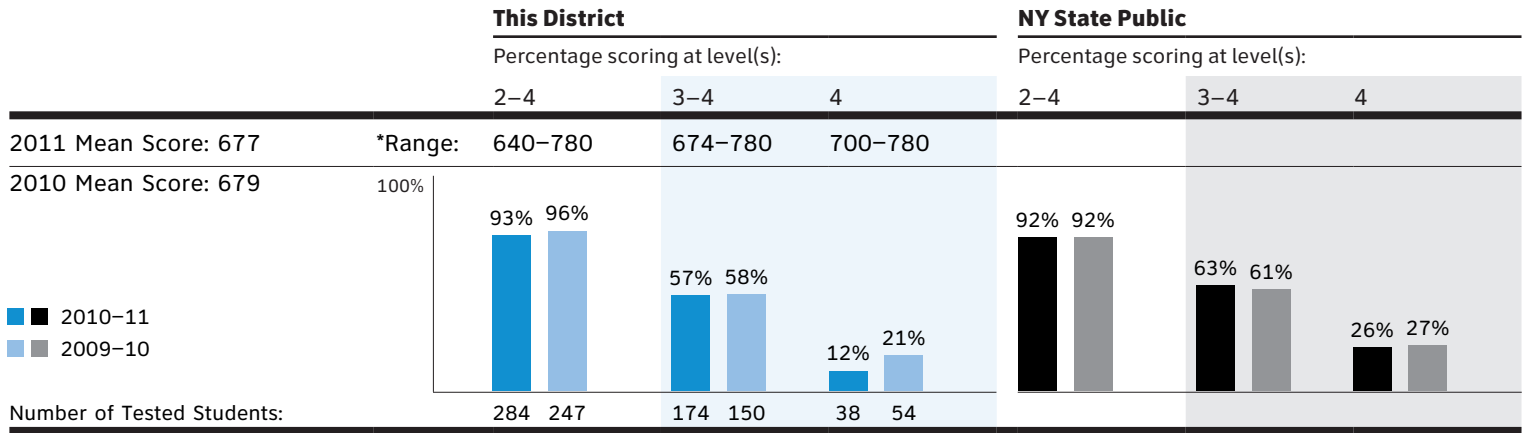
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **WATERTOWN CITY SCHOOL DISTRICT**

District ID **22-20-00-01-0000**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	305	93%	57%	12%	257	96%	58%	21%
Female	140	92%	54%	10%	123	96%	59%	24%
Male	165	94%	60%	15%	134	96%	58%	18%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	48	90%	48%	6%	39	92%	41%	10%
Hispanic or Latino	30	93%	53%	3%	15	93%	47%	20%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	7	-	-	-
White	213	94%	59%	15%	193	97%	62%	22%
Multiracial	8	88%	38%	13%				
Small Group Totals	6	100%	100%	33%	10	100%	80%	40%
General-Education Students	248	98%	67%	15%	218	99%	65%	24%
Students with Disabilities	57	74%	14%	0%	39	82%	23%	5%
English Proficient	298	94%	58%	13%	251	97%	59%	21%
Limited English Proficient	7	71%	29%	0%	6	67%	17%	17%
Economically Disadvantaged	167	89%	48%	7%	129	93%	46%	13%
Not Disadvantaged	138	98%	68%	19%	128	99%	71%	29%
Migrant								
Not Migrant	305	93%	57%	12%	257	96%	58%	21%

NOTES

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

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

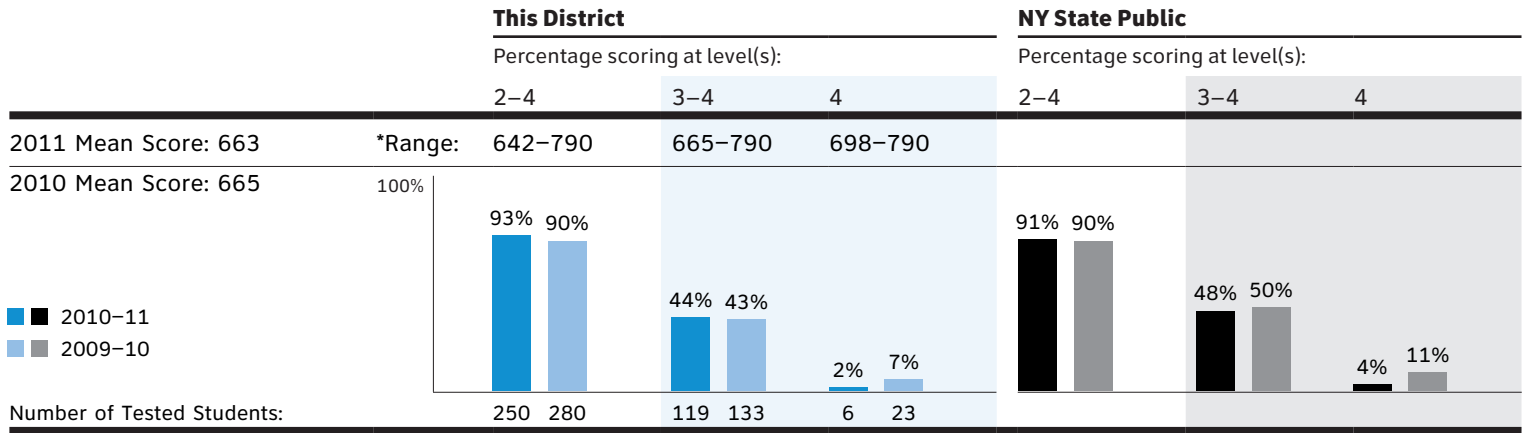
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	6	6	6	4	8	8	7	5

4 Overview of District Performance

District **WATERTOWN CITY SCHOOL DISTRICT**

District ID **22-20-00-01-0000**

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	270	93%	44%	2%	312	90%	43%	7%
Female	128	95%	53%	2%	139	94%	48%	6%
Male	142	90%	36%	2%	173	87%	38%	9%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	41	90%	34%	0%	48	90%	33%	6%
Hispanic or Latino	23	91%	48%	0%	23	91%	35%	0%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	86%	14%	6	-	-	-
White	193	93%	45%	3%	232	89%	45%	9%
Multiracial	4	-	-	-				
Small Group Totals	6	100%	17%	0%	9	100%	44%	0%
General-Education Students	230	95%	50%	3%	265	97%	49%	9%
Students with Disabilities	40	80%	10%	0%	47	49%	6%	0%
English Proficient	264	93%	45%	2%	311	-	-	-
Limited English Proficient	6	67%	17%	0%	1	-	-	-
Economically Disadvantaged	150	89%	31%	0%	162	81%	28%	2%
Not Disadvantaged	120	97%	60%	5%	150	99%	59%	13%
Migrant								
Not Migrant	270	93%	44%	2%	312	90%	43%	7%

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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	7	7	7	7	5	5	5	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	1	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	1	N/A	N/A	N/A	0	N/A	N/A	N/A

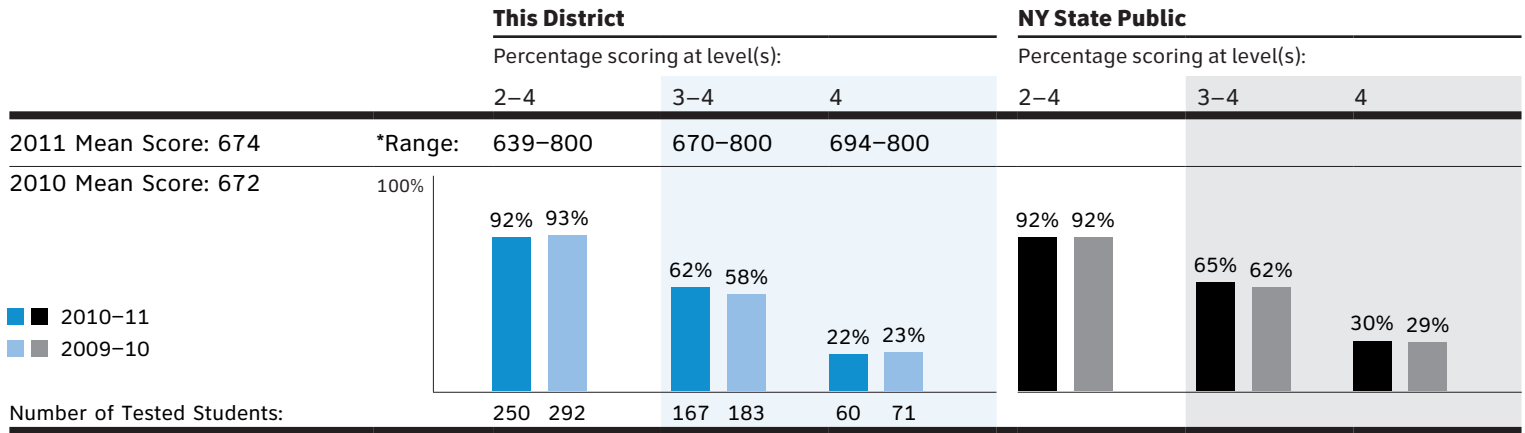
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **WATERTOWN CITY SCHOOL DISTRICT**

District ID **22-20-00-01-0000**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	271	92%	62%	22%	315	93%	58%	23%
Female	129	95%	59%	27%	139	92%	62%	25%
Male	142	90%	64%	18%	176	93%	55%	20%
American Indian or Alaska Native	2	-	-	-	3	-	-	-
Black or African American	41	83%	44%	7%	48	90%	50%	15%
Hispanic or Latino	22	82%	59%	18%	24	88%	42%	8%
Asian or Native Hawaiian/Other Pacific Islander	7	100%	86%	57%	6	-	-	-
White	195	95%	65%	24%	234	94%	62%	26%
Multiracial	4	-	-	-				
Small Group Totals	6	100%	50%	33%	9	100%	56%	22%
General-Education Students	231	94%	67%	25%	267	97%	66%	26%
Students with Disabilities	40	83%	30%	5%	48	69%	15%	2%
English Proficient	264	93%	63%	22%	314	-	-	-
Limited English Proficient	7	57%	14%	14%	1	-	-	-
Economically Disadvantaged	150	87%	52%	16%	163	87%	43%	13%
Not Disadvantaged	121	98%	74%	30%	152	99%	74%	32%
Migrant								
Not Migrant	271	92%	62%	22%	315	93%	58%	23%

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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

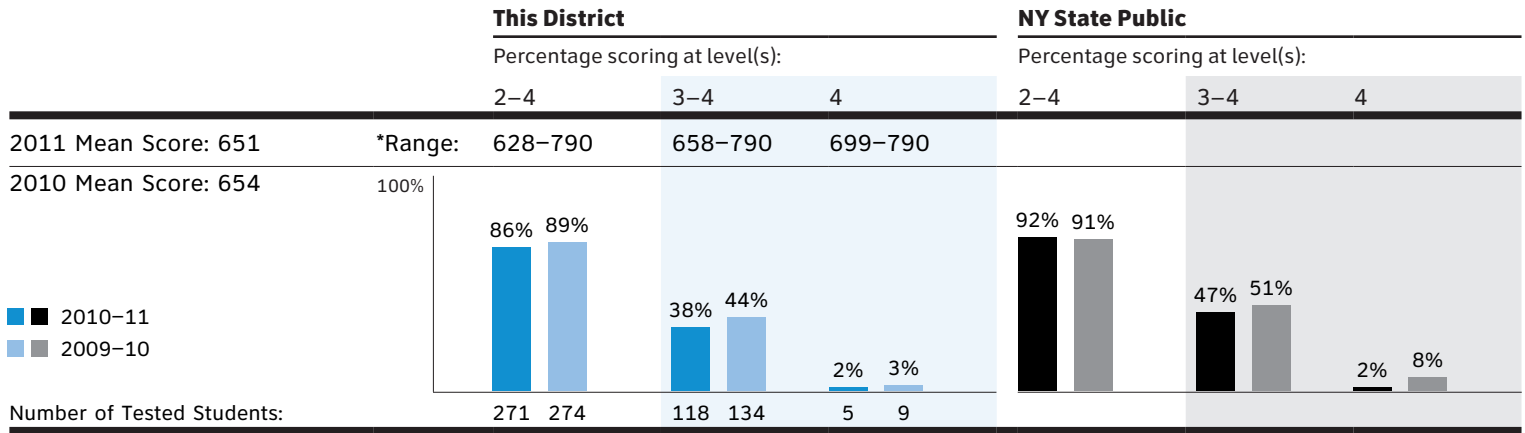
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	7	6	6	4	5	5	5	1

4 Overview of District Performance

District **WATERTOWN CITY SCHOOL DISTRICT**

District ID **22-20-00-01-0000**

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 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	314	86%	38%	2%	308	89%	44%	3%
Female	142	92%	40%	2%	150	91%	48%	4%
Male	172	82%	35%	1%	158	87%	39%	2%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	41	85%	34%	2%	38	87%	32%	3%
Hispanic or Latino	17	94%	24%	0%	20	75%	35%	0%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	6	-	-	-
White	246	86%	39%	2%	241	90%	46%	3%
Multiracial	3	-	-	-				
Small Group Totals	10	90%	30%	0%	9	89%	44%	0%
General-Education Students	260	93%	45%	2%	240	97%	53%	4%
Students with Disabilities	54	54%	4%	0%	68	60%	12%	0%
English Proficient	313	-	-	-	301	90%	45%	3%
Limited English Proficient	1	-	-	-	7	43%	0%	0%
Economically Disadvantaged	163	80%	20%	1%	164	84%	30%	1%
Not Disadvantaged	151	93%	56%	2%	144	94%	58%	5%
Migrant								
Not Migrant	314	86%	38%	2%	308	89%	44%	3%

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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	5	5	5	5	8	8	8	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A

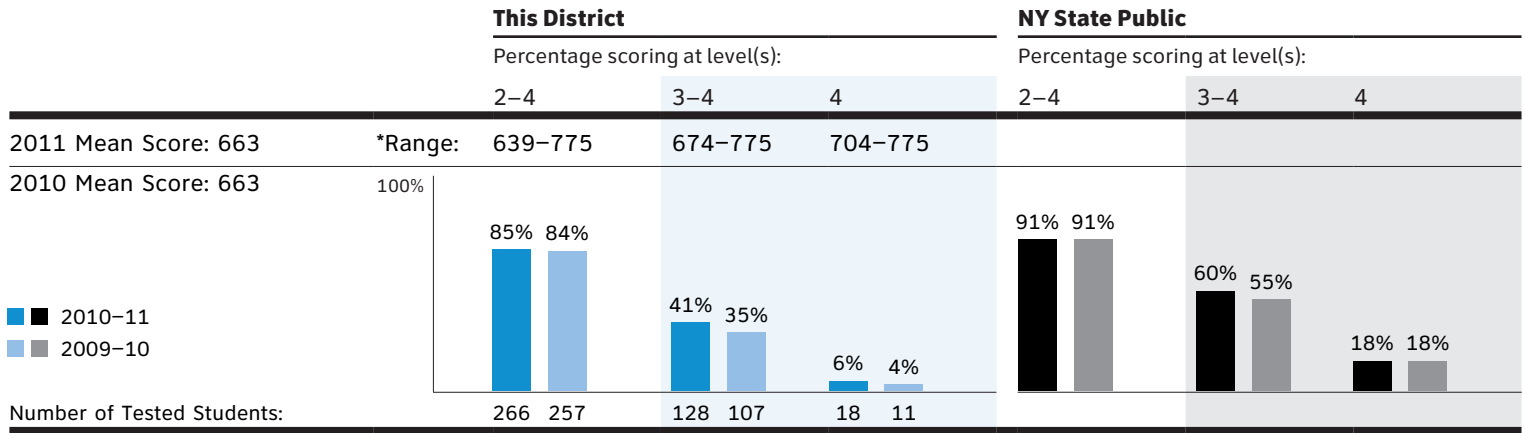
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **WATERTOWN CITY SCHOOL DISTRICT**

District ID **22-20-00-01-0000**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 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	313	85%	41%	6%	305	84%	35%	4%
Female	142	88%	44%	5%	148	84%	34%	3%
Male	171	82%	39%	6%	157	84%	36%	4%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	41	85%	37%	2%	37	76%	27%	3%
Hispanic or Latino	17	94%	35%	6%	21	81%	29%	0%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	6	-	-	-
White	245	84%	42%	7%	238	86%	36%	4%
Multiracial	3	-	-	-				
Small Group Totals	10	80%	30%	0%	9	78%	56%	0%
General-Education Students	259	91%	47%	7%	237	92%	43%	5%
Students with Disabilities	54	57%	13%	2%	68	57%	6%	0%
English Proficient	312	-	-	-	298	85%	36%	4%
Limited English Proficient	1	-	-	-	7	71%	0%	0%
Economically Disadvantaged	163	80%	28%	2%	159	80%	26%	3%
Not Disadvantaged	150	91%	55%	9%	146	89%	45%	5%
Migrant								
Not Migrant	313	85%	41%	6%	305	84%	35%	4%

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.

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 *Accountability and Overview Reports*.

Other Assessments

	2010-11 School Year				2009-10 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	5	5	5	5	8	8	7	4

4 Overview of District Performance

District **WATERTOWN CITY SCHOOL DISTRICT**

District ID **22-20-00-01-0000**

This District's Results in Grade 8 Science

This District

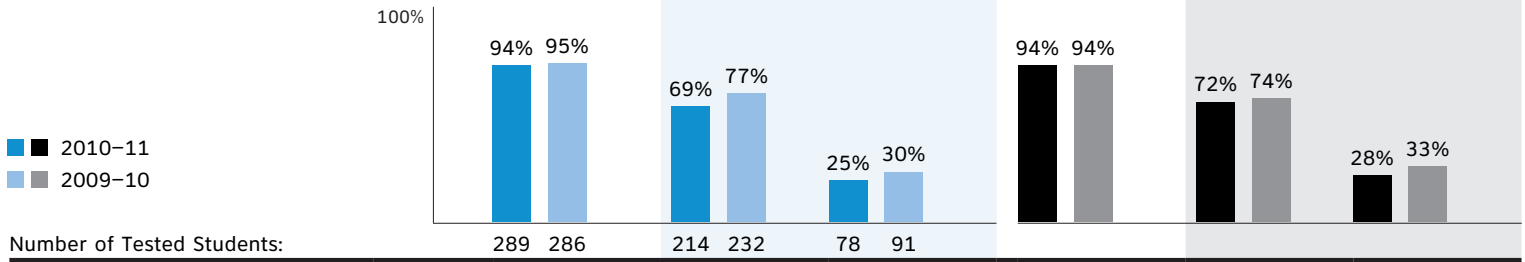
Percentage scoring at level(s):

2-4 3-4 4

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Results by Student Group

	2010-11 School Year				2009-10 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	268	93%	65%	17%	260	94%	73%	22%
Female	123	94%	63%	12%	124	93%	73%	15%
Male	145	91%	66%	21%	136	96%	74%	29%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	38	95%	66%	13%	34	97%	65%	15%
Hispanic or Latino	16	100%	81%	19%	19	89%	53%	5%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	5	-	-	-
White	204	92%	64%	18%	199	94%	77%	25%
Multiracial	4	-	-	-	-	-	-	-
Small Group Totals	10	90%	50%	10%	8	88%	75%	25%
General-Education Students	218	97%	72%	19%	194	99%	88%	27%
Students with Disabilities	50	72%	30%	8%	66	79%	32%	8%
English Proficient	267	-	-	-	253	94%	75%	23%
Limited English Proficient	1	-	-	-	7	86%	29%	0%
Economically Disadvantaged	153	88%	56%	11%	147	93%	65%	15%
Not Disadvantaged	115	98%	76%	25%	113	96%	84%	32%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	268	93%	65%	17%	260	94%	73%	22%

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

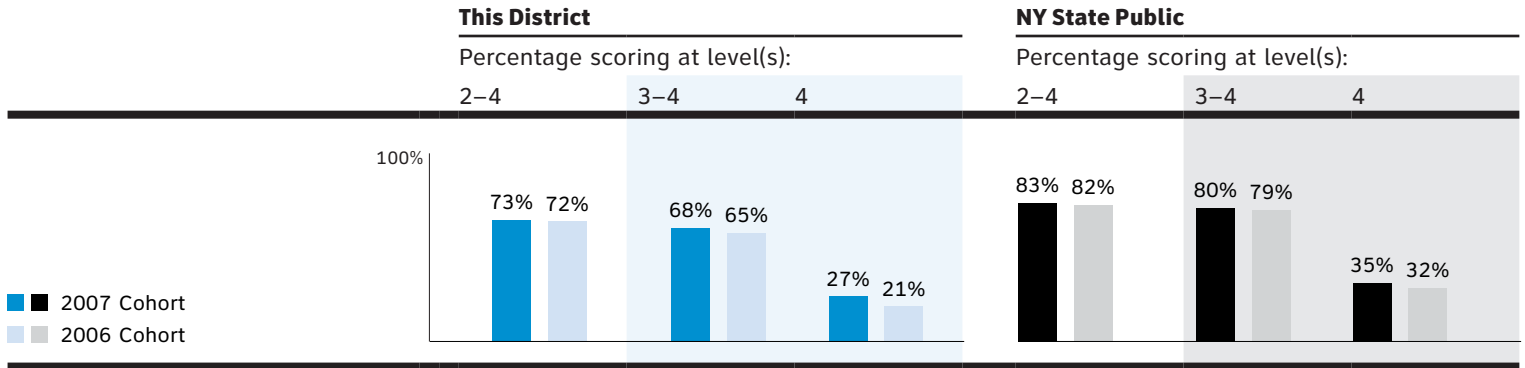
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	5	5	5	5	8	8	8	7
Regents Science	41	41	41	32	41	41	41	33

4 Overview of District Performance

District **WATERTOWN CITY SCHOOL DISTRICT**

District ID **22-20-00-01-0000**

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



Results by Student Group

	2007 Cohort				2006 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	324	73%	68%	27%	312	72%	65%	21%
Female	172	73%	69%	28%	155	74%	68%	26%
Male	152	72%	68%	26%	157	70%	63%	17%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	37	78%	70%	22%	28	64%	57%	14%
Hispanic or Latino	18	78%	78%	22%	15	80%	67%	13%
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	14	-	-	-
White	258	70%	67%	28%	252	72%	65%	21%
Multiracial								
Small Group Totals	11	100%	82%	27%	17	82%	76%	41%
General-Education Students	278	77%	74%	32%	261	77%	73%	26%
Students with Disabilities	46	46%	33%	0%	51	47%	25%	0%
English Proficient	320	-	-	-	307	73%	66%	22%
Limited English Proficient	4	-	-	-	5	20%	0%	0%
Economically Disadvantaged	101	69%	65%	15%	88	68%	59%	11%
Not Disadvantaged	223	74%	70%	33%	224	74%	68%	25%
Migrant								
Not Migrant	324	73%	68%	27%	312	72%	65%	21%

NOTES

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

* 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.

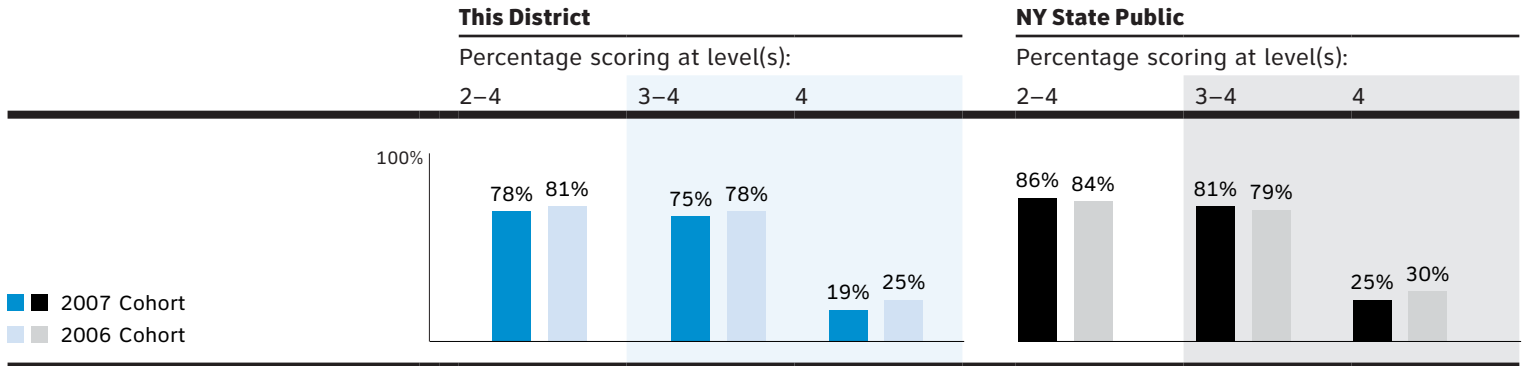
** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.

4 Overview of District Performance

District **WATERTOWN CITY SCHOOL DISTRICT**

District ID **22-20-00-01-0000**

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



Results by Student Group

	2007 Cohort				2006 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	324	78%	75%	19%	312	81%	78%	25%
Female	172	81%	78%	19%	155	86%	83%	29%
Male	152	75%	71%	18%	157	76%	73%	22%
American Indian or Alaska Native	3	-	-	-	3	-	-	-
Black or African American	37	89%	84%	14%	28	75%	75%	21%
Hispanic or Latino	18	83%	83%	11%	15	80%	73%	7%
Asian or Native Hawaiian/Other Pacific Islander	8	-	-	-	14	-	-	-
White	258	76%	72%	20%	252	81%	77%	25%
Multiracial								
Small Group Totals	11	100%	100%	18%	17	94%	94%	59%
General-Education Students	278	85%	82%	21%	261	87%	84%	30%
Students with Disabilities	46	39%	30%	2%	51	55%	47%	0%
English Proficient	320	-	-	-	307	82%	79%	25%
Limited English Proficient	4	-	-	-	5	40%	40%	20%
Economically Disadvantaged	101	74%	70%	6%	88	82%	76%	10%
Not Disadvantaged	223	80%	77%	24%	224	81%	79%	31%
Migrant								
Not Migrant	324	78%	75%	19%	312	81%	78%	25%

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.

* 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.

** 2006 cohort data are those reported in the 2009-10 *Accountability and Overview Report*.