



The New York State District Report Card

Accountability and Overview Report 2010 – 11

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 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 **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

	2008-09	2009-10	2010-11
Pre-K	584	519	557
Kindergarten	763	784	826
Grade 1	754	790	772
Grade 2	785	774	807
Grade 3	714	781	746
Grade 4	715	724	789
Grade 5	697	718	714
Grade 6	687	694	720
Ungraded Elementary	36	42	37
Grade 7	710	700	699
Grade 8	613	698	690
Grade 9	791	755	790
Grade 10	649	745	696
Grade 11	555	571	563
Grade 12	538	564	574
Ungraded Secondary	64	50	58
Total K-12	9071	9390	9481

Average Class Size

	2008-09	2009-10	2010-11
Common Branch	20	20	21
Grade 8			
English	15	15	15
Mathematics	23	19	20
Science	20	22	23
Social Studies	18	18	17
Grade 10			
English	17	22	19
Mathematics	23	19	20
Science	24	20	24
Social Studies	23	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

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	5969	66%	5992	64%	6566	69%
Reduced-Price Lunch	936	10%	897	10%	702	7%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	1154	13%	1203	13%	1374	14%
Racial/Ethnic Origin						
American Indian or Alaska Native	9	0%	12	0%	11	0%
Black or African American	2590	29%	2717	29%	2532	27%
Hispanic or Latino	1297	14%	1472	16%	1489	16%
Asian or Native Hawaiian/Other Pacific Islander	884	10%	995	11%	1142	12%
White	4254	47%	4150	44%	4149	44%
Multiracial	37	0%	44	0%	158	2%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate		93%		93%		93%
Student Suspensions	1108	13%	1029	11%	845	9%

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

	2008-09	2009-10	2010-11
Total Number of Teachers	739	780	782
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	0%	0%
Percent with Fewer Than Three Years of Experience	11%	9%	8%
Percentage with Master's Degree Plus 30 Hours or Doctorate	35%	38%	38%
Total Number of Core Classes	1381	1639	1760
Percent Not Taught by Highly Qualified Teachers in This District	0%	0%	0%
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	2117	2535	2827
Percent Taught by Teachers Without Appropriate Certification	1%	0%	0%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	16%	12%	12%
Turnover Rate of All Teachers	13%	12%	9%

Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	90	120	125
Total Paraprofessionals*	249	160	134
Assistant Principals	15	15	14
Principals	12	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. 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)

▲ Improvement (Year 7)

ELA	▲ Improvement (Year 7)	Science	▲ Good Standing
Math	▲ Good Standing	Graduation Rate	▲ Improvement (Year 1)

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	✗	✗		✗	✗	
Hispanic or Latino	✗	✗		✓	✓	
Asian or Native Hawaiian/Other Pacific Islander	✗	✗		✗	✗	
White	✓	✓		✓	✓	
Multiracial	✓	✓				
Other Groups						
Students with Disabilities	✗	✗		✗	✗	
Limited English Proficient	✗	✗		✗	✗	
Economically Disadvantaged	✗	✗		✗	✗	
Student groups making AYP in each subject	✗ 2 of 9	✗ 2 of 9	✓ 1 of 1	✗ 2 of 8	✗ 2 of 8	✗ 0 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  Improvement (Year 7)
for This Subject
(2011–12)

Accountability Measures 2 of 9 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 2011-12, the district will be In Need of Improvement (Year 8) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 7) in 2012-13. [210]

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

Student Group (Total: Continuous Enrollment)	AYP Status	Participation		Test Performance		Performance Objectives		
		Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010–11 2011–12	
Accountability Groups								
All Students (4493:4236)			100%		115	120	120	124
Ethnicity								
American Indian or Alaska Native (4:4)	—	—	—	—	—	—	—	—
Black or African American (1249:1193)			99%		99	119	116	109
Hispanic or Latino (767:711)			100%		112	118	118	121
Asian or Native Hawaiian/Other Pacific Islander (533:479)			100%		84	117	103	96
White (1867:1780)			100%		135	119		
Multiracial (73:69)			100%		122	110		
Other Groups								
Students with Disabilities (932:919)			99%		66	118	88	79
Limited English Proficient (618:682)			100%		64	118	87	78
Economically Disadvantaged (3747:3513)			100%		108	120	120	117
Final AYP Determination	 2 of 9							
Non-Accountability Groups								
Female (2173:2041)			100%		124	120		
Male (2320:2195)			99%		107	120		
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 2 of 9 Student groups making AYP in mathematics
 Did not make AYP




Prospective Status

A district that fails to make AYP in mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

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 (4496:4285)			100%		129	135	135	136
Ethnicity								
American Indian or Alaska Native (4:4)	—	—	—	—	—	—	—	—
Black or African American (1249:1199)			99%		112	134	127	121
Hispanic or Latino (769:721)			99%		125	133	133	133
Asian or Native Hawaiian/Other Pacific Islander (534:496)			100%		117	132	127	125
White (1867:1796)			100%		144	134		
Multiracial (73:69)			100%		145	125		
Other Groups								
Students with Disabilities (931:921)			99%		83	133	101	95
Limited English Proficient (619:730)			100%		90	133	107	101
Economically Disadvantaged (3749:3562)			100%		123	135	135	131
Final AYP Determination	 2 of 9							
Non-Accountability Groups								
Female (2175:2061)			100%		131	135		
Male (2321:2224)			100%		127	135		
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 (1529:1439)		Qualified		98%		171	100			
Ethnicity										
American Indian or Alaska Native (2:1)	–	–	–	–	–	–	–		–	
Black or African American (400:378)		Qualified		97%		160	100			
Hispanic or Latino (274:258)		Qualified		99%		169	100			
Asian or Native Hawaiian/Other Pacific Islander (192:180)		Qualified		99%		150	100			
White (639:601)		Qualified		98%		184	100			
Multiracial (22:21)	–	–	–	–	–	–	–		–	
Other Groups										
Students with Disabilities (351:336)		Qualified		95%		146	100			
Limited English Proficient (231:250)		Qualified		99%		142	100			
Economically Disadvantaged (1278:1208)		Qualified		98%		168	100			
Final AYP Determination		1 of 1								
Non-Accountability Groups										
Female (738:693)				98%		171	100			
Male (791:746)				98%		171	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  Improvement (Year 7)
for This Subject
(2011–12)

Accountability Measures 2 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 2011-12, the district will be In Need of Improvement (Year 8) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will remain In Need of Improvement (Year 7) in 2012-13. [210]

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 (602:579)			99%		170	178	173 [‡]	173
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (164:162)			99%		156	175	164 [‡]	160
Hispanic or Latino (89:74)			99%		177	172		
Asian or Native Hawaiian/Other Pacific Islander (65:74)			100%		141	172	151 [‡]	147
White (284:269)			98%		184	176		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (80:97)			98%		116	173	126 [‡]	124
Limited English Proficient (61:80)			100%		128	172	98 [‡]	135
Economically Disadvantaged (388:395)			99%		162	177	167 [‡]	166
Final AYP Determination		2 of 8						
Non-Accountability Groups								
Female (321:293)			99%		174	177		
Male (281:286)			99%		165	177		
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 2 of 8 Student groups making AYP in mathematics
 Did not make AYP

Prospective Status

A district that fails to make AYP in mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2011-12, the district will be District In Need of Improvement (Year 1) in 2012-13. If this district makes AYP at either the elementary/middle or secondary level in 2011-12, the district will be in good standing in 2012-13. [202]

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 (602:579)			99%		171	175	172‡	174
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (164:162)			99%		154	172	160‡	159
Hispanic or Latino (89:74)			99%		177	169		
Asian or Native Hawaiian/Other Pacific Islander (65:74)			100%		159	169	169‡	163
White (284:269)			99%		183	173		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (80:97)			99%		110	170	125‡	119
Limited English Proficient (61:80)			100%		146	169	135‡	151
Economically Disadvantaged (388:395)			100%		168	174	170‡	171
Final AYP Determination	 2 of 8							
Non-Accountability Groups								
Female (321:293)			99%		176	174		
Male (281:286)			99%		166	174		
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)  Improvement (Year 1)

Accountability Measures 0 of 1 Student groups making AYP in graduation rate
 Did not make AYP



Prospective Status

To be removed from improvement status in graduation rate, this district must make AYP in this measure for two consecutive years. If this district fails to make AYP in 2011-12, the district will be In Need of Improvement (Year 2) in 2012-13. If this district makes AYP in 2011-12, the district will remain In Need of Improvement (Year 1) in 2012-13. [211]

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 (719)			65%	80%	67%
Ethnicity					
American Indian or Alaska Native (1)		—	—	—	
Black or African American (179)			55%	80%	62%
Hispanic or Latino (98)			50%	80%	54%
Asian or Native Hawaiian/Other Pacific Islander (57)			63%	80%	66%
White (383)			74%	80%	74%
Multiracial (1)		—	—	—	
Other Groups					
Students with Disabilities (151)			44%	80%	50%
Limited English Proficient (59)			34%	80%	57%
Economically Disadvantaged (387)			67%	80%	71%
Final AYP Determination	 0 of 1				
Non-Accountability Groups					
Female (364)			68%	80%	
Male (355)			63%	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 **68%** 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

3 schools identified 25% of total

ALBANY ELEMENTARY SCHOOL
 HUGH R JONES ELEMENTARY SCHOOL
 WATSON WILLIAMS ELEMENTARY SCHOOL

Improvement (year 1) Basic

1 school identified 8% of total

GENERAL HERKIMER ELEMENTARY SCHOOL

Improvement (year 1) Focused

1 school identified 8% of total

CHRISTOPHER COLUMBUS ELEMENTARY SCHOOL

Improvement (year 1) Comprehensive

4 schools identified 33% of total

JOHN F HUGHES ELEMENTARY SCHOOL
 KERNAN ELEMENTARY SCHOOL
 MARTIN LUTHER KING JR ELEMENTARY SCHOOL
 THOMAS JEFFERSON ELEMENTARY SCHOOL

Restructuring (year 1) Focused

1 school identified 8% of total

JOHN F KENNEDY MIDDLE SCHOOL

Restructuring (advanced) Comprehensive

2 schools identified 17% of total

SENATOR JAMES H DONOVAN MIDDLE SCHOOL
 THOMAS R PROCTOR HIGH SCHOOL

4 Overview of District Performance

District **UTICA CITY SCHOOL DISTRICT**

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

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	39%			744
Grade 4	35%			764
Grade 5	32%			709
Grade 6	38%			708
Grade 7	30%			697
Grade 8	31%			709

Mathematics			
Grade 3	46%		757
Grade 4	50%		781
Grade 5	47%		727
Grade 6	33%		726
Grade 7	44%		705
Grade 8	36%		728

Science			
Grade 4	83%		774
Grade 8	63%		622

Secondary Level	Percentage of students that scored at or above Level 3			2007 Total Cohort
	0%	50%	100%	
English	65%			760
Mathematics	65%			760

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

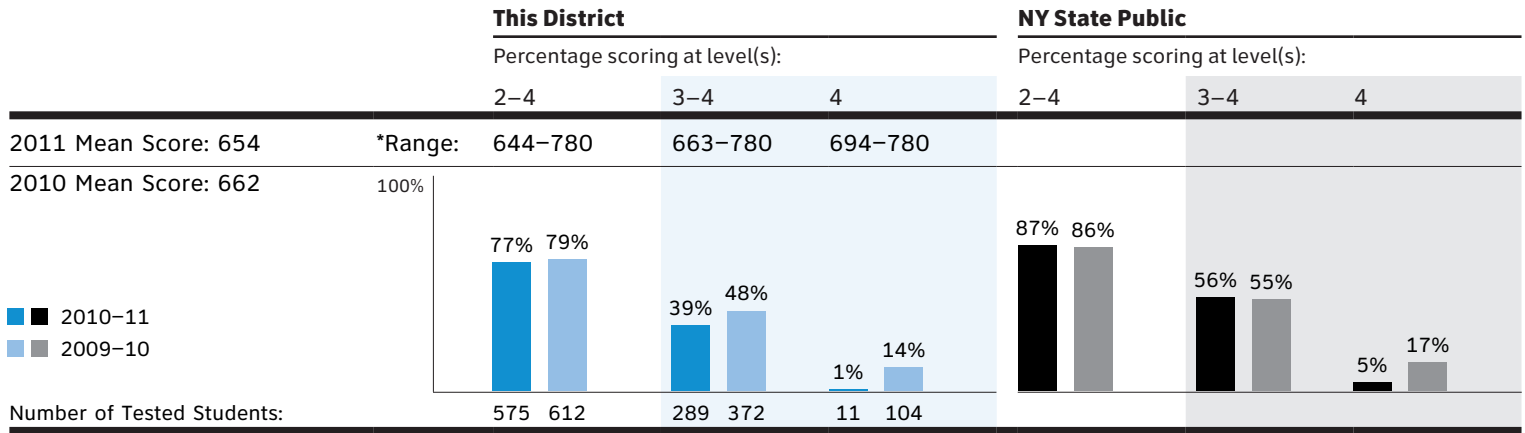
This is an urban or suburban school district with high student needs in relation to district resource capacity.

4 Overview of District Performance

District **UTICA CITY SCHOOL DISTRICT**

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

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	744	77%	39%	1%	770	79%	48%	14%
Female	350	78%	45%	2%	366	84%	53%	15%
Male	394	76%	34%	1%	404	75%	44%	12%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	203	71%	26%	1%	205	77%	39%	10%
Hispanic or Latino	120	79%	39%	2%	132	78%	43%	10%
Asian or Native Hawaiian/Other Pacific Islander	71	55%	31%	1%	80	61%	39%	6%
White	320	84%	48%	2%	348	86%	58%	19%
Multiracial	28	-	-	-	4	-	-	-
Small Group Totals	30	87%	43%	0%	5	60%	40%	0%
General-Education Students	594	86%	47%	2%	599	88%	57%	16%
Students with Disabilities	150	43%	7%	0%	171	50%	18%	4%
English Proficient	640	82%	44%	2%	656	84%	53%	15%
Limited English Proficient	104	51%	8%	0%	114	53%	23%	4%
Economically Disadvantaged	624	74%	32%	1%	654	77%	45%	11%
Not Disadvantaged	120	95%	73%	4%	116	93%	68%	30%
Migrant								
Not Migrant	744	77%	39%	1%	770	79%	48%	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.

* 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	9	9	8	7	6	6	4	3
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	12	N/A	N/A	N/A	18	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	12	N/A	N/A	N/A	17	N/A	N/A	N/A

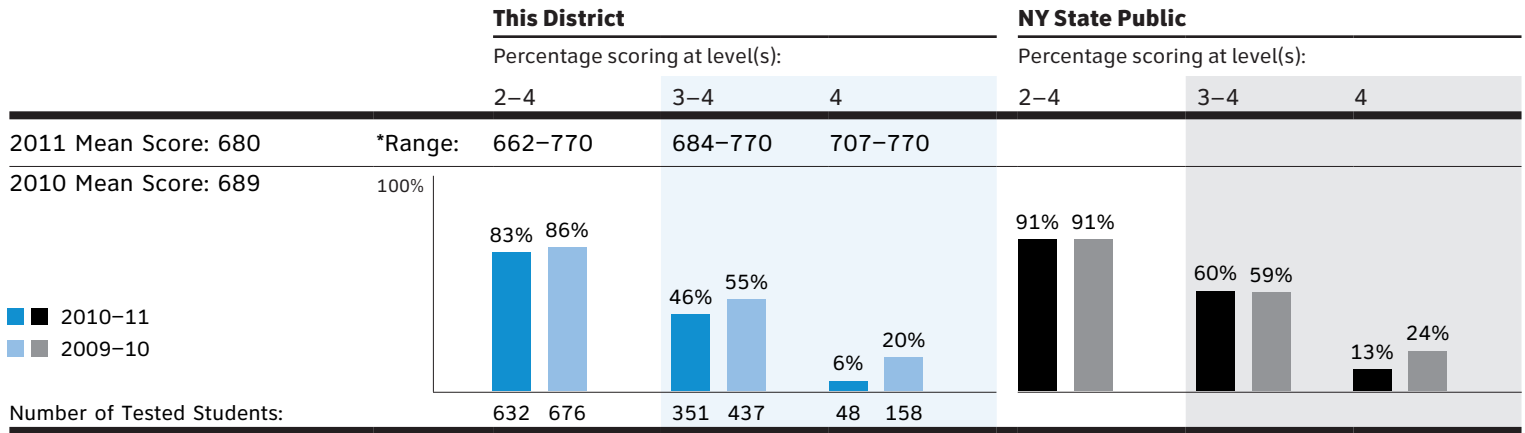
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **UTICA CITY SCHOOL DISTRICT**

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

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	757	83%	46%	6%	788	86%	55%	20%
Female	361	81%	44%	6%	374	88%	55%	19%
Male	396	86%	48%	7%	414	84%	56%	21%
American Indian or Alaska Native	2	-	-	-	1	-	-	-
Black or African American	204	79%	39%	4%	208	84%	50%	16%
Hispanic or Latino	122	89%	43%	5%	132	83%	53%	14%
Asian or Native Hawaiian/Other Pacific Islander	77	73%	39%	6%	89	76%	43%	21%
White	324	87%	52%	8%	354	90%	63%	25%
Multiracial	28	-	-	-	4	-	-	-
Small Group Totals	30	80%	63%	10%	5	60%	40%	0%
General-Education Students	608	90%	53%	7%	617	93%	63%	24%
Students with Disabilities	149	57%	20%	2%	171	61%	29%	7%
English Proficient	641	87%	52%	7%	655	90%	61%	23%
Limited English Proficient	116	65%	14%	1%	133	67%	30%	7%
Economically Disadvantaged	637	81%	41%	5%	673	84%	54%	17%
Not Disadvantaged	120	98%	74%	13%	115	95%	65%	36%
Migrant								
Not Migrant	757	83%	46%	6%	788	86%	55%	20%

NOTES

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* 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	9	9	7	5	6	6	6	5

4 Overview of District Performance

District **UTICA CITY SCHOOL DISTRICT**

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

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 656	*Range: 637-775	671-775	722-775			
2010 Mean Score: 661						
Number of Tested Students:	618	614	269	306	6	11

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	764	81%	35%	1%	704	87%	43%	2%
Female	361	84%	43%	1%	338	91%	47%	2%
Male	403	78%	28%	0%	366	84%	40%	1%
American Indian or Alaska Native	1	-	-	-				
Black or African American	193	79%	26%	0%	222	86%	33%	0%
Hispanic or Latino	145	84%	29%	0%	114	85%	35%	0%
Asian or Native Hawaiian/Other Pacific Islander	85	66%	27%	0%	73	62%	40%	1%
White	321	85%	46%	2%	289	95%	56%	3%
Multiracial	19	-	-	-	6	100%	33%	0%
Small Group Totals	20	75%	30%	0%				
General-Education Students	582	90%	44%	1%	578	91%	49%	2%
Students with Disabilities	182	52%	7%	0%	126	71%	17%	0%
English Proficient	657	86%	39%	1%	620	92%	48%	2%
Limited English Proficient	107	52%	10%	0%	84	50%	13%	0%
Economically Disadvantaged	657	79%	31%	0%	580	85%	39%	1%
Not Disadvantaged	107	93%	61%	4%	124	98%	64%	6%
Migrant								
Not Migrant	764	81%	35%	1%	704	87%	43%	2%

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	9	9	8	7	6	6	6	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	16	N/A	N/A	N/A	23	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	17	N/A	N/A	N/A	22	N/A	N/A	N/A

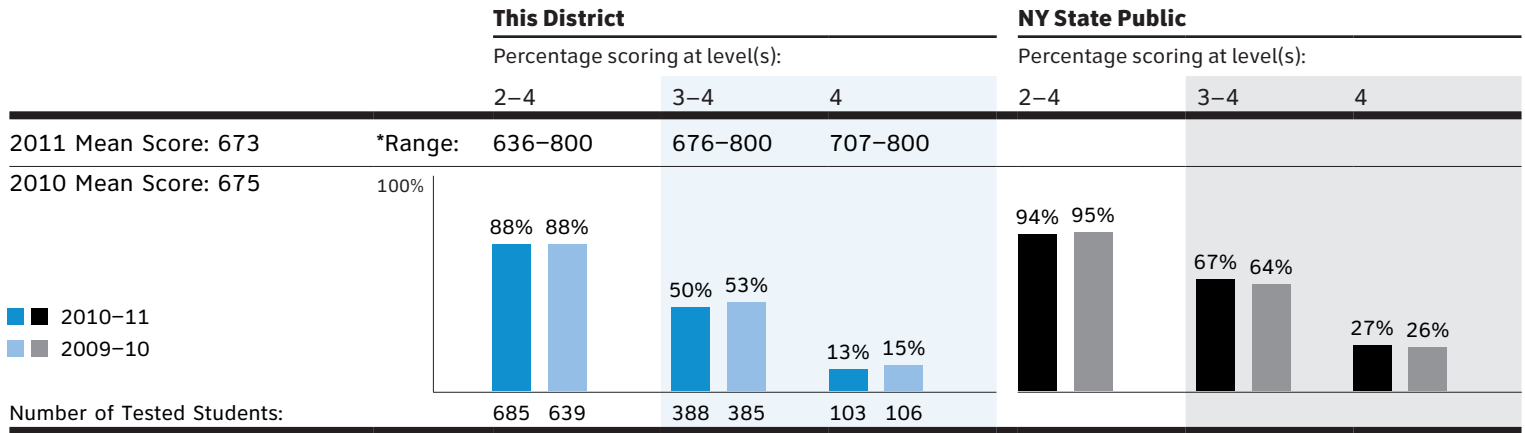
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **UTICA CITY SCHOOL DISTRICT**

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

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	781	88%	50%	13%	725	88%	53%	15%
Female	368	89%	52%	14%	352	88%	53%	11%
Male	413	86%	48%	13%	373	88%	53%	18%
American Indian or Alaska Native	1	-	-	-				
Black or African American	196	87%	43%	7%	221	88%	48%	7%
Hispanic or Latino	148	85%	44%	8%	122	84%	43%	12%
Asian or Native Hawaiian/Other Pacific Islander	89	82%	51%	16%	82	71%	41%	13%
White	328	90%	57%	19%	294	95%	64%	22%
Multiracial	19	-	-	-	6	100%	83%	17%
Small Group Totals	20	100%	40%	5%				
General-Education Students	599	95%	58%	16%	596	91%	59%	16%
Students with Disabilities	182	65%	21%	3%	129	74%	25%	6%
English Proficient	657	91%	55%	15%	619	93%	60%	17%
Limited English Proficient	124	69%	23%	3%	106	58%	15%	1%
Economically Disadvantaged	674	86%	47%	11%	600	86%	48%	11%
Not Disadvantaged	107	96%	67%	24%	125	98%	78%	32%
Migrant								
Not Migrant	781	88%	50%	13%	725	88%	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

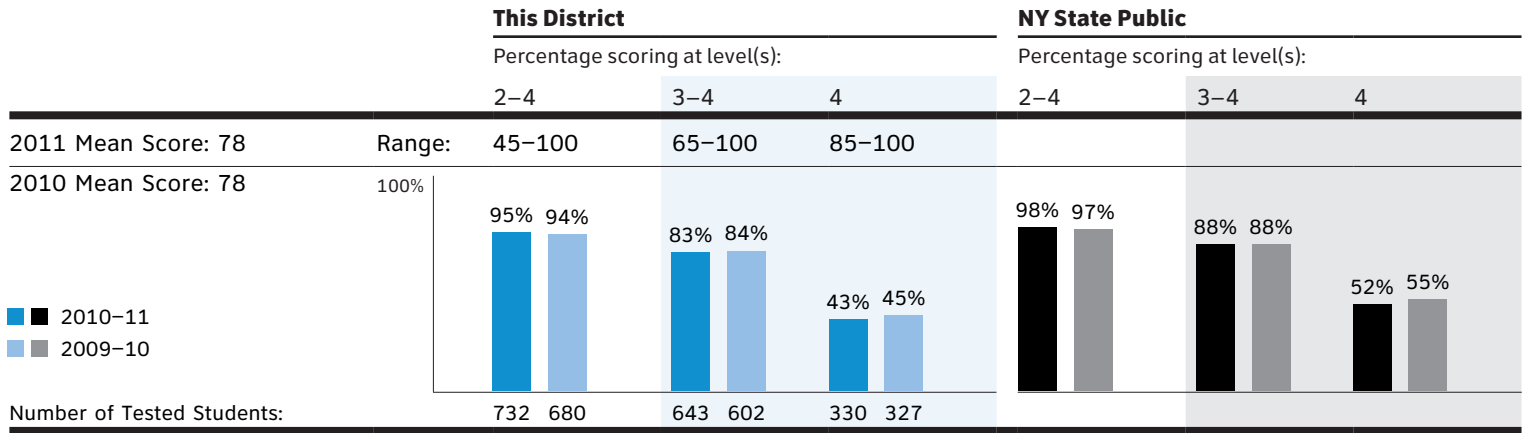
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	9	9	8	5	6	6	6	3

4 Overview of District Performance

District **UTICA CITY SCHOOL DISTRICT**

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

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	774	95%	83%	43%	720	94%	84%	45%
Female	367	95%	83%	44%	348	94%	84%	43%
Male	407	94%	83%	41%	372	95%	83%	48%
American Indian or Alaska Native	2	-	-	-				
Black or African American	194	93%	80%	35%	220	97%	84%	45%
Hispanic or Latino	147	95%	81%	36%	120	92%	80%	32%
Asian or Native Hawaiian/Other Pacific Islander	89	89%	72%	31%	82	77%	55%	34%
White	323	97%	88%	54%	292	99%	93%	54%
Multiracial	19	-	-	-	6	100%	100%	67%
Small Group Totals	21	100%	100%	33%				
General-Education Students	599	97%	89%	49%	595	95%	87%	49%
Students with Disabilities	175	87%	61%	21%	125	90%	69%	28%
English Proficient	649	96%	89%	49%	614	98%	91%	51%
Limited English Proficient	125	86%	54%	12%	106	75%	42%	12%
Economically Disadvantaged	665	94%	81%	40%	595	93%	81%	41%
Not Disadvantaged	109	99%	94%	61%	125	100%	97%	68%
Migrant								
Not Migrant	774	95%	83%	43%	720	94%	84%	45%

NOTES

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Other Assessments

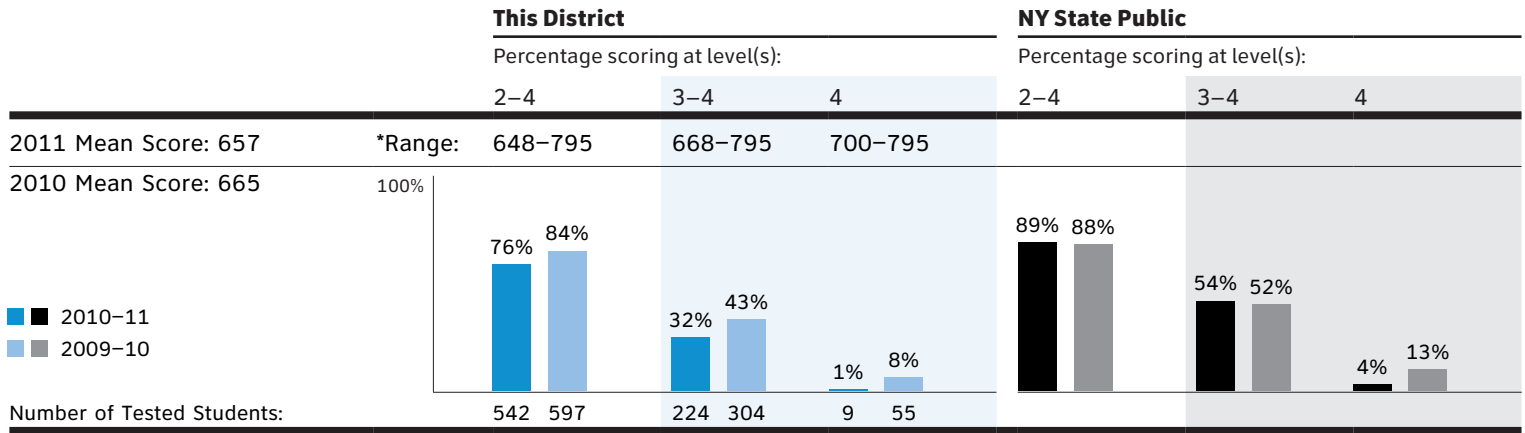
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	9	8	8	7	6	6	6	5

4 Overview of District Performance

District **UTICA CITY SCHOOL DISTRICT**

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

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	709	76%	32%	1%	712	84%	43%	8%
Female	345	79%	37%	1%	361	86%	49%	11%
Male	364	74%	27%	2%	351	82%	36%	5%
American Indian or Alaska Native					2	-	-	-
Black or African American	202	73%	23%	0%	214	81%	37%	3%
Hispanic or Latino	126	75%	25%	2%	109	83%	31%	5%
Asian or Native Hawaiian/Other Pacific Islander	83	47%	19%	2%	70	69%	44%	7%
White	280	88%	44%	1%	313	90%	51%	12%
Multiracial	18	89%	39%	6%	4	-	-	-
Small Group Totals					6	67%	0%	0%
General-Education Students	573	83%	38%	2%	570	90%	49%	10%
Students with Disabilities	136	49%	6%	0%	142	60%	15%	0%
English Proficient	626	84%	35%	1%	644	88%	46%	8%
Limited English Proficient	83	20%	2%	0%	68	47%	10%	1%
Economically Disadvantaged	590	74%	27%	1%	591	82%	39%	6%
Not Disadvantaged	119	90%	53%	2%	121	95%	61%	14%
Migrant								
Not Migrant	709	76%	32%	1%	712	84%	43%	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.

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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	12	12	12	5	5	5	5	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	16	N/A	N/A	N/A	22	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	17	N/A	N/A	N/A	20	N/A	N/A	N/A

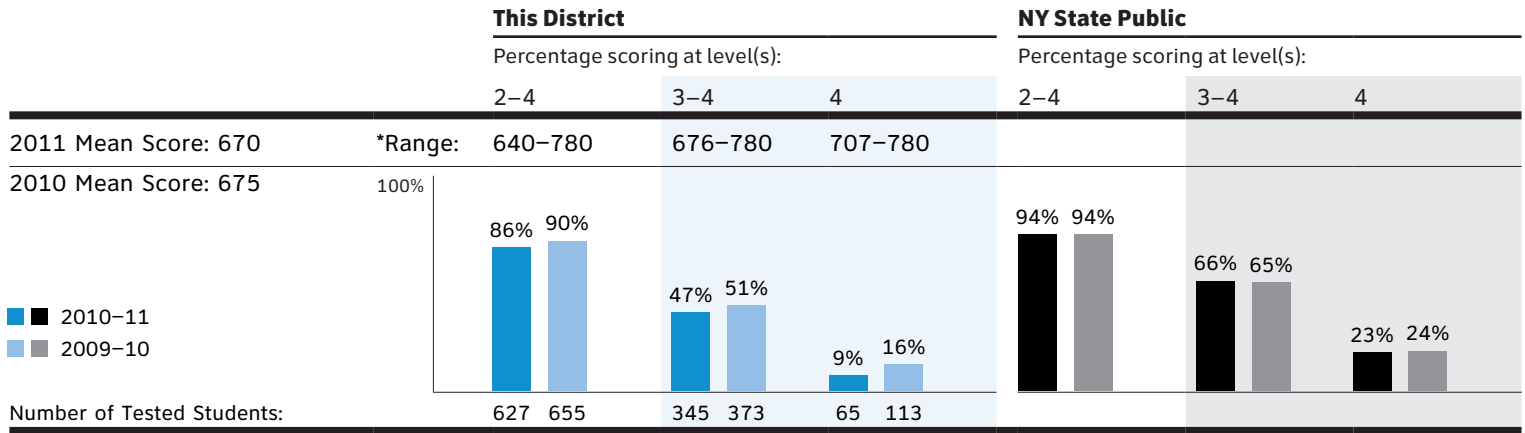
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **UTICA CITY SCHOOL DISTRICT**

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

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	727	86%	47%	9%	729	90%	51%	16%
Female	351	87%	50%	6%	367	91%	53%	14%
Male	376	85%	45%	12%	362	89%	49%	17%
American Indian or Alaska Native					2	-	-	-
Black or African American	202	82%	39%	2%	217	90%	41%	7%
Hispanic or Latino	128	87%	39%	6%	111	86%	46%	15%
Asian or Native Hawaiian/Other Pacific Islander	96	67%	34%	5%	82	73%	49%	20%
White	283	95%	61%	16%	313	95%	61%	20%
Multiracial	18	94%	56%	17%	4	-	-	-
Small Group Totals					6	83%	33%	0%
General-Education Students	591	90%	53%	10%	589	93%	57%	18%
Students with Disabilities	136	71%	23%	3%	140	77%	26%	6%
English Proficient	627	92%	54%	10%	641	94%	56%	17%
Limited English Proficient	100	49%	9%	1%	88	58%	16%	2%
Economically Disadvantaged	608	84%	42%	7%	607	88%	47%	13%
Not Disadvantaged	119	97%	76%	20%	122	97%	70%	26%
Migrant								
Not Migrant	727	86%	47%	9%	729	90%	51%	16%

NOTES

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Other Assessments

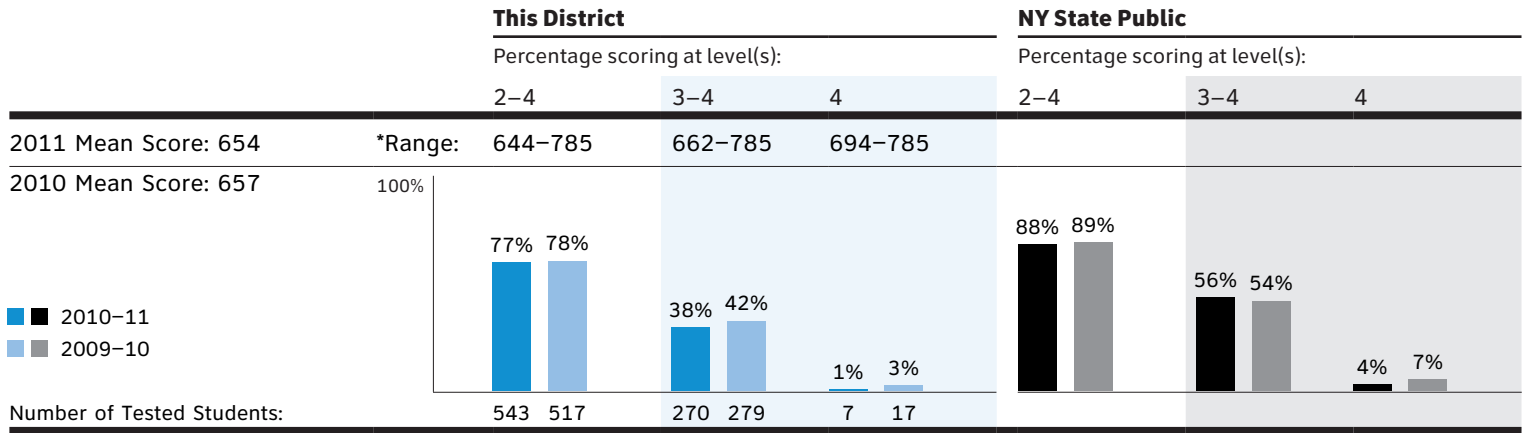
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	12	12	12	9	5	5	5	4

4 Overview of District Performance

District **UTICA CITY SCHOOL DISTRICT**

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

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	708	77%	38%	1%	661	78%	42%	3%
Female	358	82%	45%	0%	322	79%	40%	3%
Male	350	71%	31%	2%	339	77%	44%	2%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	221	74%	28%	0%	195	70%	29%	1%
Hispanic or Latino	115	77%	34%	0%	107	77%	31%	0%
Asian or Native Hawaiian/Other Pacific Islander	83	-	-	-	58	-	-	-
White	285	84%	51%	2%	298	88%	54%	4%
Multiracial	3	-	-	-	2	-	-	-
Small Group Totals	87	60%	30%	1%	61	62%	46%	7%
General-Education Students	577	84%	45%	1%	532	88%	51%	3%
Students with Disabilities	131	43%	6%	0%	129	36%	8%	0%
English Proficient	632	83%	43%	1%	606	82%	46%	3%
Limited English Proficient	76	26%	1%	0%	55	38%	5%	0%
Economically Disadvantaged	608	74%	36%	0%	518	76%	39%	1%
Not Disadvantaged	100	91%	54%	4%	143	85%	55%	7%
Migrant								
Not Migrant	708	77%	38%	1%	661	78%	42%	3%

NOTES

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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	5	5	5	5	7	7	6	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	18	N/A	N/A	N/A	17	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	17	N/A	N/A	N/A	12	N/A	N/A	N/A

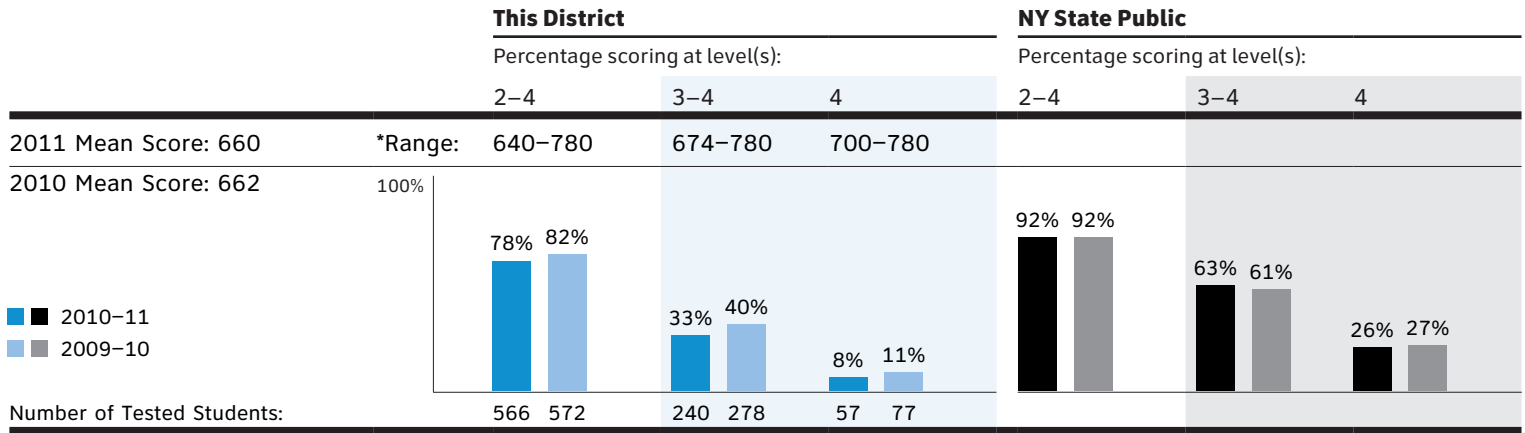
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **UTICA CITY SCHOOL DISTRICT**

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

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	726	78%	33%	8%	698	82%	40%	11%
Female	369	80%	35%	8%	340	81%	39%	9%
Male	357	76%	31%	8%	358	83%	41%	13%
American Indian or Alaska Native	1	-	-	-	1	-	-	-
Black or African American	220	77%	20%	2%	203	72%	26%	5%
Hispanic or Latino	120	74%	28%	4%	112	86%	29%	6%
Asian or Native Hawaiian/Other Pacific Islander	93	-	-	-	67	-	-	-
White	289	85%	43%	13%	312	91%	53%	16%
Multiracial	3	-	-	-	3	-	-	-
Small Group Totals	97	65%	40%	10%	71	62%	38%	13%
General-Education Students	594	85%	40%	10%	571	89%	47%	13%
Students with Disabilities	132	48%	3%	0%	127	51%	6%	0%
English Proficient	631	84%	37%	9%	629	88%	44%	12%
Limited English Proficient	95	38%	5%	0%	69	29%	4%	0%
Economically Disadvantaged	626	76%	30%	6%	551	80%	36%	9%
Not Disadvantaged	100	89%	52%	20%	147	90%	56%	17%
Migrant								
Not Migrant	726	78%	33%	8%	698	82%	40%	11%

NOTES

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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	5	5	5	5	7	7	7	7

4 Overview of District Performance

District **UTICA CITY SCHOOL DISTRICT**

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

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
2011 Mean Score: 654	*Range: 642-790	665-790	698-790			
2010 Mean Score: 654						
Number of Tested Students:	559	526	206	195	10	20

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	697	80%	30%	1%	703	75%	28%	3%
Female	336	82%	31%	2%	353	79%	33%	5%
Male	361	78%	29%	1%	350	71%	22%	1%
American Indian or Alaska Native								
Black or African American	204	73%	14%	0%	211	68%	15%	2%
Hispanic or Latino	111	81%	22%	0%	114	70%	25%	1%
Asian or Native Hawaiian/Other Pacific Islander	71	-	-	-	75	-	-	-
White	310	91%	44%	3%	300	88%	40%	4%
Multiracial	1	-	-	-	3	-	-	-
Small Group Totals	72	54%	22%	1%	78	50%	18%	3%
General-Education Students	577	86%	34%	2%	553	82%	33%	4%
Students with Disabilities	120	52%	6%	0%	150	49%	7%	0%
English Proficient	629	86%	33%	2%	632	81%	31%	3%
Limited English Proficient	68	26%	0%	0%	71	23%	1%	0%
Economically Disadvantaged	551	77%	24%	1%	560	72%	24%	2%
Not Disadvantaged	146	93%	51%	4%	143	87%	43%	6%
Migrant								
Not Migrant	697	80%	30%	1%	703	75%	28%	3%

NOTES

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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	6	11	10	10	9
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 7	7	N/A	N/A	N/A	23	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	7	N/A	N/A	N/A	20	N/A	N/A	N/A

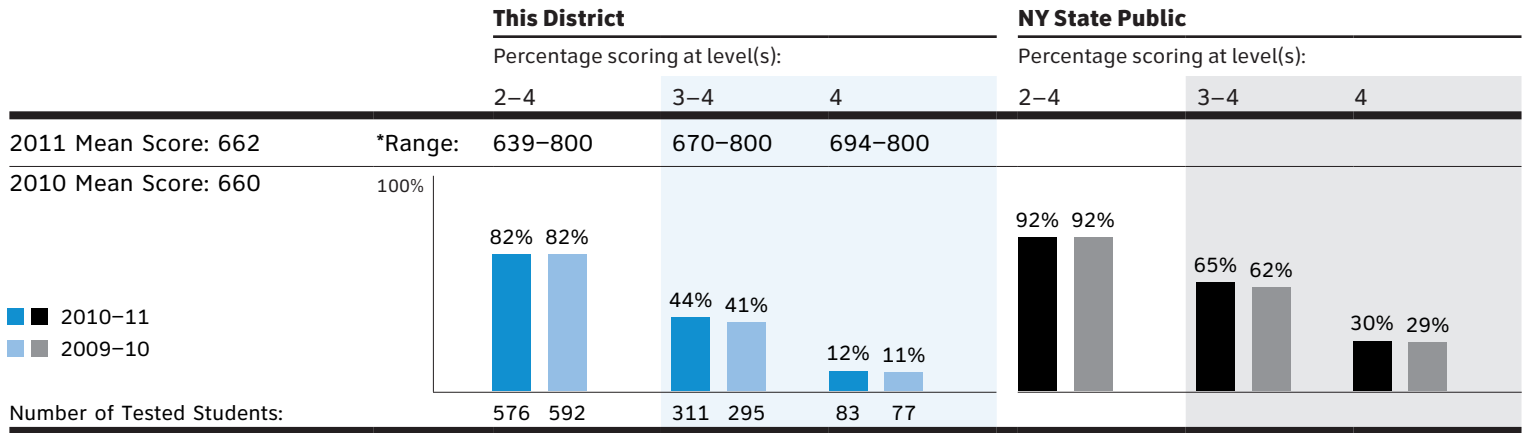
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **UTICA CITY SCHOOL DISTRICT**

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

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	705	82%	44%	12%	722	82%	41%	11%
Female	339	82%	43%	11%	361	81%	43%	12%
Male	366	81%	45%	13%	361	83%	39%	9%
American Indian or Alaska Native								
Black or African American	208	71%	28%	5%	213	75%	33%	9%
Hispanic or Latino	112	85%	38%	10%	114	80%	40%	11%
Asian or Native Hawaiian/Other Pacific Islander	73	-	-	-	88	-	-	-
White	311	89%	57%	16%	304	91%	50%	12%
Multiracial	1	-	-	-	3	-	-	-
Small Group Totals	74	74%	43%	15%	91	70%	30%	11%
General-Education Students	583	87%	52%	14%	575	87%	47%	13%
Students with Disabilities	122	54%	7%	2%	147	62%	15%	2%
English Proficient	631	86%	49%	13%	629	86%	45%	12%
Limited English Proficient	74	45%	5%	0%	93	54%	11%	0%
Economically Disadvantaged	557	80%	39%	9%	578	81%	38%	9%
Not Disadvantaged	148	90%	61%	21%	144	88%	51%	17%
Migrant								
Not Migrant	705	82%	44%	12%	722	82%	41%	11%

NOTES

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Other Assessments

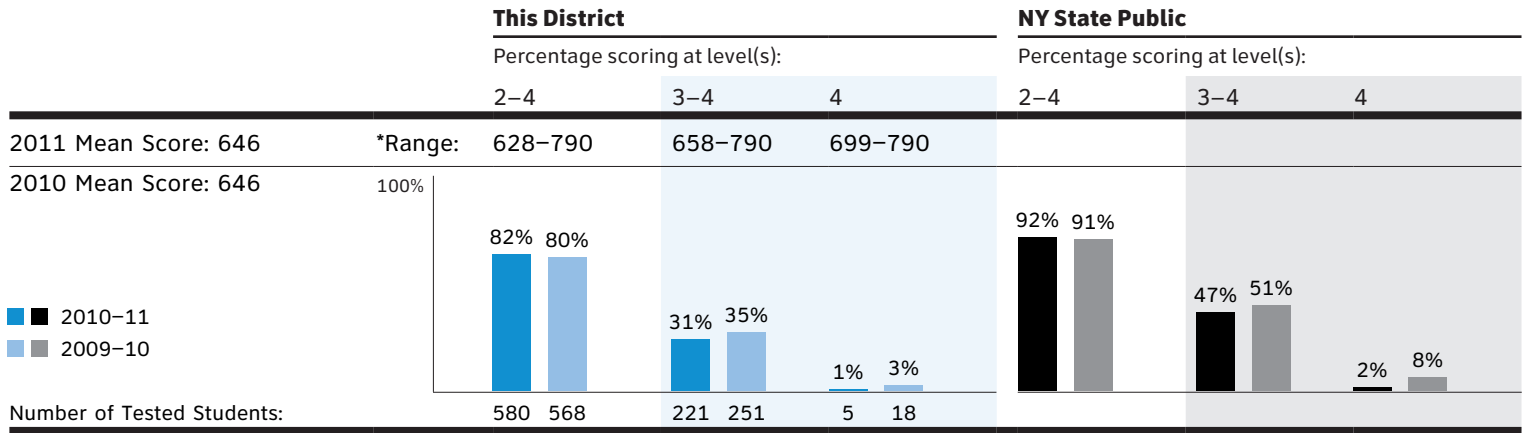
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	7	7	7	4	11	9	9	8

4 Overview of District Performance

District **UTICA CITY SCHOOL DISTRICT**

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

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	709	82%	31%	1%	713	80%	35%	3%
Female	351	86%	39%	1%	355	81%	37%	2%
Male	358	78%	23%	1%	358	78%	34%	3%
American Indian or Alaska Native								
Black or African American	199	79%	20%	0%	187	71%	20%	1%
Hispanic or Latino	113	81%	29%	2%	109	79%	27%	0%
Asian or Native Hawaiian/Other Pacific Islander	93	-	-	-	81	-	-	-
White	303	90%	42%	1%	334	92%	50%	4%
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	94	63%	21%	0%	83	51%	23%	2%
General-Education Students	565	88%	38%	1%	558	86%	43%	3%
Students with Disabilities	144	57%	4%	0%	155	57%	7%	0%
English Proficient	620	88%	35%	1%	621	87%	40%	3%
Limited English Proficient	89	42%	1%	0%	92	30%	1%	0%
Economically Disadvantaged	568	79%	28%	1%	563	78%	30%	2%
Not Disadvantaged	141	91%	45%	1%	150	85%	55%	6%
Migrant								
Not Migrant	709	82%	31%	1%	713	80%	35%	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.

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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	11	11	10	9	10	10	10	8
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 8	19	N/A	N/A	N/A	13	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	18	N/A	N/A	N/A	12	N/A	N/A	N/A

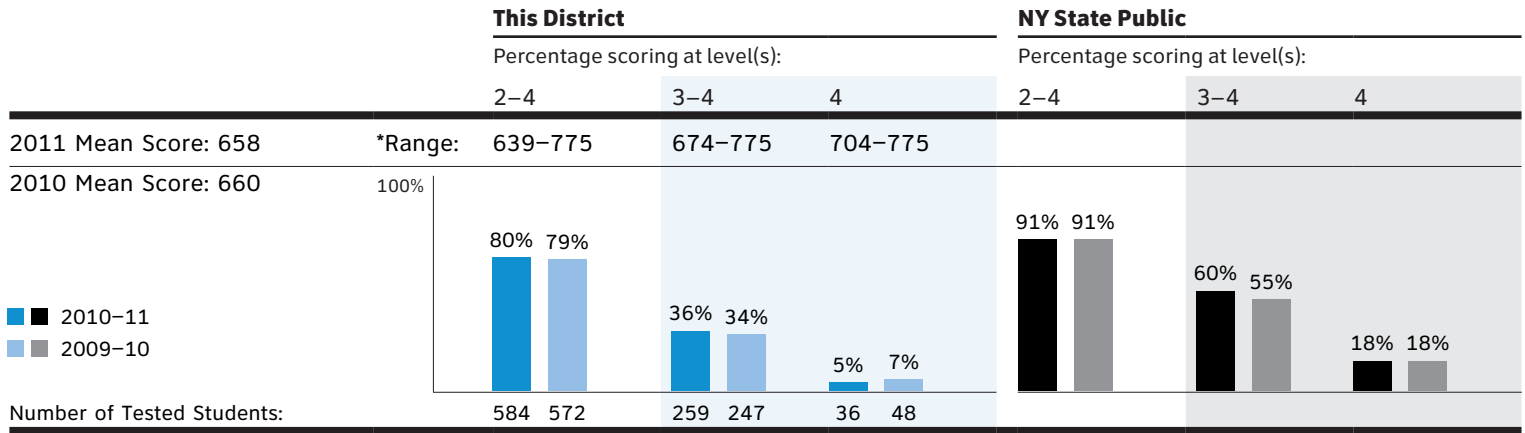
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

4 Overview of District Performance

District **UTICA CITY SCHOOL DISTRICT**

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

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	728	80%	36%	5%	721	79%	34%	7%
Female	363	81%	39%	7%	359	80%	32%	5%
Male	365	79%	32%	3%	362	79%	36%	8%
American Indian or Alaska Native								
Black or African American	199	72%	29%	2%	187	71%	16%	0%
Hispanic or Latino	119	82%	32%	5%	109	77%	30%	3%
Asian or Native Hawaiian/Other Pacific Islander	103	-	-	-	88	-	-	-
White	306	88%	43%	7%	335	88%	46%	11%
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	104	70%	31%	6%	90	69%	33%	9%
General-Education Students	583	87%	42%	6%	567	86%	41%	8%
Students with Disabilities	145	52%	9%	0%	154	53%	8%	1%
English Proficient	620	84%	40%	6%	617	84%	38%	8%
Limited English Proficient	108	61%	12%	0%	104	51%	10%	1%
Economically Disadvantaged	586	79%	33%	3%	573	79%	30%	5%
Not Disadvantaged	142	86%	44%	11%	148	82%	51%	13%
Migrant								
Not Migrant	728	80%	36%	5%	721	79%	34%	7%

NOTES

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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	11	10	9	9	10	10	10	6

4 Overview of District Performance

District **UTICA CITY SCHOOL DISTRICT**

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

This District's Results in Grade 8 Science

This District

Percentage scoring at level(s):

2-4

3-4

4

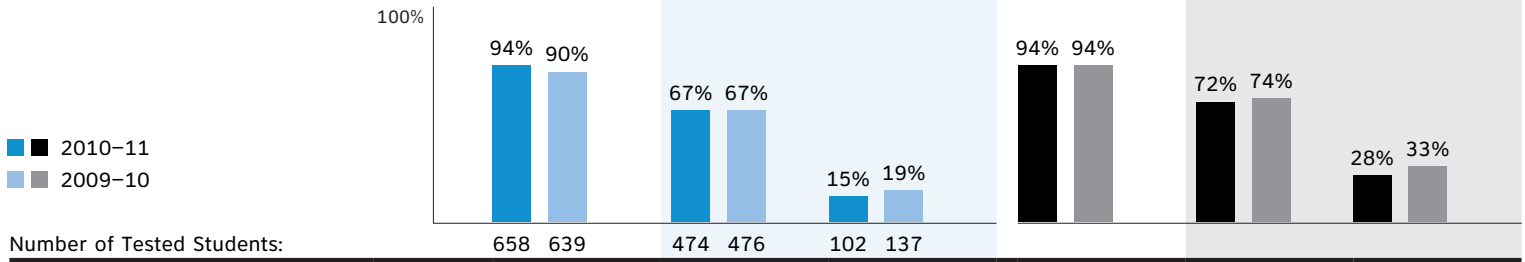
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2010-11 School Year

Total Tested | Percentage scoring at level(s): 2-4 | 3-4 | 4

2009-10 School Year

Total Tested | Percentage scoring at level(s): 2-4 | 3-4 | 4

	2010-11 School Year				2009-10 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
All Students	622	93%	63%	9%	619	88%	62%	13%
Female	291	92%	61%	6%	311	87%	57%	9%
Male	331	93%	65%	12%	308	89%	67%	18%
American Indian or Alaska Native	-	-	-	-	-	-	-	-
Black or African American	179	89%	55%	3%	175	89%	56%	6%
Hispanic or Latino	108	94%	61%	7%	101	87%	55%	10%
Asian or Native Hawaiian/Other Pacific Islander	92	-	-	-	75	-	-	-
White	242	98%	80%	15%	266	95%	77%	21%
Multiracial	1	-	-	-	2	-	-	-
Small Group Totals	93	86%	39%	10%	77	64%	32%	9%
General-Education Students	486	94%	69%	11%	468	90%	68%	16%
Students with Disabilities	136	90%	43%	4%	151	84%	43%	4%
English Proficient	518	95%	70%	10%	513	94%	69%	15%
Limited English Proficient	104	81%	29%	4%	106	62%	30%	4%
Economically Disadvantaged	524	93%	60%	9%	521	87%	61%	11%
Not Disadvantaged	98	94%	80%	13%	98	95%	67%	24%
Migrant	-	-	-	-	-	-	-	-
Not Migrant	622	93%	63%	9%	619	88%	62%	13%

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

Total Tested | Number scoring at level(s): 2-4 | 3-4 | 4

2009-10 School Year

Total Tested | Number scoring at level(s): 2-4 | 3-4 | 4

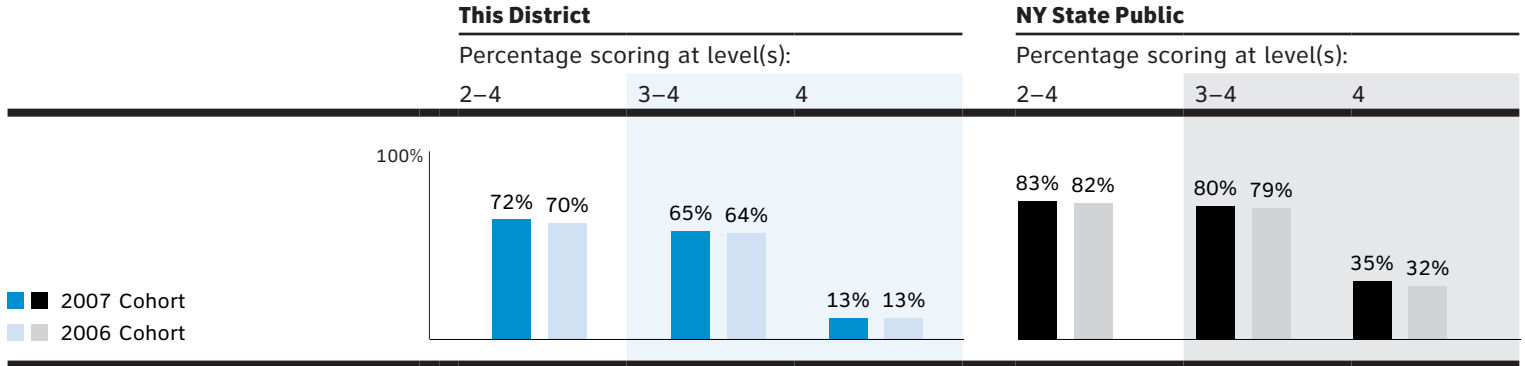
	2010-11 School Year				2009-10 School Year			
	Total Tested	2-4	3-4	4	Total Tested	2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	11	11	9	9	10	10	10	9
Regents Science	81	81	81	44	92	92	91	54

4 Overview of District Performance

District **UTICA CITY SCHOOL DISTRICT**

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

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	760	72%	65%	13%	734	70%	64%	13%
Female	377	77%	69%	17%	370	75%	71%	17%
Male	383	66%	61%	10%	364	64%	57%	9%
American Indian or Alaska Native					1	-	-	-
Black or African American	229	63%	55%	5%	183	61%	54%	6%
Hispanic or Latino	105	67%	61%	10%	100	62%	55%	7%
Asian or Native Hawaiian/Other Pacific Islander	84	65%	57%	11%	57	-	-	-
White	342	80%	75%	20%	392	77%	72%	18%
Multiracial					1	-	-	-
Small Group Totals					59	66%	58%	12%
General-Education Students	607	80%	75%	16%	576	80%	75%	16%
Students with Disabilities	153	38%	25%	1%	158	35%	26%	0%
English Proficient	679	73%	68%	15%	678	73%	67%	14%
Limited English Proficient	81	58%	41%	1%	56	38%	29%	0%
Economically Disadvantaged	482	74%	66%	9%	393	74%	65%	8%
Not Disadvantaged	278	68%	64%	22%	341	66%	63%	19%
Migrant								
Not Migrant	760	72%	65%	13%	734	70%	64%	13%

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* 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 **UTICA CITY SCHOOL DISTRICT**

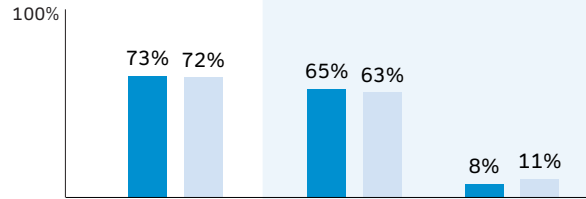
District ID **41-23-00-01-0000**

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

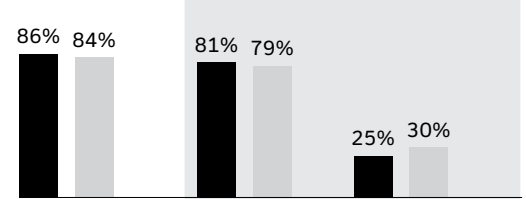


■ 2007 Cohort
■ 2006 Cohort

NY State Public

Percentage scoring at level(s):

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Results by Student Group

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