



The New York State Accountability Report 2011-12

DISTRICT: WATERTOWN CITY SCHOOL
DISTRICT
DISTRICT ID: 222000010000
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Data in this report are those reported by districts in the Student Information Repository System as of August 24, 2012.

On May 29, 2012, the United States Department of Education (USDE) approved New York's Elementary and Secondary Education Act (ESEA) waiver. This waiver provides New York with increased flexibility to help close the achievement gap and assist students in becoming college and career ready. New York's waiver introduced a system of identifying districts and/or schools as **Reward, Focus, or Priority**, based on performance in English language arts (ELA), mathematics, and science at the elementary/middle level and in ELA, mathematics, and graduation rate at the secondary level. More information on the waiver is available at <http://www.p12.nysed.gov/esea-waiver/>.

Data in The New York State Accountability Report are those used to determine **Performance Indices (PIs)** and make **Adequate Yearly Progress (AYP)** determinations which, in turn, are used to assist in identifying districts and schools as Reward, Focus, and Priority. Explanations of how the data are used to make the determinations are available at <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.

More Information:
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Adequate Yearly Progress and Performance Indices

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

- 1) Elementary/middle-level (grades 3 - 8) English Language Arts (ELA)
- 2) Elementary/middle-level (grades 3 - 8) Mathematics
- 3) Elementary/middle-level (grades 4 and 8) Science
- 4) Secondary-level (grades 9-12) ELA
- 5) Secondary-level (grades 9-12) Mathematics
- 6) Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

Standards for English Language Arts, Mathematics, and Science

Participation: In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

Performance: In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target.**" In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target.**"

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see "Determining AYP in 2011-12" under Understanding Accountability in New York State at <http://www.p12.nysed.gov/irs/accountability/>.

Elementary/Middle-Level ELA: AYP

DISTRICT: WATERTOWN CITY SCHOOL DISTRICT

DISTRICT ID: 222000010000

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): NO

Student Group	Made AYP
All Students	X
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	X
Multiracial	✓
Students With Disabilities	X
Limited English Proficient	✓
Economically Disadvantaged	X

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level ELA: Participation

DISTRICT: WATERTOWN CITY SCHOOL DISTRICT

DISTRICT ID: 222000010000

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	1846	99%
American Indian or Alaska Native	—	19	—
Black or African American	✓	187	100%
Hispanic or Latino	✓	186	99%
Asian or Native Hawaiian/Other Pacific Islander	✓	51	100%
White	✓	1339	99%
Multiracial	✓	64	100%
Students With Disabilities	✓	313	98%
Limited English Proficient	—	38	—
Economically Disadvantaged	✓	1041	99%

✓ At least 95% of students enrolled during the test administration period were tested.

✗ Less than 95% of students enrolled during the test administration period were tested.

— There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level ELA: Performance

DISTRICT: WATERTOWN CITY SCHOOL DISTRICT

DISTRICT ID: 222000010000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

Elementary/Middle-Level (Grades 3 - 8) English Language Arts (ELA) Performance Results

Student Group	PI \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	X	1680	141	147	142
American Indian or Alaska Native	—	15	—	—	—
Black or African American	✓	161	130	122	122
Hispanic or Latino	✓	163	142	124	124
Asian or Native Hawaiian/Other Pacific Islander	✓	46	172	151	151
White	X	1240	141	161	145
Multiracial	✓	55	142	145	137
Students With Disabilities	X	305†	81†	95	92
Limited English Proficient	✓	55‡	116‡	97	97
Economically Disadvantaged	X	932	125	130	128

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

X Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level ELA: Non-AYP Groups

DISTRICT: WATERTOWN CITY SCHOOL DISTRICT

DISTRICT ID: 222000010000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	1827	99%
Not Black or African American	1659	99%
Not Hispanic or Latino	1660	99%
Not Asian or Native Hawaiian/Other Pacific Islander	1795	99%
Not White	507	100%
Not Multiracial	1782	99%
General Education	1533	99%
English Proficient	1808	99%
Not Economically Disadvantaged	805	99%
Male	942	99%
Female	904	99%
Migrant	0	—
Not Migrant	1846	99%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	1665	141
Not Black or African American	1519	142
Not Hispanic or Latino	1517	141
Not Asian or Native Hawaiian/Other Pacific Islander	1634	140
Not White	440	141
Not Multiracial	1625	141
General Education	1393	154
English Proficient	1649	142
Not Economically Disadvantaged	748	161
Male	861	133
Female	819	150
Migrant	0	—
Not Migrant	1680	141

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Elementary/Middle-Level Math: AYP

DISTRICT: WATERTOWN CITY SCHOOL DISTRICT

DISTRICT ID: 222000010000

Adequate Yearly Progress: In elementary/middle-level (grades 3 - 8) mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): NO

Student Group	Made AYP
All Students	X
American Indian or Alaska Native	—
Black or African American	X
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	✓
White	X
Multiracial	✓
Students With Disabilities	X
Limited English Proficient	X
Economically Disadvantaged	X

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Math: Participation

DISTRICT: WATERTOWN CITY SCHOOL DISTRICT

DISTRICT ID: 222000010000

All accountability groups with 40 or more members tested at least 95% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 3 - 8) Math Participation Results

Student Group	Tested 95%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	1842	99%
American Indian or Alaska Native	—	19	—
Black or African American	✓	186	99%
Hispanic or Latino	✓	186	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	50	100%
White	✓	1337	99%
Multiracial	✓	64	100%
Students With Disabilities	✓	313	99%
Limited English Proficient	—	38	—
Economically Disadvantaged	✓	1040	99%

- ✓ At least 95% of students enrolled during the test administration period were tested.
- ✗ Less than 95% of students enrolled during the test administration period were tested.
- There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Math: Performance

DISTRICT: WATERTOWN CITY SCHOOL DISTRICT

DISTRICT ID: 222000010000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

Elementary/Middle-Level (Grades 3 - 8) Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	X	1680	149	161	155
American Indian or Alaska Native	—	15	—	—	—
Black or African American	X	161	125	134	134
Hispanic or Latino	✓	167	148	142	142
Asian or Native Hawaiian/Other Pacific Islander	✓	46	176	171	169
White	X	1236	151	171	159
Multiracial	✓	55	149	153	149
Students With Disabilities	X	304†	101†	116	116
Limited English Proficient	X	59‡	122‡	127	127
Economically Disadvantaged	X	931	134	147	142

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

X Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

‡ Includes former limited English proficient students because the number of limited English proficient students in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI 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). Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation: $([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$.

Elementary/Middle-Level Math: Non-AYP Groups

DISTRICT: WATERTOWN CITY SCHOOL DISTRICT

DISTRICT ID: 222000010000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	1823	99%
Not Black or African American	1656	99%
Not Hispanic or Latino	1656	99%
Not Asian or Native Hawaiian/Other Pacific Islander	1792	99%
Not White	505	100%
Not Multiracial	1778	99%
General Education	1529	99%
English Proficient	1804	99%
Not Economically Disadvantaged	802	99%
Male	937	99%
Female	905	99%
Migrant	0	—
Not Migrant	1842	99%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	1665	149
Not Black or African American	1519	152
Not Hispanic or Latino	1513	149
Not Asian or Native Hawaiian/Other Pacific Islander	1634	148
Not White	444	143
Not Multiracial	1625	149
General Education	1394	160
English Proficient	1645	150
Not Economically Disadvantaged	749	167
Male	860	146
Female	820	152
Migrant	0	—
Not Migrant	1680	149

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Elementary/Middle-Level Science: AYP

DISTRICT: WATERTOWN CITY SCHOOL DISTRICT

DISTRICT ID: 222000010000

Adequate Yearly Progress: In elementary/middle-level (grades 4 & 8) science, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 80% of students in each accountability group with 40 or more members must be tested on an appropriate science assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Progress Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Elementary/Middle-Level Science: Participation

DISTRICT: WATERTOWN CITY SCHOOL DISTRICT

DISTRICT ID: 222000010000

All accountability groups with 40 or more members tested at least 80% of students enrolled during the test administration period: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Participation Results

Student Group	Tested 80%	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
All Students	✓	581	98%
American Indian or Alaska Native	—	9	—
Black or African American	✓	61	98%
Hispanic or Latino	✓	54	100%
Asian or Native Hawaiian/Other Pacific Islander	—	19	—
White	✓	414	97%
Multiracial	—	24	—
Students With Disabilities	✓	96	96%
Limited English Proficient	—	15	—
Economically Disadvantaged	✓	328	98%

- ✓ At least 80% of students enrolled during the test administration period were tested.
- ✗ Less than 80% of students enrolled during the test administration period were tested.
- There were fewer than 40 students enrolled during the test administration period.

Medically Excused:

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in these calculations.

Elementary/Middle-Level Science: Performance

DISTRICT: WATERTOWN CITY SCHOOL DISTRICT

DISTRICT ID: 222000010000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Progress Target: **YES**

Elementary/Middle-Level (Grades 4 & 8) Science Performance Results

Student Group	PI >= EAMO or Progress Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Progress Target
All Students	✓	516	181	174	174
American Indian or Alaska Native	—	7	—	—	—
Black or African American	✓	51	171	148	148
Hispanic or Latino	✓	48	167	151	151
Asian or Native Hawaiian/Other Pacific Islander	—	18	—	—	—
White	✓	371	184	185	180
Multiracial	—	21	—	—	—
Students With Disabilities	✓	88†	152†	143	143
Limited English Proficient	—	13	—	—	—
Economically Disadvantaged	✓	289	173	162	162

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Progress Target.

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

BEDS Day (Basic Educational Data System Day): BEDS Day is the first Wednesday in October of the school year.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{((\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4}))}{[\text{Count of Tested Students}]} \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Progress Target: A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Progress Target is calculated by adding 1 point to the previous year's PI.

Elementary/Middle-Level Science: Non-AYP Groups

DISTRICT: WATERTOWN CITY SCHOOL DISTRICT

DISTRICT ID: 222000010000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	Students Enrolled During the Test Administration Period	Percent of Enrolled Students with Valid Test Scores
Not American Indian or Alaska Native	572	98%
Not Black or African American	520	98%
Not Hispanic or Latino	527	97%
Not Asian or Native Hawaiian/Other Pacific Islander	562	98%
Not White	167	99%
Not Multiracial	557	97%
General Education	485	98%
English Proficient	566	98%
Not Economically Disadvantaged	253	98%
Male	278	97%
Female	303	98%
Migrant	0	—
Not Migrant	581	98%

— There were fewer than 40 students enrolled during the test administration period.

Performance

Student Group	Tested Students Enrolled on BEDS Day	PI
Not American Indian or Alaska Native	509	182
Not Black or African American	465	183
Not Hispanic or Latino	468	183
Not Asian or Native Hawaiian/Other Pacific Islander	498	181
Not White	145	175
Not Multiracial	495	181
General Education	431	187
English Proficient	503	183
Not Economically Disadvantaged	227	192
Male	241	179
Female	275	184
Migrant	0	—
Not Migrant	516	181

— There were fewer than 30 tested students enrolled on BEDS day and during the test administration period.

Secondary-Level ELA: AYP

DISTRICT: WATERTOWN CITY SCHOOL DISTRICT

DISTRICT ID: 222000010000

Adequate Yearly Progress: In secondary-level English language arts (ELA), districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate ELA assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): YES

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✓

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level ELA: Participation

DISTRICT: WATERTOWN CITY SCHOOL DISTRICT

DISTRICT ID: 222000010000

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

Secondary-Level English Language Arts (ELA) Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✓	255	99%
American Indian or Alaska Native	—	2	—
Black or African American	—	25	—
Hispanic or Latino	—	17	—
Asian or Native Hawaiian/Other Pacific Islander	—	12	—
White	✓	196	99%
Multiracial	—	3	—
Students With Disabilities	—	33	—
Limited English Proficient	—	5	—
Economically Disadvantaged	✓	89	98%

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.

Secondary-Level ELA: Performance

DISTRICT: WATERTOWN CITY SCHOOL DISTRICT

DISTRICT ID: 222000010000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **YES**

Secondary-Level English Language Arts (ELA) Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	✓	226	171	152	152
American Indian or Alaska Native	—	2	—	—	—
Black or African American	—	19	—	—	—
Hispanic or Latino	—	13	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	10	—	—	—
White	✓	180	172	166	159
Multiracial	—	2	—	—	—
Students With Disabilities	✓	38†	113†	81	20
Limited English Proficient	—	4	—	—	—
Economically Disadvantaged	✓	79	144	130	130

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

✗ Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2008 Accountability Cohort: The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}] \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

Secondary-Level ELA: Non-AYP Groups

DISTRICT: WATERTOWN CITY SCHOOL DISTRICT

DISTRICT ID: 222000010000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	253	99%
Not Black or African American	230	99%
Not Hispanic or Latino	238	99%
Not Asian or Native Hawaiian/Other Pacific Islander	243	99%
Not White	59	98%
Not Multiracial	252	99%
General Education	222	99%
English Proficient	250	99%
Not Economically Disadvantaged	166	99%
Male	120	99%
Female	135	99%
Migrant	0	—
Not Migrant	255	99%

— There were fewer than 40 12th graders in the group.

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	224	171
Not Black or African American	207	171
Not Hispanic or Latino	213	172
Not Asian or Native Hawaiian/Other Pacific Islander	216	170
Not White	46	167
Not Multiracial	224	171
General Education	188	182
English Proficient	222	173
Not Economically Disadvantaged	147	185
Male	118	160
Female	108	182
Migrant	0	—
Not Migrant	226	171

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

DISTRICT: WATERTOWN CITY SCHOOL DISTRICT

DISTRICT ID: 222000010000

Adequate Yearly Progress: In secondary-level mathematics, districts and schools must meet both the participation and performance criteria to make Adequate Yearly Progress (AYP).

Participation: To meet the participation criterion, at least 95% of students in each accountability group with 40 or more members must be tested on an appropriate math assessment.

Performance: To meet the performance criterion, the Performance Index (PI) of students in each accountability group with 30 or more members must be equal to or greater than the Effective Annual Measurable Objective (EAMO) or the Safe Harbor Target.

All accountability groups met the participation and performance criteria (made AYP): NO

Student Group	Made AYP
All Students	X
American Indian or Alaska Native	—
Black or African American	—
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	X
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	X

✓ Made AYP

X Did not make AYP

— There were not enough students to make an AYP determination

Secondary-Level Math: Participation

DISTRICT: WATERTOWN CITY SCHOOL DISTRICT

DISTRICT ID: 222000010000

All accountability groups with 40 or more members tested at least 95% of 12th graders: **YES**

Secondary-Level Math Participation Results

Student Group	Tested 95%	12th Graders	Percent of 12th Graders with Valid Test Scores
All Students	✓	255	99%
American Indian or Alaska Native	—	2	—
Black or African American	—	25	—
Hispanic or Latino	—	17	—
Asian or Native Hawaiian/Other Pacific Islander	—	12	—
White	✓	196	99%
Multiracial	—	3	—
Students With Disabilities	—	33	—
Limited English Proficient	—	5	—
Economically Disadvantaged	✓	89	100%

✓ At least 95% of 12th graders were tested.

✗ Less than 95% of 12th graders were tested.

— There were fewer than 40 12th graders in the group.

Secondary-Level Math: Performance

DISTRICT: WATERTOWN CITY SCHOOL DISTRICT

DISTRICT ID: 222000010000

All accountability groups with 30 or more members had a PI greater than or equal to the EAMO or Safe Harbor Target: **NO**

Secondary-Level Math Performance Results

Student Group	PI >= EAMO or Safe Harbor Target	2008 Accountability Cohort Members	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	X	226	123	129	129
American Indian or Alaska Native	—	2	—	—	—
Black or African American	—	19	—	—	—
Hispanic or Latino	—	13	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	10	—	—	—
White	X	180	123	146	146
Multiracial	—	2	—	—	—
Students With Disabilities	✓	38†	53†	66	20
Limited English Proficient	—	4	—	—	—
Economically Disadvantaged	X	79	96	104	104

✓ Performance Index is equal to or greater than Effective Annual Measurable Objective.

X Performance Index is less than Effective Annual Measurable Objective and Safe Harbor Target.

— There were fewer than 30 tested students in the 2008 accountability cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2008 Accountability Cohort: The 2008 Accountability Cohort consists of all students who first entered grade 9 anywhere between July 1, 2008 and June 30, 2009 or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2008-09 school year. Results for these students are captured as of June 30, 2012. A more detailed definition of this cohort is available in "Secondary-Level Cohort Definitions" at <http://www.p12.nysed.gov/irs/sirs/>.

Performance Index (PI): A PI 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). Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $[(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}] \times 100$

Effective Annual Measurable Objective (EAMO): The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available at <http://www.p12.nysed.gov/irs/accountability/> under the header "Annual Measurable Objectives."

Safe Harbor Target: Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The 2011-12 Safe Harbor Target is calculated using the following formula: $2010-11 \text{ PI} + (200 - \text{the } 2010-11 \text{ PI}) \times 0.10$

Secondary-Level Math: Non-AYP Groups

DISTRICT: WATERTOWN CITY SCHOOL DISTRICT

DISTRICT ID: 222000010000

Participation and performance for the following groups are *NOT* used to determine AYP.

Participation

Student Group	12th Graders	Percent of 12th Graders with Valid Test Scores
Not American Indian or Alaska Native	253	99%
Not Black or African American	230	99%
Not Hispanic or Latino	238	99%
Not Asian or Native Hawaiian/Other Pacific Islander	243	99%
Not White	59	100%
Not Multiracial	252	99%
General Education	222	99%
English Proficient	250	99%
Not Economically Disadvantaged	166	99%
Male	120	98%
Female	135	100%
Migrant	0	—
Not Migrant	255	99%

— There were fewer than 40 12th graders in the group.

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	224	123
Not Black or African American	207	124
Not Hispanic or Latino	213	123
Not Asian or Native Hawaiian/Other Pacific Islander	216	122
Not White	46	122
Not Multiracial	224	123
General Education	188	137
English Proficient	222	124
Not Economically Disadvantaged	147	137
Male	118	115
Female	108	131
Migrant	0	—
Not Migrant	226	123

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

DISTRICT: WATERTOWN CITY SCHOOL DISTRICT

DISTRICT ID: 222000010000

Unweighted Combined ELA and Math Performance Indices (PIs)

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example, EM ELA = 150, EM Math = 180, HS ELA = 140, HS Math = 160: $(150 + 180 + 140 + 160) \div 4 = 157.5 = 158$.

Student Group	Elementary/ Middle-Level ELA PI	Elementary/ Middle-Level Math PI	Secondary-Level ELA PI	Secondary-Level Math PI	Unweighted Combined PI
All Students	141	149	171	123	146
American Indian or Alaska Native	—	—	—	—	—
Black or African American	130	125	—	—	128
Hispanic or Latino	142	148	—	—	145
Asian or Native Hawaiian/Other Pacific Islander	172	176	—	—	174
White	141	151	172	123	147
Multiracial	142	149	—	—	146
Students With Disabilities	81	101	113	53	87
Limited English Proficient	116	122	—	—	119
Economically Disadvantaged	125	134	144	96	125

— There was not enough students to determine a Performance Index.

Graduation Rate: AYP

DISTRICT: WATERTOWN CITY SCHOOL DISTRICT

DISTRICT ID: 222000010000

Adequate Yearly Progress: To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort **OR** the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target.

All accountability groups made AYP: **NO**

Student Group	Made AYP
All Students	✓
American Indian or Alaska Native	—
Black or African American	✓
Hispanic or Latino	—
Asian or Native Hawaiian/Other Pacific Islander	—
White	✓
Multiracial	—
Students With Disabilities	✓
Limited English Proficient	—
Economically Disadvantaged	✗

✓ Made AYP

✗ Did not make AYP

— There were not enough students to make an AYP determination

Graduation Rate: 4-Year Graduation-Rate Total Cohort

DISTRICT: WATERTOWN CITY SCHOOL DISTRICT

DISTRICT ID: 222000010000

All accountability groups with 30 or more members met the graduation-rate criterion for the four-year graduation-rate total cohort: **NO**

Four-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	X	322	66%	80%	71%
American Indian or Alaska Native	—	3	—	—	—
Black or African American	✓	42	64%	80%	8%
Hispanic or Latino	—	17	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	8	—	—	—
White	X	252	64%	80%	70%
Multiracial	—	0	—	—	—
Students With Disabilities	X	61†	30%†	80%	42%
Limited English Proficient	—	4	—	—	—
Economically Disadvantaged	X	120	47%	80%	63%

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

X Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2007 Four-Year Graduation-Rate Total Cohort

The 2007 four-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2007 and June 30, 2008. Four-year graduation-rate results for these students are captured as of August 31, 2011.

Graduation Rate

The graduate rate for the 2007 four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

Progress Target

The Progress Target for the 2007 four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the 2006 four-year graduation-rate total cohort as of August 31, 2010. The following equation is used to determine the 2007 four-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2006 four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the 2006 four-year graduation-rate total cohort}$

Graduation Rate: 5-Year Graduation-Rate Total Cohort

DISTRICT: WATERTOWN CITY SCHOOL DISTRICT

DISTRICT ID: 222000010000

All accountability groups with 30 or more members met the graduation-rate criterion for the five-year graduation-rate total cohort: **NO**

Five-Year Graduation-Rate Total Cohort

Student Group	Met Graduation-Rate Criterion	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate	State Standard	Progress Target
All Students	✓	322	71%	80%	69%
American Indian or Alaska Native	—	3	—	—	—
Black or African American	—	26	—	—	—
Hispanic or Latino	—	16	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	14	—	—	—
White	✓	263	69%	80%	68%
Multiracial	—	0	—	—	—
Students With Disabilities	✓	58†	47%†	80%	42%
Limited English Proficient	—	4	—	—	—
Economically Disadvantaged	✗	96	55%	80%	64%

✓ Graduation rate is equal to or greater than the State Standard or the group's Progress Target.

✗ Graduation rate is less than the State Standard and the group's Progress Target.

— There were fewer than 30 students in the cohort.

† Includes former students with disabilities because the number of students with disabilities in the current year is equal to or greater than 30.

2006 Five-Year Graduation-Rate Total Cohort

The 2006 five-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere between July 1, 2006 and June 30, 2007. Five-year graduation-rate results for these students are captured as of August 31, 2011.

Graduation Rate

The graduate rate for the 2006 five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31, 2011.

Progress Target

The Progress Target for the 2006 five-year graduation-rate total cohort is a 20% gap reduction in the graduation rate of the 2005 five-year graduation-rate total cohort as of June 30, 2010. The following equation is used to determine the 2006 five-year graduation-rate total cohort progress target:

$[(80 - \text{the graduation rate of the 2005 five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the 2005 five-year graduation-rate total cohort}$

Graduation Rate: Non-AYP

DISTRICT: WATERTOWN CITY SCHOOL DISTRICT

DISTRICT ID: 222000010000

Graduation Rates for the following groups are **NOT** used to determine AYP.

Student Group	Four-Year Graduation-Rate Total Cohort		Five-Year Graduation-Rate Total Cohort	
	2007 Four-Year Graduation-Rate Total Cohort	Graduation Rate	2006 Five-Year Graduation-Rate Total Cohort	Graduation Rate
Not American Indian or Alaska Native	319	66%	319	71%
Not Black or African American	280	66%	296	70%
Not Hispanic or Latino	305	65%	306	71%
Not Asian or Native Hawaiian/Other Pacific Islander	314	66%	308	70%
Not White	70	73%	59	78%
Not Multiracial	322	66%	322	71%
General Education	264	74%	267	76%
English Proficient	318	66%	318	71%
Not Economically Disadvantaged	202	78%	226	77%
Male	153	68%	162	69%
Female	169	64%	160	73%
Migrant	0	—	0	—
Not Migrant	322	66%	322	71%

— There were fewer than 30 students in the cohort.

Graduation Rates for Select Diploma Types

Regents with Advanced Designation

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with an Advanced Designation is 27%, which did not exceed the State average of 31%.

Regents with CTE Endorsement

The percentage of 2007 Graduation-Rate Total Cohort members who graduated as of August 31, 2011 with a Regents Diploma with CTE Endorsement is 0%, which did not exceed the State average of 3%.