



The New York State Accountability Report 2011-12

DISTRICT: UTICA CITY SCHOOL DISTRICT
DISTRICT ID: 412300010000
SUPERINTENDENT: BRUCE KARAM
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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: UTICA CITY SCHOOL DISTRICT

DISTRICT ID: 412300010000

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	X
Hispanic or Latino	X
Asian or Native Hawaiian/Other Pacific Islander	X
White	X
Multiracial	X
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 ELA: Participation

DISTRICT: UTICA CITY SCHOOL DISTRICT

DISTRICT ID: 412300010000

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	✓	4575	99%
American Indian or Alaska Native	—	6	—
Black or African American	✓	1230	99%
Hispanic or Latino	✓	787	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	589	100%
White	✓	1851	99%
Multiracial	✓	112	99%
Students With Disabilities	✓	937	98%
Limited English Proficient	✓	642	100%
Economically Disadvantaged	✓	3824	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: UTICA CITY SCHOOL DISTRICT

DISTRICT ID: 412300010000

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	4324	117	148	125
American Indian or Alaska Native	—	4	—	—	—
Black or African American	X	1167	104	127	111
Hispanic or Latino	X	736	112	128	123
Asian or Native Hawaiian/Other Pacific Islander	X	530	91	160	97
White	X	1781	136	161	142
Multiracial	X	106	126	148	130
Students With Disabilities	X	914†	67†	97	82
Limited English Proficient	X	740‡	68‡	106	80
Economically Disadvantaged	X	3603	110	132	118

✓ 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: UTICA CITY SCHOOL DISTRICT

DISTRICT ID: 412300010000

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	4569	99%
Not Black or African American	3345	99%
Not Hispanic or Latino	3788	99%
Not Asian or Native Hawaiian/Other Pacific Islander	3986	99%
Not White	2724	99%
Not Multiracial	4463	99%
General Education	3638	100%
English Proficient	3933	99%
Not Economically Disadvantaged	751	99%
Male	2343	99%
Female	2232	99%
Migrant	2	—
Not Migrant	4573	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	4320	117
Not Black or African American	3157	122
Not Hispanic or Latino	3588	119
Not Asian or Native Hawaiian/Other Pacific Islander	3794	121
Not White	2543	104
Not Multiracial	4218	117
General Education	3442	131
English Proficient	3769	128
Not Economically Disadvantaged	721	155
Male	2215	109
Female	2109	126
Migrant	2	—
Not Migrant	4322	118

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

Elementary/Middle-Level Math: AYP

DISTRICT: UTICA CITY SCHOOL DISTRICT

DISTRICT ID: 412300010000

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	X
Asian or Native Hawaiian/Other Pacific Islander	X
White	X
Multiracial	X
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: UTICA CITY SCHOOL DISTRICT

DISTRICT ID: 412300010000

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	✓	4577	100%
American Indian or Alaska Native	—	6	—
Black or African American	✓	1231	100%
Hispanic or Latino	✓	790	99%
Asian or Native Hawaiian/Other Pacific Islander	✓	588	100%
White	✓	1850	99%
Multiracial	✓	112	99%
Students With Disabilities	✓	935	99%
Limited English Proficient	✓	645	100%
Economically Disadvantaged	✓	3827	100%

✓ 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: UTICA CITY SCHOOL DISTRICT

DISTRICT ID: 412300010000

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 \geq EAMO or Safe Harbor Target	Tested Students Enrolled on BEDS Day	PI	Objectives	
				EAMO	Safe Harbor Target
All Students	X	4358	130	162	138
American Indian or Alaska Native	—	4	—	—	—
Black or African American	X	1171	113	139	123
Hispanic or Latino	X	746	123	146	134
Asian or Native Hawaiian/Other Pacific Islander	X	545	120	180	130
White	X	1786	146	171	151
Multiracial	X	106	142	156	151
Students With Disabilities	X	922†	80†	118	97
Limited English Proficient	X	774‡	93‡	136	106
Economically Disadvantaged	X	3636	123	149	133

✓ 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: UTICA CITY SCHOOL DISTRICT

DISTRICT ID: 412300010000

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	4571	100%
Not Black or African American	3346	99%
Not Hispanic or Latino	3787	100%
Not Asian or Native Hawaiian/Other Pacific Islander	3989	99%
Not White	2727	100%
Not Multiracial	4465	100%
General Education	3642	100%
English Proficient	3932	99%
Not Economically Disadvantaged	750	99%
Male	2341	99%
Female	2236	100%
Migrant	2	—
Not Migrant	4575	100%

— 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	4354	130
Not Black or African American	3187	136
Not Hispanic or Latino	3612	131
Not Asian or Native Hawaiian/Other Pacific Islander	3813	131
Not White	2572	119
Not Multiracial	4252	129
General Education	3468	143
English Proficient	3769	138
Not Economically Disadvantaged	722	162
Male	2226	128
Female	2132	131
Migrant	2	—
Not Migrant	4356	130

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

Elementary/Middle-Level Science: AYP

DISTRICT: UTICA CITY SCHOOL DISTRICT

DISTRICT ID: 412300010000

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): 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

Elementary/Middle-Level Science: Participation

DISTRICT: UTICA CITY SCHOOL DISTRICT

DISTRICT ID: 412300010000

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	✓	1487	97%
American Indian or Alaska Native	—	2	—
Black or African American	✓	419	94%
Hispanic or Latino	✓	237	98%
Asian or Native Hawaiian/Other Pacific Islander	✓	176	100%
White	✓	618	99%
Multiracial	—	35	—
Students With Disabilities	✓	311	94%
Limited English Proficient	✓	202	100%
Economically Disadvantaged	✓	1212	97%

- ✓ 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: UTICA CITY SCHOOL DISTRICT

DISTRICT ID: 412300010000

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

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	✓	1380	172	176	172
American Indian or Alaska Native	—	2	—	—	—
Black or African American	✓	374	159	155	155
Hispanic or Latino	✓	223	172	158	158
Asian or Native Hawaiian/Other Pacific Islander	✗	159	148	179	151
White	✓	590	185	187	185
Multiracial	✓	32	184	171	1
Students With Disabilities	✗	283†	144†	148	147
Limited English Proficient	✗	211‡	132‡	142	142
Economically Disadvantaged	✓	1120	167	165	165

✓ 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.

‡ 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 four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation: $\frac{1(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 3(\text{Count at Level 4})}{\text{Count of Tested Students}} \times 100$

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: UTICA CITY SCHOOL DISTRICT

DISTRICT ID: 412300010000

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	1485	97%
Not Black or African American	1068	99%
Not Hispanic or Latino	1250	97%
Not Asian or Native Hawaiian/Other Pacific Islander	1311	97%
Not White	869	97%
Not Multiracial	1452	97%
General Education	1176	98%
English Proficient	1285	97%
Not Economically Disadvantaged	275	99%
Male	776	97%
Female	711	98%
Migrant	1	—
Not Migrant	1486	97%

— 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	1378	172
Not Black or African American	1006	176
Not Hispanic or Latino	1157	171
Not Asian or Native Hawaiian/Other Pacific Islander	1221	175
Not White	790	162
Not Multiracial	1348	171
General Education	1102	179
English Proficient	1200	179
Not Economically Disadvantaged	260	190
Male	714	174
Female	666	169
Migrant	1	—
Not Migrant	1379	172

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

Secondary-Level ELA: AYP

DISTRICT: UTICA CITY SCHOOL DISTRICT

DISTRICT ID: 412300010000

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): 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

Secondary-Level ELA: Participation

DISTRICT: UTICA CITY SCHOOL DISTRICT

DISTRICT ID: 412300010000

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	✓	624	100%
American Indian or Alaska Native	—	0	—
Black or African American	✓	160	99%
Hispanic or Latino	✓	80	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	86	100%
White	✓	298	100%
Multiracial	—	0	—
Students With Disabilities	✓	94	99%
Limited English Proficient	✓	78	100%
Economically Disadvantaged	✓	380	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 ELA: Performance

DISTRICT: UTICA CITY SCHOOL DISTRICT

DISTRICT ID: 412300010000

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 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	✓	564	135	154	134
American Indian or Alaska Native	—	0	—	—	—
Black or African American	✓	135	118	125	112
Hispanic or Latino	✗	77	122	126	126
Asian or Native Hawaiian/Other Pacific Islander	✗	78	86	161	106
White	✓	274	162	167	155
Multiracial	—	0	—	—	—
Students With Disabilities	✓	101†	88†	87	68
Limited English Proficient	✗	68‡	60‡	89	79
Economically Disadvantaged	✗	365	119	135	121

✓ 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.

‡ 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.

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: UTICA CITY SCHOOL DISTRICT

DISTRICT ID: 412300010000

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	624	100%
Not Black or African American	464	100%
Not Hispanic or Latino	544	100%
Not Asian or Native Hawaiian/Other Pacific Islander	538	100%
Not White	326	100%
Not Multiracial	624	100%
General Education	530	100%
English Proficient	546	100%
Not Economically Disadvantaged	244	100%
Male	292	99%
Female	332	100%
Migrant	0	—
Not Migrant	624	100%

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

Performance

Student Group	2008 Accountability Cohort Members	PI
Not American Indian or Alaska Native	564	135
Not Black or African American	429	141
Not Hispanic or Latino	487	138
Not Asian or Native Hawaiian/Other Pacific Islander	486	143
Not White	290	110
Not Multiracial	564	135
General Education	465	146
English Proficient	501	146
Not Economically Disadvantaged	199	166
Male	283	123
Female	281	148
Migrant	0	—
Not Migrant	564	135

— There were fewer than 30 students in the cohort.

Secondary-Level Math: AYP

DISTRICT: UTICA CITY SCHOOL DISTRICT

DISTRICT ID: 412300010000

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	X
Hispanic or Latino	X
Asian or Native Hawaiian/Other Pacific Islander	X
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

Secondary-Level Math: Participation

DISTRICT: UTICA CITY SCHOOL DISTRICT

DISTRICT ID: 412300010000

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	✓	624	99%
American Indian or Alaska Native	—	0	—
Black or African American	✓	160	99%
Hispanic or Latino	✓	80	100%
Asian or Native Hawaiian/Other Pacific Islander	✓	86	100%
White	✓	298	99%
Multiracial	—	0	—
Students With Disabilities	✓	94	99%
Limited English Proficient	✓	78	100%
Economically Disadvantaged	✓	380	99%

✓ 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: UTICA CITY SCHOOL DISTRICT

DISTRICT ID: 412300010000

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	564	100	131	109
American Indian or Alaska Native	—	0	—	—	—
Black or African American	X	135	82	94	85
Hispanic or Latino	X	77	78	97	97
Asian or Native Hawaiian/Other Pacific Islander	X	78	81	153	111
White	X	274	120	147	123
Multiracial	—	0	—	—	—
Students With Disabilities	X	101†	48†	72	52
Limited English Proficient	X	68‡	74‡	89	89
Economically Disadvantaged	X	365	87	109	101

✓ 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.

‡ 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.

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: UTICA CITY SCHOOL DISTRICT

DISTRICT ID: 412300010000

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	624	99%
Not Black or African American	464	99%
Not Hispanic or Latino	544	99%
Not Asian or Native Hawaiian/Other Pacific Islander	538	99%
Not White	326	99%
Not Multiracial	624	99%
General Education	530	99%
English Proficient	546	99%
Not Economically Disadvantaged	244	99%
Male	292	98%
Female	332	100%
Migrant	0	—
Not Migrant	624	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	564	100
Not Black or African American	429	105
Not Hispanic or Latino	487	103
Not Asian or Native Hawaiian/Other Pacific Islander	486	103
Not White	290	81
Not Multiracial	564	100
General Education	465	111
English Proficient	501	104
Not Economically Disadvantaged	199	123
Male	283	95
Female	281	105
Migrant	0	—
Not Migrant	564	100

— There were fewer than 30 students in the cohort.

Unweighted Combined ELA and Math PIs

DISTRICT: UTICA CITY SCHOOL DISTRICT

DISTRICT ID: 412300010000

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	117	130	135	100	121
American Indian or Alaska Native	—	—	—	—	—
Black or African American	104	113	118	82	104
Hispanic or Latino	112	123	122	78	109
Asian or Native Hawaiian/Other Pacific Islander	91	120	86	81	95
White	136	146	162	120	141
Multiracial	126	142	—	—	134
Students With Disabilities	67	80	88	48	71
Limited English Proficient	68	93	60	74	74
Economically Disadvantaged	110	123	119	87	110

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

Graduation Rate: AYP

DISTRICT: UTICA CITY SCHOOL DISTRICT

DISTRICT ID: 412300010000

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	X
American Indian or Alaska Native	—
Black or African American	X
Hispanic or Latino	✓
Asian or Native Hawaiian/Other Pacific Islander	X
White	✓
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

Graduation Rate: 4-Year Graduation-Rate Total Cohort

DISTRICT: UTICA CITY SCHOOL DISTRICT

DISTRICT ID: 412300010000

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	748	63%	80%	67%
American Indian or Alaska Native	—	0	—	—	—
Black or African American	X	223	50%	80%	58%
Hispanic or Latino	✓	102	56%	80%	53%
Asian or Native Hawaiian/Other Pacific Islander	X	83	57%	80%	65%
White	✓	340	75%	80%	75%
Multiracial	—	0	—	—	—
Students With Disabilities	X	155	37%	80%	48%
Limited English Proficient	✓	92‡	46%‡	80%	39%
Economically Disadvantaged	X	491	61%	80%	68%

✓ 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 limited English proficient students because the number of limited English proficient students 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: UTICA CITY SCHOOL DISTRICT

DISTRICT ID: 412300010000

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	X	727	68%	80%	70%
American Indian or Alaska Native	—	1	—	—	—
Black or African American	X	182	58%	80%	66%
Hispanic or Latino	X	97	55%	80%	59%
Asian or Native Hawaiian/Other Pacific Islander	X	59	69%	80%	72%
White	✓	387	76%	80%	75%
Multiracial	—	1	—	—	—
Students With Disabilities	X	160†	46%†	80%	56%
Limited English Proficient	X	57‡	44%‡	80%	65%
Economically Disadvantaged	X	370	71%	80%	79%

✓ 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.

‡ 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.

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 graduation 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: UTICA CITY SCHOOL DISTRICT

DISTRICT ID: 412300010000

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	748	63%	726	68%
Not Black or African American	525	68%	545	71%
Not Hispanic or Latino	646	64%	630	70%
Not Asian or Native Hawaiian/Other Pacific Islander	665	64%	668	68%
Not White	408	53%	340	59%
Not Multiracial	748	63%	726	68%
General Education	593	70%	568	74%
English Proficient	668	66%	674	70%
Not Economically Disadvantaged	257	67%	357	66%
Male	379	60%	365	64%
Female	369	66%	362	72%
Migrant	0	—	1	—
Not Migrant	748	63%	726	68%

— 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 15%, 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 1%, which did not exceed the State average of 3%.