

412300-01-0022

The New York State School Report Card  
for  
John F. Kennedy Middle School  
in  
Utica City School District

*An Overview of Academic Performance*



March 2002



The University of the State of New York  
**The State Education Department**

March 26, 2002

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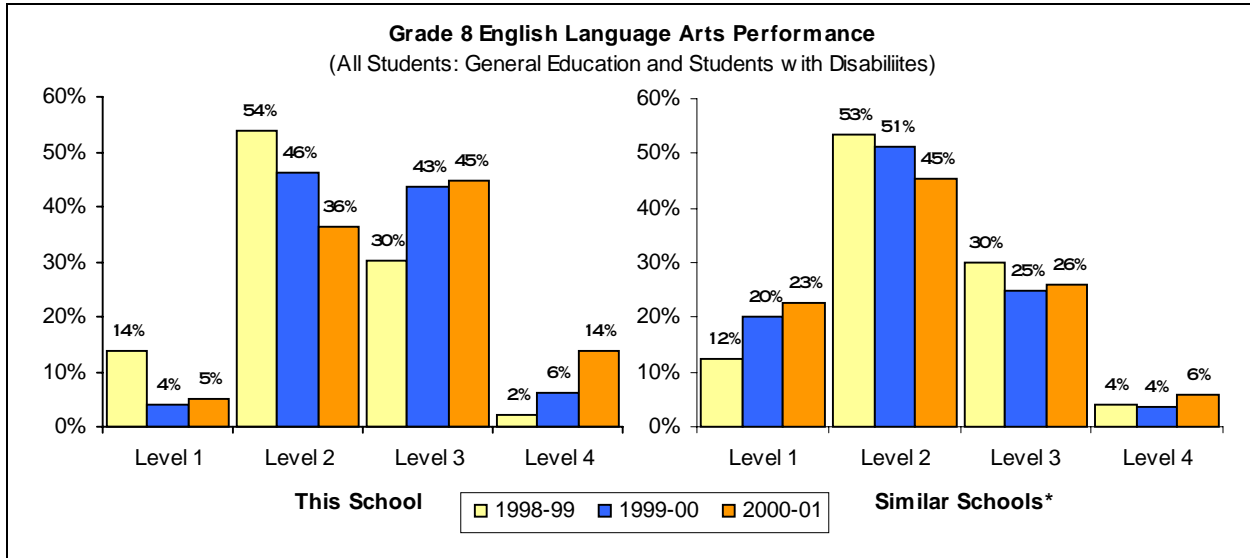
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## Middle Level English Language Arts



Performance at This School		Counts of Students								Mean Score
		Not Tested			Tested					
		AA <sup>1</sup>	ELL <sup>2</sup>	Absent	Level 1	Level 2	Level 3	Level 4	Total	
June 1999	General Education		57	8	23	111	72	5	211	691
	Students with Disabilities	1	0	1	10	17	0	0	27	665
	<b>All Students</b>	<b>1</b>	<b>57</b>	<b>9</b>	<b>33</b>	<b>128</b>	<b>72</b>	<b>5</b>	<b>238</b>	<b>688</b>
May 2000	General Education		54	8	7	94	106	16	223	705
	Students with Disabilities	17	0	2	3	23	4	0	30	685
	<b>All Students</b>	<b>17</b>	<b>54</b>	<b>10</b>	<b>10</b>	<b>117</b>	<b>110</b>	<b>16</b>	<b>253</b>	<b>703</b>
May 2001	General Education		74	12	7	63	92	31	193	712
	Students with Disabilities	2	0	3	4	18	7	0	29	686
	<b>All Students</b>	<b>2</b>	<b>74</b>	<b>15</b>	<b>11</b>	<b>81</b>	<b>99</b>	<b>31</b>	<b>222</b>	<b>708</b>

### Grade 8 English Language Arts Levels - Listening, Reading, and Writing Standards

<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination. All students scoring from <b>739 to 830</b> are in this level.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination. All students scoring from <b>701 to 738</b> are in this level.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards and pass the Regents examination. All students scoring from <b>662 to 700</b> are in this level.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> . All students scoring from <b>527 to 661</b> are in this level.

### Performance of English Language Learners (ELL)

ELL are students for whom English is a second language. Schools teach these students English so they can participate effectively in the academic program. ELL students without sufficient proficiency in English are not required to take the grade 8 ELA test. Their progress in learning English is measured, using standardized tests, and reported.

Grade 8	English Proficiency Below Effective Participation Level	Making Appropriate Progress
June 2001	74	74

\* Similar Schools are schools grouped by district and student demographic characteristics. Further explanation is available at <http://www.emsc.nysed.gov/repcrd2002/similar.html>.

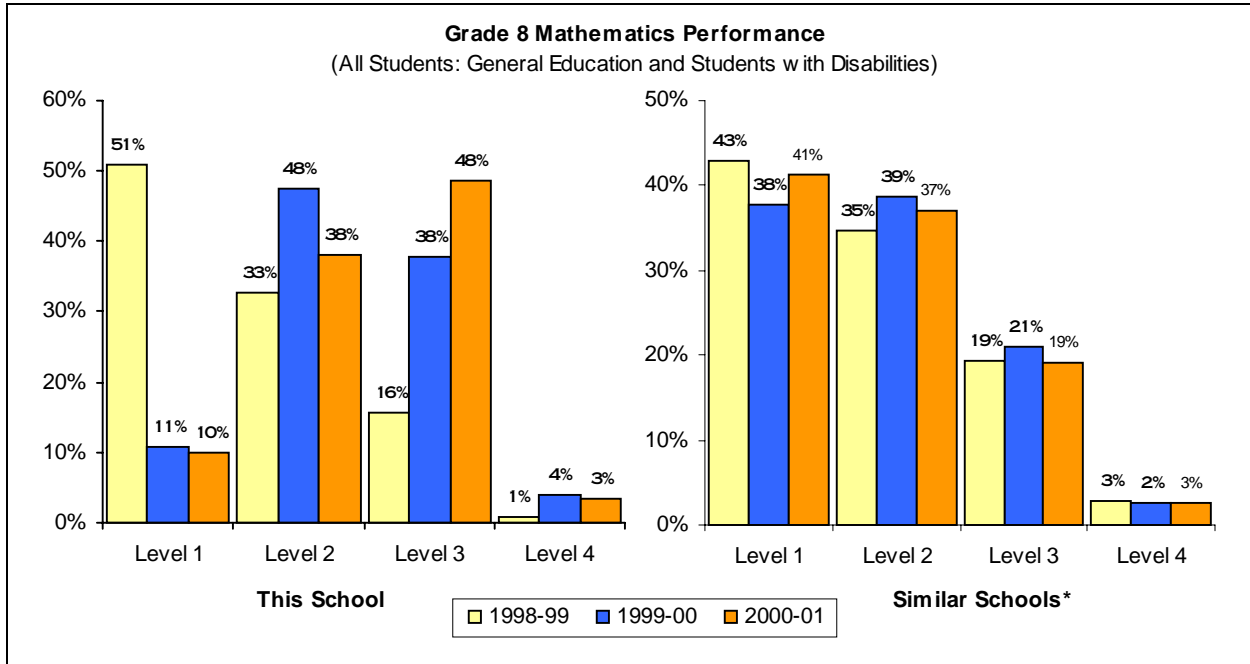
1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

2 These students were not required to take the grade 8 ELA test because they were English Language Learners (ELL) who performed below the 30<sup>th</sup> percentile on another appropriate English reading assessment.

3 These students were enrolled at the time of testing but were not present to complete some part of the ELA assessment.

# To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

## Middle Level Mathematics



Performance at This School		Counts of Students							Mean Score	
		Not Tested			Tested					
		AA <sup>1</sup>	ELL <sup>2</sup>	Absent <sup>3</sup>	Level 1	Level 2	Level 3	Level 4		Total
June 1999	General Education		0	12	98	73	36	2	209	685
	Students with Disabilities	1	0	1	22	4	1	0	27	659
	<b>All Students</b>	<b>1</b>	<b>0</b>	<b>13</b>	<b>120</b>	<b>77</b>	<b>37</b>	<b>2</b>	<b>236</b>	<b>682</b>
May 2000	General Education		48	9	26	105	85	10	226	712
	Students with Disabilities	17	0	4	1	15	10	0	26	710
	<b>All Students</b>	<b>17</b>	<b>48</b>	<b>13</b>	<b>27</b>	<b>120</b>	<b>95</b>	<b>10</b>	<b>252</b>	<b>712</b>
May 2001	General Education		71	5	20	71	103	8	202	718
	Students with Disabilities	2	0	3	3	17	9	0	29	706
	<b>All Students</b>	<b>2</b>	<b>71</b>	<b>8</b>	<b>23</b>	<b>88</b>	<b>112</b>	<b>8</b>	<b>231</b>	<b>716</b>

### Grade 8 Mathematics Levels - Knowledge, Reasoning, and Problem-Solving Standards

<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination. All students scoring from <b>760 to 882</b> are in this level.
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination. All students scoring from <b>716 to 759</b> are in this level.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards and pass the Regents examination. All students scoring from <b>681 to 715</b> are in this level.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> . All students scoring from <b>517 to 680</b> are in this level.

\* Similar Schools are schools grouped by district and student demographic characteristics. More information is on the **School Profile** page of this report. Further explanation is available at <http://www.emsc.nysed.gov/reprcd2002/similar.html>

1 For 2001, these students were eligible for the Alternate Assessment (AA). For 2000 and 1999, these students were exempt from this test because of disability as stated in their Individualized Educational Program.

2 These students are not required to take this test because they are English language learners (ELL) who perform below the 30<sup>th</sup> percentile on an appropriate English reading assessment and there is no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.

3 These students were enrolled at the time of testing but were not present to complete some part of the mathematics assessment.

# To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

## School Profile

Principal: Mr. Bruce J. Karam		Phone: (315)792-2086	
<b>Organization 2000-01</b>		School Staff <sup>1</sup> (both full- and part-time)	
Grade Range	Student Enrollment	Count of Teachers	Count of Other Professionals
7-9	967	67	9

<b>1999-00 School District-wide Total Expenditure per Pupil</b>	\$9,725
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<b>Student Enrollment</b>			
Grade Level	October 2000	Grade Level	October 2000
Pre-Kindergarten	0	Grade 7	287
Kindergarten	0	Grade 8	296
Grade 1	0	Grade 9	282
Grade 2	0	Grade 10	0
Grade 3	0	Grade 11	0
Grade 4	0	Grade 12	0
Grade 5	0	Ungraded Elementary with Disabilities	0
Grade 6	0	Ungraded Secondary with Disabilities	102

<b>Student Demographics Used To Determine Similar School Groups</b>	1998-99		1999-2000		2000-01	
	Count	Percent	Count	Percent	Count	Percent
English Language Learners	126	13.6%	157	16.2%	185	19.1%
Eligible For Free Lunch	603	65.2%	549	56.7%	549	56.8%

<b>Similar Schools Group</b>	This school is in Similar Schools Group 27. All schools in this group are middle level schools in urban or suburban school districts with high student needs in relation to district resources. The schools in this group are in the higher range of student needs for middle level schools in these districts.
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<sup>1</sup> Some district-employed staff serve in more than one school. These shared people are not reported here.

## System of Accountability for Student Success (SASS)

This section presents this school's results relative to Commissioner's standards for school performance. To raise performance, the Commissioner has established State standards for schools for each school year through 2002-03.

Schools are expected to meet or exceed the Commissioner's standards. School districts must develop and implement local assistance plans (LAP) to bring every public school up to these levels. Schools that fall below a standard are assigned adequate yearly progress (AYP) targets. This school-specific program of attainable goals is intended to allow schools below standard to "compete against themselves" by showing adequate progress towards closing the gap between their baseline performance and the State standard.

A Performance Index is used to assess school performance relative to elementary- and middle-level State standards for English language arts and for mathematics. The Performance Index credits each school for the students demonstrating some of the Learning Standards (Level 2) and for the students demonstrating all of the assessed Learning Standards (Level 3 and Level 4). Students at the higher levels contribute more to the Performance Index than do Level 2 students. Level 1 performance earns no credit. As a guide to understanding, the Performance Index may be understood as the sum of the percentage of students performing at or above Level 2 plus the percentage of students performing at or above Level 3.

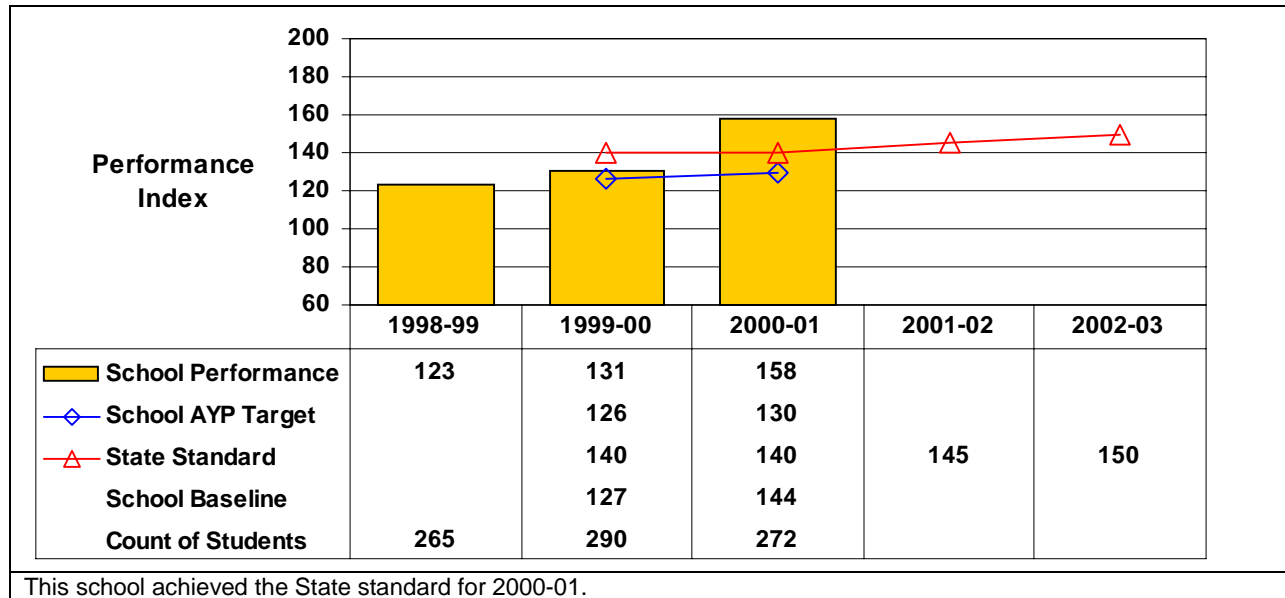
More information about this school accountability program is available from the State Education Department Web site (<http://www.emsc.nysed.gov/repcrd2002>). There you can find the rules for which students' results are included in the Performance Index, for how the performance of English language learners is included, for how the baseline numbers are calculated, for accountability for very small schools, and for when and how adequate yearly progress targets are assigned. Please note that Performance Index is only presented for schools that reported 20 or more continuously enrolled students' results. For this purpose continuously enrolled is defined as being enrolled in the school from October through the date of the State assessment.

The Commissioner has decided that until there is a State plan to meet the requirements of the Federal "No Child Left Behind" legislation he will not establish a State SASS standard for the 2003-04 school year for the elementary- and middle-level State assessments for English language arts and for mathematics. Therefore, no AYP targets are computed for the 2003-04 school year at this time. Schools that met a State standard in 1999-00 but performed below the State standard in 2000-01 are assigned AYP targets for the 2001-02 and 2002-03 school years. These AYP targets are determined using the 2002-03 State SASS standard Performance Index value of 150. Schools that performed below a State standard in 1999-00 were previously assigned AYP targets for 2001-02 and 2002-03, while schools that met State standards in 2000-01 are not assigned AYP targets.

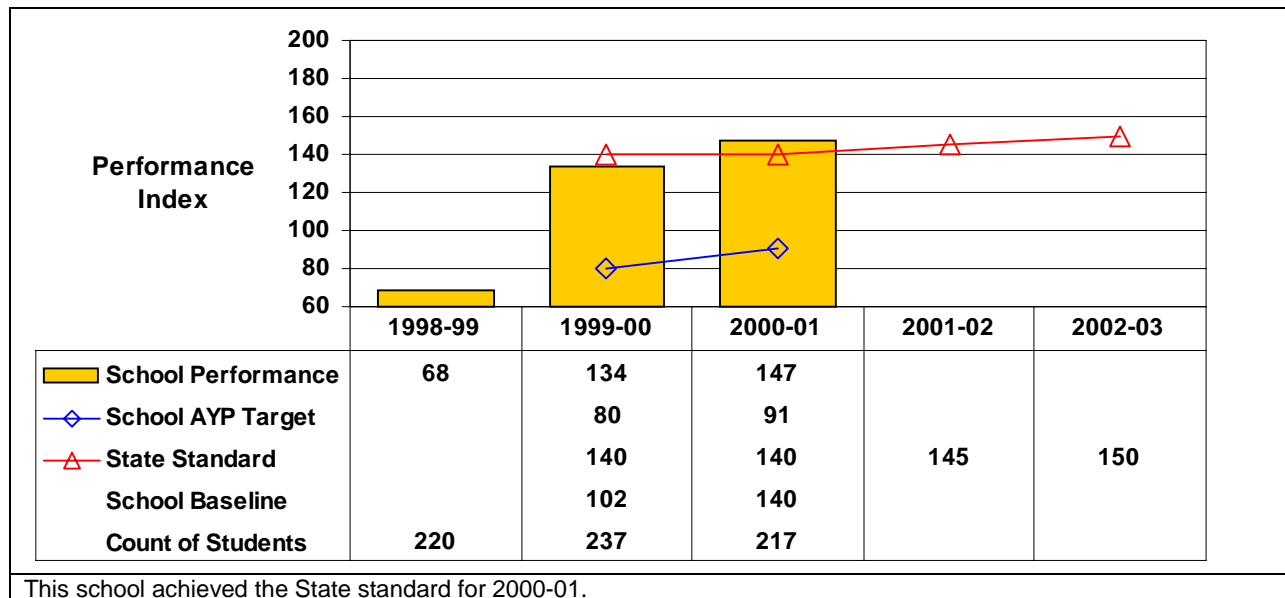
## Middle-Level School Performance

The Performance Index used to measure elementary school performance is computed using aggregate results of the State Grade 8 assessments for continuously enrolled students.

### English Language Arts Performance of Students in Grade 8



### Mathematics Performance of Students in Grade 8

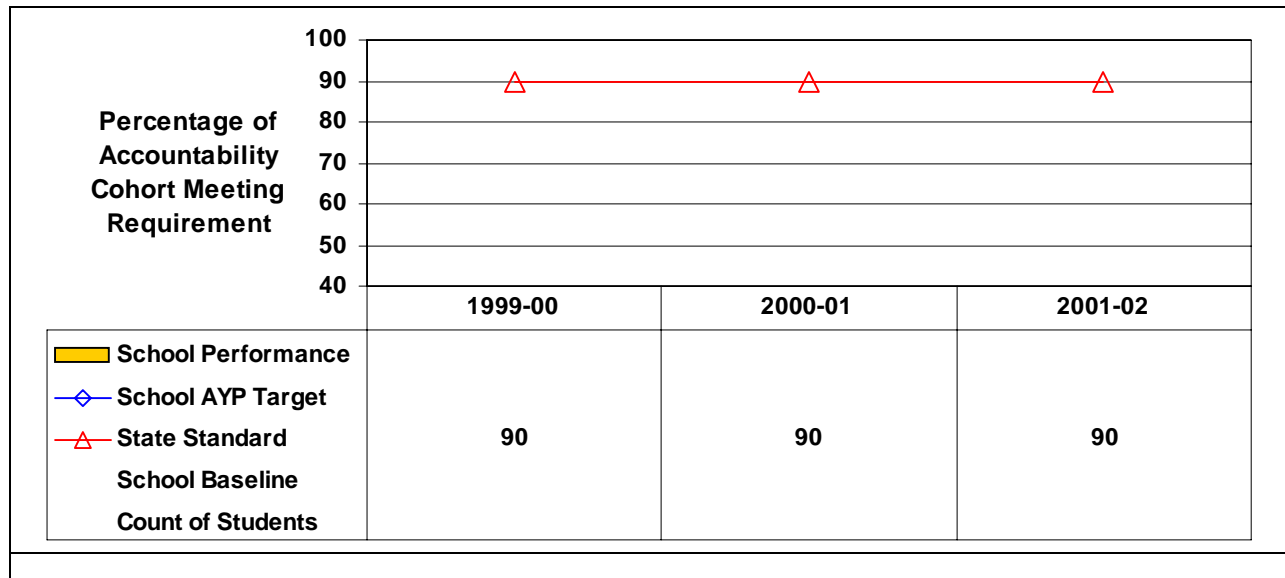


## Secondary-Level School Performance

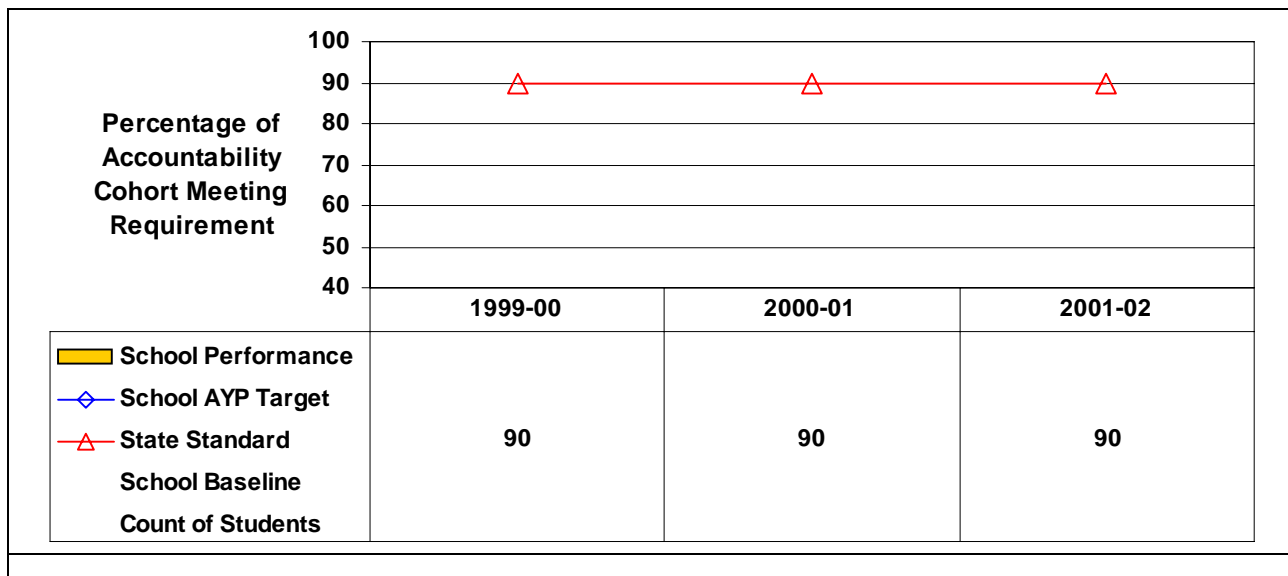
At the high school level, school performance is assessed based on the accumulated performance of students in the most recent four-year cohort. The Commissioner's standard is that 90 percent of the cohort meet graduation requirements for English and mathematics. Schools below these standards are assigned Adequate Yearly Progress (AYP) targets. Because of the increasing graduation requirements, maintaining current rates of achievement is considered AYP for the next year. After the requirements are fully "phased-in," there will be increasing AYP targets.

For this year, the cohort is defined as all students who first entered grade 9 in 1997-98, who entered a NY State school before October 1999 and who were enrolled at this school for the time from June 19, 2000 through June 16, 2001. Commissioner's Regulations allow certain students to be excluded from the cohort.

### English Graduation Requirement Performance of High School Cohort After Four Years



### Mathematics Graduation Requirement Performance of High School Cohort After Four Years





## High School Dropout Rate

A dropout is any student who left school prior to graduation for any reason except death and did not enter another school or approved high school equivalency preparation program. The dropout rate is calculated by dividing the total number of students who dropped out in a given year by the total fall enrollment in grades 9-12, including that portion of the ungraded secondary student enrollment that can be attributed to grades 9-12.

