



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **AUBURN CITY SCHOOL DISTRICT**
District ID **050100010000**
Superintendent **JOHN PLUME**
Telephone **(315) 255-8835**
Grades **K-12**

This District's Report Card

The New York State District Report Card is an important part of the Board of Regents effort to raise learning standards for all students. It provides information to the public on the district's status and the status of schools within the district under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the report card on a school district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

For more information:

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

Use this report to:

1 Get District Profile information.

This section shows comprehensive data relevant to this district's learning environment.

2 Review District Accountability Status.

This section indicates whether a district made adequate yearly progress (AYP) and identifies districts in need of improvement and subject to interventions under the federal No Child Left Behind Act as well as districts requiring academic progress and subject to interventions under Commissioner's Regulations.

3 View School Accountability Status.

This section lists all schools in your district by 2006–07 accountability status.

4 Review an Overview of District Performance.

This section has information about the district's performance on state assessments in English, mathematics, and science, and on high school graduation rate.

District **AUBURN CITY SCHOOL DISTRICT**

District Profile

This section shows comprehensive data relevant to this school district's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2003-04	2004-05	2005-06
Pre-K	0	0	0
Kindergarten	373	366	335
Grade 1	362	367	360
Grade 2	377	347	361
Grade 3	395	370	340
Grade 4	358	388	369
Grade 5	342	352	370
Grade 6	407	371	358
Ungraded Elementary	0	0	0
Grade 7	423	410	367
Grade 8	396	405	407
Grade 9	419	428	468
Grade 10	382	375	404
Grade 11	315	362	346
Grade 12	314	294	369
Ungraded Secondary	48	52	0
Total K-12	4911	4887	4854

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	19	19	19
Grade 8			
English	20	19	20
Mathematics	19	20	20
Science	23	19	22
Social Studies	21	21	20
Grade 10			
English	22	21	23
Mathematics	21	20	22
Science	22	22	16
Social Studies	22	19	21

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a district's enrollment. Students classified by districts as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

District **AUBURN CITY SCHOOL DISTRICT**

Demographic Factors

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	1290	26%	1144	23%	1257	26%
Reduced-Price Lunch	365	7%	464	9%	365	8%
Student Stability*		N/A		N/A		N/A
Limited English Proficient	8	0%	4	0%	12	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	31	1%	32	1%	18	0%
Black or African American	404	8%	428	9%	453	9%
Hispanic or Latino	53	1%	66	1%	67	1%
Asian or Native Hawaiian/Other Pacific Islander	34	1%	43	1%	51	1%
White	4389	89%	4318	88%	4265	88%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		94%		95%		94%
Student Suspensions	450	N/A	764	16%	575	12%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school district's total actual attendance by the total possible attendance for a school year. A district's actual attendance is the sum of the number of students in attendance on each day the district's schools were open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day schools were open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

District AUBURN CITY SCHOOL DISTRICT

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	1070	1085	1534
Percent Not Taught by Highly Qualified Teachers	4%	3%	2%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	7	6	4
Percent with No Valid Teaching Certificate	2%	2%	1%
Individuals Teaching Out of Certification			
Number of Teachers	10	13	6
Percentage of Total	3%	3%	2%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate			
	14%	14%	14%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	387	388	382
Total Other Professional Staff	23	44	43
Total Paraprofessionals*	125	134	129
Assistant Principals	5	5	5
Principals	8	8	8

* Not available at the school level.

Teacher Qualifications Information

To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area, and show subject matter competency. The number of *Individuals Teaching Out of Certification* is the number doing so more than on an incidental basis; that is, teaching for five or fewer periods per week outside certification.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2005–06, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that prove student proficiency on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: www.emsc.nysed.gov/irts/accountability/home.shtml.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation *and* the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2005–06 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. At the secondary level, the PI of each group in the 2002 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must meet the qualification for Safe Harbor.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the PI must equal or exceed the State Science Standard or the Science Progress Target in elementary/middle-level science for that group.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2001 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2001 graduation-rate cohort earning a local diploma by August 31, 2005 must equal or exceed the Graduation-Rate Standard (55%) or the Graduation-Rate Progress Target for that group.

Useful Terms for Understanding Accountability

Accountability Cohort

The 2002 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2002–03 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2002–03 school year, who were enrolled on October 6, 2005 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or enrolled in an approved high school equivalency preparation program by June 30, 2006, are not included in the 2002 school accountability cohort. The 2002 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The secondary-level AMO will be increased as specified in CR100.2(p)(14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.emsc.nysed.gov/irts.

Performance Index (PI)

Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 (indicating no proficiency) to Level 4 (indicating advanced proficiency). At the elementary/middle level, the PI is calculated using the following equation:

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

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

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

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

Progress Target

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

Safe Harbor

Safe Harbor provides an alternate means to demonstrate Adequate Yearly Progress (AYP) for accountability groups that do not achieve their Effective Annual Measurable Objectives (AMOs) in English or mathematics.

Safe Harbor Targets

The original 2005–06 safe harbor targets were calculated using the following equation:

$$2005-06 \text{ PI} + (200 - \text{the } 2005-06 \text{ PI}) \times 0.10$$

The resulting targets were adjusted so that their proportion of the 2005–06 AMO was the same as the original target's proportion of the 2004–05 AMO.

Science Progress Target

The elementary/middle-level 2005–06 Science Progress Target is calculated by adding one point to the 2004–05 PI. The 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2005–06.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2005–06, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The Commissioner may raise the State Science Standard at his discretion in future years.

Understanding Your District Accountability Status

The list below defines the district status categories applied to each accountability measure under New York State's district accountability system, which is divided into a Federal Title I component and a State component. Accountability measures for districts are English language arts (ELA), mathematics, elementary/middle-level science, and graduation rate. A district may be assigned a different status for different accountability measures. The overall status of a district is the status assigned to the district for the accountability measure with the most advanced designation in the hierarchy. If the district receives Title I funds, it is the most advanced designation in the Title I hierarchy, unless the district is in good standing under Title I but identified as DRAP under the State hierarchy. A district that does not receive Title I funding in a school year does not have a federal status in that year; however, all districts receive a state status even if they do not receive Title I funding. Consequences for districts not in good standing can be found at: www.emsc.nysed.gov/irts/school-accountability/about.shtml.

Federal Title I Status

(Applies to all New York State districts receiving Title I funds)

▲ District in Good Standing

A district is considered to be in good standing if it has not been identified as a District in Need of Improvement or a District Requiring Academic Progress.

▲ District in Need of Improvement (Year 1)

A district that has not made AYP for two consecutive years on the same accountability measure is considered a District in Need of Improvement (Year 1) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 2)

A District in Need of Improvement (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 2) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 3)

A District in Need of Improvement (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 3) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 4)

A District in Need of Improvement (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 4) for the following year, if it continues to receive Title I funds.

▲ District in Need of Improvement (Year 5 and above)

A District in Need of Improvement (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District in Need of Improvement (Year 5 and above) for the following year, if it continues to receive Title I funds.

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

A district that has not made AYP on the same accountability measure for two consecutive years is considered a District Requiring Academic Progress (Year 1) for the following year.

■ District Requiring Academic Progress (Year 2)

A District Requiring Academic Progress (Year 1) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 2) for the following year.

■ District Requiring Academic Progress (Year 3)

A District Requiring Academic Progress (Year 2) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 3) for the following year.

■ District Requiring Academic Progress (Year 4)

A District Requiring Academic Progress (Year 3) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 4) for the following year.

■ District Requiring Academic Progress (Year 5 and above)

A District Requiring Academic Progress (Year 4 and above) that does not make AYP on the accountability measure for which it was identified is considered a District Requiring Academic Progress (Year 5 and above) for the following year.


District **AUBURN CITY SCHOOL DISTRICT**

Summary

Overall Accountability Status (2006–07)

Improvement (Year 1)

Elementary/Middle Level

ELA  Improvement (Year 1)

Math  Good Standing

Science  Good Standing

Secondary Level

ELA  Improvement (Year 1)

Math  Good Standing

Graduation Rate  Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

YES





























2005–06

YES




2006–07

YES













On which accountability measures did this district make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Student Groups	Elementary/Middle Level			Secondary Level		
	English Language Arts	Mathematics	Science	English Language Arts	Mathematics	Graduation Rate
All Students						
Ethnicity						
American Indian or Alaska Native	–	–	–	–	–	–
Black or African American			–	–	–	–
Hispanic or Latino			–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–	–	–
White			–			–
Other Groups						
Students with Disabilities		 SH	–		 SH	–
Limited English Proficient	–	–	–	–	–	–
Economically Disadvantaged			–			–
Student groups making AYP in each subject	 5 of 6	 6 of 6	 1 of 1	 2 of 4	 3 of 4	 1 of 1

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status


Accountability Status Levels

- | Federal | State |
|--|--|
| Good Standing  | Good Standing  |
| Improvement (Year 1)  | Requiring Academic Progress (Year 1)  |
| Improvement (Year 2)  | Requiring Academic Progress (Year 2)  |
| Improvement (Year 3)  | Requiring Academic Progress (Year 3)  |
| Improvement (Year 4)  | Requiring Academic Progress (Year 4)  |
| Improvement (Year 5 & Above)  | Requiring Academic Progress (Year 5 & Above)  |

District **AUBURN CITY SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts



















Accountability Status for This Subject (2006–07)  Improvement (Year 1)

Accountability Measures 5 of 6 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 2) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 1) in 2007-08. [206]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07	
All Students (2278:2207)			99%		148	120		
Ethnicity								
American Indian or Alaska Native (9:9)	–	–	–	–	–	–	–	
Black or African American (207:200)			99%		117	114		
Hispanic or Latino (37:34)		–	–		124	105		
Asian or Native Hawaiian/Other Pacific Islander (22:22)	–	–	–	–	–	–	–	
White (2003:1942)			99%		152	120		
Other Groups								
Students with Disabilities ⁴ (305:282)			96%		63	116	76 77	
Limited English Proficient (8:7)	–	–	–	–	–	–	–	
Economically Disadvantaged (875:831)			99%		119	118		
Final AYP Determination		5 of 6						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **AUBURN CITY SCHOOL DISTRICT**



















Elementary/Middle-Level Mathematics

Accountability Status  Good Standing
for This Subject
(2006–07)

Accountability Measures 6 of 6 Student groups making AYP in Mathematics
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (2284:2188)			99%		158	84	
Ethnicity							
American Indian or Alaska Native (9:9)	–	–	–	–	–	–	–
Black or African American (206:196)			99%		130	78	
Hispanic or Latino (39:34)		–	–		121	69	
Asian or Native Hawaiian/Other Pacific Islander (22:22)	–	–	–	–	–	–	–
White (2008:1927)			99%		161	84	
Other Groups							
Students with Disabilities ⁴ (301:279)			97%		74	79	64 87
Limited English Proficient (7:7)	–	–	–	–	–	–	–
Economically Disadvantaged (885:821)			99%		132	82	
Final AYP Determination	 6 of 6						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2005–06, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

⁴ If the district failed to make AYP solely because of the performance of students with disabilities, met the 95% participation requirement for this group, and would meet or exceed the AMO for this subject if 34 points were added to the PI, then the district is considered to have made AYP for students with disabilities.

‡ This student group did not make AYP in science; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **AUBURN CITY SCHOOL DISTRICT**













Elementary/Middle-Level Science

Accountability Status  Good Standing
for This Subject
(2006–07)

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

Prospective Status This district will be in good standing in 2007-08. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
All Students (817:769)		Qualified		99%		177	100	
Ethnicity								
American Indian or Alaska Native (4:4)	–	–	–	–	–	–	–	–
Black or African American (72:66)		Qualified		99%		142	100	
Hispanic or Latino (20:16)	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (9:8)	–	–	–	–	–	–	–	–
White (712:675)		Qualified		99%		181	100	
Other Groups								
Students with Disabilities (101:93)		Qualified		95%		111	100	
Limited English Proficient (2:1)	–	–	–	–	–	–	–	–
Economically Disadvantaged (313:284)		Qualified		98%		157	100	
Final AYP Determination		1 of 1						

NOTES

¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.

² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.


AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **AUBURN CITY SCHOOL DISTRICT**

Secondary-Level English Language Arts













Accountability Status for This Subject (2006–07)  Improvement (Year 1)

Accountability Measures 2 of 4 Student groups making AYP in English Language Arts
 Did not make AYP

Prospective Status

To be removed from improvement status in English Language Arts, this district must make AYP in this measure at the elementary/middle or secondary level for two consecutive years. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be In Need of Improvement (Year 2) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will remain In Need of Improvement (Year 1) in 2007-08. [206]




How did students in each accountability group perform on secondary-level English Language Arts accountability measures?

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07	
All Students (342:332)			95%		172	148		
Ethnicity								
American Indian or Alaska Native (3:1)	–	–	–	–	–	–	–	–
Black or African American (18:16)	–	–	–	–	–	–	–	–
Hispanic or Latino (5:4)	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (4:3)	–	–	–	–	–	–	–	–
White (312:308)			96%		174	148		
Other Groups								
Students with Disabilities (39:35)		–	–		71	138	75	84
Limited English Proficient (2:2)	–	–	–	–	–	–	–	–
Economically Disadvantaged (127:66)			79%		138	142	110	144
Final AYP Determination	 2 of 4							

NOTES


- ¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).
 - ² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.
 - ³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.
- ‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.


AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **AUBURN CITY SCHOOL DISTRICT**

Secondary-Level Mathematics













Accountability Status for This Subject (2006–07)  Good Standing

Accountability Measures 3 of 4 Student groups making AYP in Mathematics
 Did not make AYP

Prospective Status

A district that fails to make AYP in Mathematics at the elementary/middle and secondary levels for two consecutive years is placed in improvement status. If this district fails to make AYP at both the elementary/middle and secondary levels in 2006-07, the district will be District In Need of Improvement (Year 1) in 2007-08. If this district makes AYP at either the elementary/middle or secondary level in 2006-07, the district will be in good standing in 2007-08. [202]

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

Student Group	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07	
(12th Graders: 2002 Cohort) ¹								
All Students (342:332)			95%		181	140		
Ethnicity								
American Indian or Alaska Native (3:1)	–	–	–	–	–	–	–	–
Black or African American (18:16)	–	–	–	–	–	–	–	–
Hispanic or Latino (5:4)	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (4:3)	–	–	–	–	–	–	–	–
White (312:308)			96%		184	140		
Other Groups								
Students with Disabilities (39:35)		–	–		97	130	77	107
Limited English Proficient (2:2)	–	–	–	–	–	–	–	–
Economically Disadvantaged (127:66)			79%		150	134		
Final AYP Determination		3 of 4						

NOTES




¹ These data show the count of 12th graders in 2005–06 (used for Participation) followed by the count of students in the 2002 cohort (used for Performance).

² Groups with fewer than 40 students in the 12th grade are not required to meet the participation criterion. If the participation rate of a group fell below 95 percent in 2005–06, the enrollment shown is the sum of the 2004–05 and 2005–06 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

³ For districts with fewer than 30 students in the 2002 cohort, data for 2001 and 2002 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2002 cohort in the All Students group, groups with fewer than 30 students in the 2002 cohort are not required to meet the performance criterion.

‡ This student group did not make AYP in graduation rate; therefore, it did not qualify for Safe Harbor.

AYP Status

-  Made AYP
-  Made AYP Using Safe Harbor Target
-  Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

District **AUBURN CITY SCHOOL DISTRICT**







Graduation Rate

Accountability Status  Good Standing
for This Indicator
(2006–07)

Accountability Measures 1 of 1 Student groups making AYP in Graduation Rate
 Made AYP

Prospective Status This district will be in good standing in 2007-08. [201]

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

Student Group (Cohort Count) ¹	Graduation		Graduation Rate ²	Objectives		
	AYP	Met Criterion		State Standard	Progress Target 2005–06 2006–07	
All Students (315)			72%	55%		
Ethnicity						
American Indian or Alaska Native (2)	–	–	–	–	–	–
Black or African American (20)	–	–	–	–	–	–
Hispanic or Latino (4)	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (2)	–	–	–	–	–	–
White (287)			74%	55%		
Other Groups						
Students with Disabilities (37)			30%	55%	20%	31%
Limited English Proficient (1)	–	–	–	–	–	–
Economically Disadvantaged (61)			39%	55%	27%	40%
Final AYP Determination	 1 of 1					

NOTES

¹ Graduation-rate cohort for each year includes all students in the accountability cohort in the previous year plus all students excluded from that accountability cohort solely because they transferred to a high school equivalency preparation program, approved under Commissioner's Regulations 100.7.

² Percentage of the 2001 cohort that earned a local or Regents diploma by August 31, 2005.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2001 graduation-rate cohort members earning a local or Regents diploma by August 31, 2005 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2005–06.

The Graduation Rate Standard is the criterion value that represents a minimally satisfactory percentage of cohort members earning a local diploma. The State Graduation-Rate Standard for the 2001 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2005–06 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2000 cohort earning a local or Regents diploma by August 31, 2004. The 2006–07 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2001 cohort earning a local or Regents diploma by August 31, 2005. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2005 is below the Graduation-Rate Standard in 2005–06 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **AUBURN CITY SCHOOL DISTRICT**

2006–07 Accountability Status of Schools in Your District

This section lists all schools in your district by 2006–07 accountability status.

Federal Title I Status

New York State Status

Good Standing

7 schools identified 88% of total

CASEY PARK ELEMENTARY SCHOOL

EAST MIDDLE SCHOOL

GENESEE STREET ELEMENTARY SCHOOL

HERMAN AVENUE ELEMENTARY SCHOOL

OWASCO ELEMENTARY SCHOOL

WEST MIDDLE SCHOOL

WILLIAM H. SEWARD ELEMENTARY SCHOOL

Requiring Academic Progress (Year 2)

1 school identified 13% of total

AUBURN HIGH SCHOOL

District **AUBURN CITY SCHOOL DISTRICT**

Summary of 2005–06 District Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
English Language Arts				
Grade 3	60%			343
Grade 4	63%			371
Grade 5	63%			378
Grade 6	57%			365
Grade 7	50%			370
Grade 8	48%			420
Mathematics				
Grade 3	79%			342
Grade 4	77%			371
Grade 5	70%			376
Grade 6	53%			368
Grade 7	66%			373
Grade 8	55%			429
Science				
Grade 4	88%			373
Grade 8	66%			332

	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
Secondary Level				
English	67%			415
Mathematics	76%			415

	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
Graduation Rate				
2002 Cohort	64%			415

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

Student performance does not demonstrate an understanding of the content expected in the subject and grade level.

Level 2: Partially Meeting Learning Standards.

Student performance demonstrates a partial understanding of the content expected in the subject and grade level.

Level 3: Meeting Learning Standards.

Student performance demonstrates an understanding of the content expected in the subject and grade level.

Level 4: Meeting Learning Standards with Distinction.

Student performance demonstrates a thorough understanding of the content expected in the subject and grade level.

How are Need/Resource Capacity (N/RC) categories determined?

Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.emsc.nysed.gov/irts.

In this section, this district's performance is compared with that of public schools statewide.

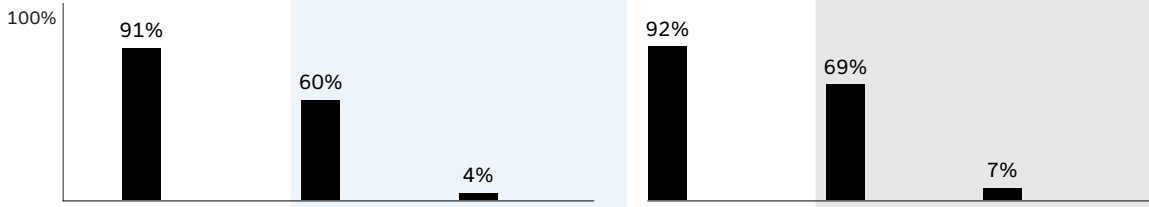
This District's N/RC Category:

Average Need Districts

This is a school district with average student needs in relation to district resource capacity.

District **AUBURN CITY SCHOOL DISTRICT**

This District's Results in Grade 3 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 662	Range: 616-780	650-780	730-780			
						
Number of Students:	311	207	15			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	343	91%	60%	4%				
Female	177	92%	68%	7%				
Male	166	89%	52%	2%				
American Indian or Alaska Native								
Black or African American	49	78%	41%	2%				
Hispanic or Latino	7	86%	43%	0%				
Asian or Native Hawaiian/Other Pacific Islander	5	100%	80%	0%				
White	282	93%	64%	5%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	307	95%	65%	5%				
Students with Disabilities	36	50%	19%	0%				
English Proficient	340	-	-	-				
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	136	82%	40%	1%				
Not Disadvantaged	207	97%	74%	7%				
Migrant								
Not Migrant	343	91%	60%	4%				

NOTES

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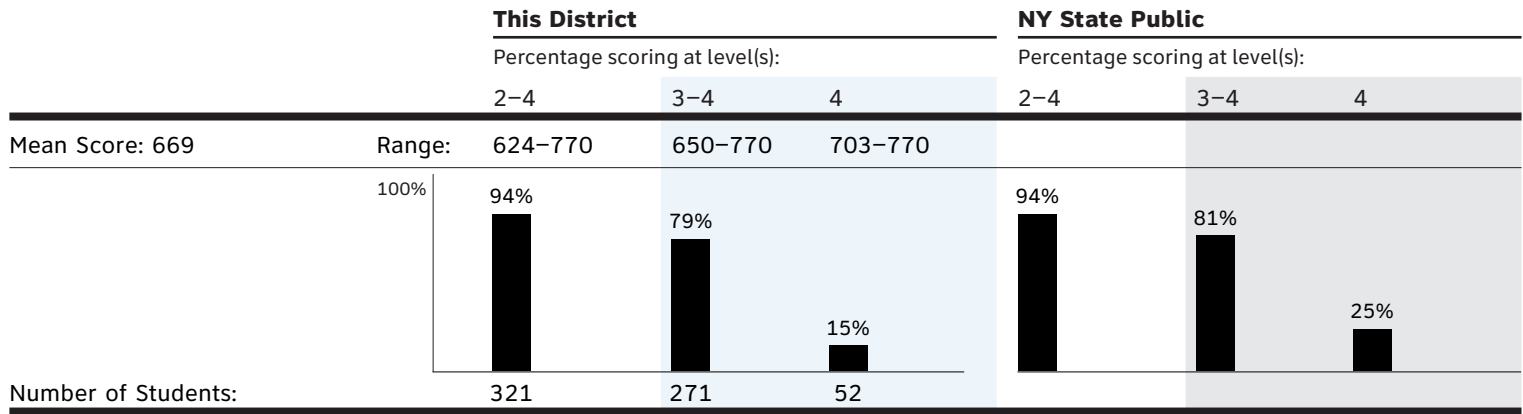
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0				N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **AUBURN CITY SCHOOL DISTRICT**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	342	94%	79%	15%				
Female	176	95%	81%	13%				
Male	166	92%	78%	18%				
American Indian or Alaska Native								
Black or African American	50	82%	62%	10%				
Hispanic or Latino	7	86%	57%	0%				
Asian or Native Hawaiian/Other Pacific Islander	5	100%	60%	20%				
White	280	96%	83%	16%	This test was not given in 2004-05.			
Small Group Totals								
General-Education Students	305	96%	84%	17%				
Students with Disabilities	37	73%	38%	0%				
English Proficient	339	-	-	-				
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	136	90%	70%	8%				
Not Disadvantaged	206	96%	85%	20%				
Migrant								
Not Migrant	342	94%	79%	15%				

NOTES

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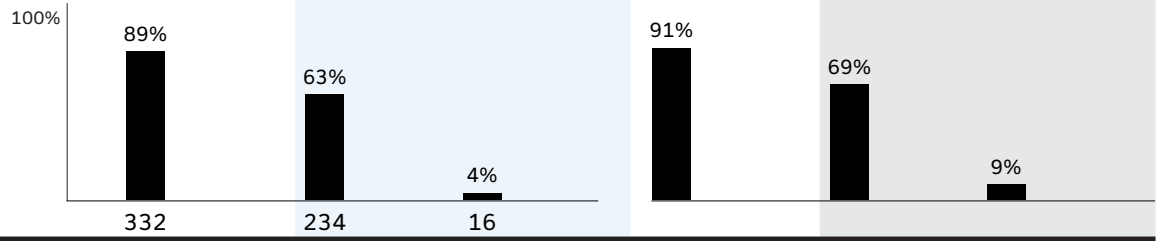
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				This test was not given in 2004-05.			

District **AUBURN CITY SCHOOL DISTRICT**

This District's Results in Grade 4 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 657	612-775	650-775	716-775			
Range:	612-775	650-775	716-775			
Number of Students:	332	234	16			



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	371	89%	63%	4%				
Female	178	90%	65%	4%				
Male	193	89%	61%	4%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	27	89%	59%	0%				
Hispanic or Latino	11	73%	45%	0%				
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-				
White	326	90%	64%	5%				
Small Group Totals	7	71%	43%	0%				
General-Education Students	320	96%	72%	5%				
Students with Disabilities	51	49%	6%	0%				
English Proficient	371	89%	63%	4%				
Limited English Proficient								
Economically Disadvantaged	160	82%	51%	1%				
Not Disadvantaged	211	95%	73%	7%				
Migrant								
Not Migrant	371	89%	63%	4%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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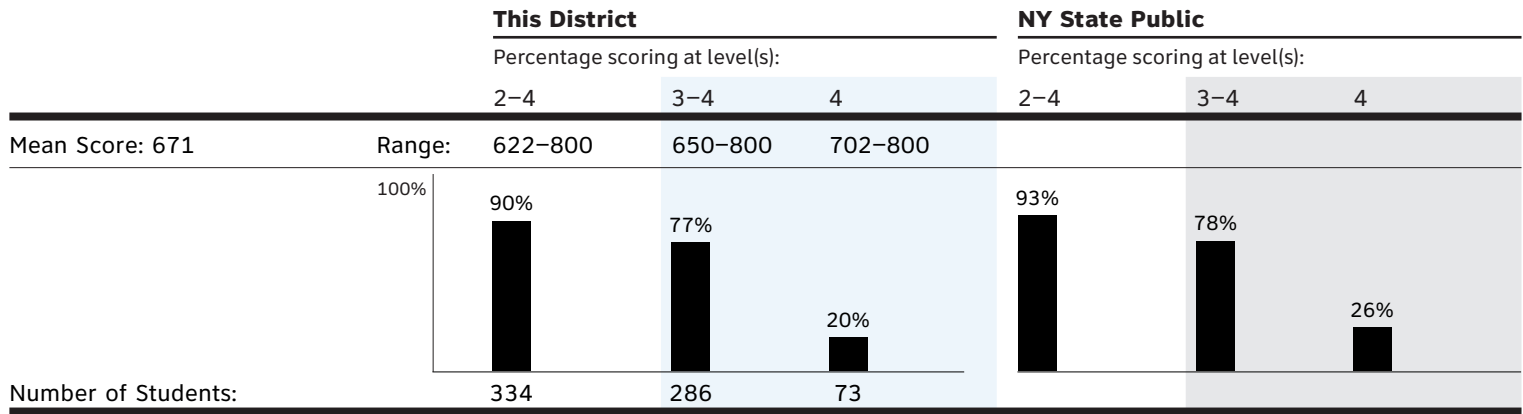
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0				0			

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **AUBURN CITY SCHOOL DISTRICT**

This District's Results in Grade 4 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	371	90%	77%	20%				
Female	176	91%	76%	14%				
Male	195	89%	78%	25%				
American Indian or Alaska Native	3	-	-	-				
Black or African American	27	93%	67%	15%				
Hispanic or Latino	13	62%	46%	0%				
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-				
White	324	92%	80%	21%				
Small Group Totals	7	57%	29%	0%				
General-Education Students	320	97%	84%	23%				
Students with Disabilities	51	49%	31%	0%				
English Proficient	371	90%	77%	20%				
Limited English Proficient								
Economically Disadvantaged	159	83%	65%	11%				
Not Disadvantaged	212	95%	86%	26%				
Migrant								
Not Migrant	371	90%	77%	20%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

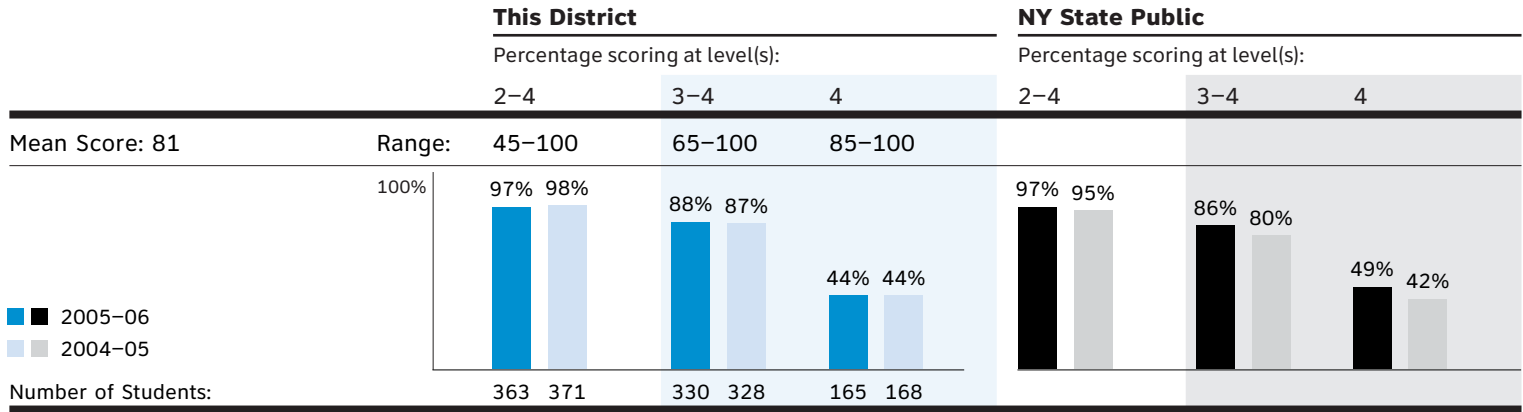
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	2	-	-	-	2	-	-	-

District **AUBURN CITY SCHOOL DISTRICT**

This District's Results in Grade 4 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	373	97%	88%	44%	379	98%	87%	44%
Female	179	98%	88%	42%	197	99%	85%	43%
Male	194	96%	89%	46%	182	97%	88%	46%
American Indian or Alaska Native	3	-	-	-	1	-	-	-
Black or African American	27	93%	85%	37%	31	97%	65%	16%
Hispanic or Latino	13	92%	77%	0%	3	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	1	-	-	-
White	326	98%	90%	47%	343	98%	89%	48%
Small Group Totals	7	86%	43%	29%	5	100%	80%	0%
General-Education Students	323	99%	93%	49%	338	99%	91%	48%
Students with Disabilities	50	86%	62%	12%	41	88%	49%	15%
English Proficient	373	97%	88%	44%	379	98%	87%	44%
Limited English Proficient								
Economically Disadvantaged	159	94%	81%	28%	125	95%	73%	29%
Not Disadvantaged	214	100%	94%	57%	254	99%	93%	52%
Migrant								
Not Migrant	373	97%	88%	44%	379	98%	87%	44%

NOTES

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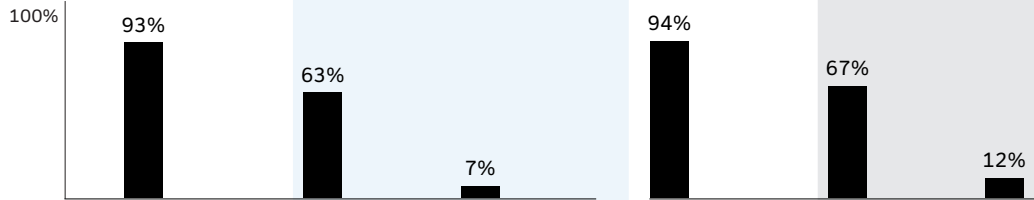
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	3	-	-	-	2	-	-	-

District **AUBURN CITY SCHOOL DISTRICT**

This District's Results in Grade 5 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 658	608-795	650-795	711-795			
Range:	608-795	650-795	711-795			
Number of Students:	352	238	25	94%	67%	12%



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	378	93%	63%	7%				
Female	198	93%	71%	9%				
Male	180	93%	54%	4%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	27	81%	44%	0%				
Hispanic or Latino	4	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-				
White	345	94%	65%	7%	This test was not given in 2004-05.			
Small Group Totals	6	100%	17%	0%				
General-Education Students	334	97%	69%	7%				
Students with Disabilities	44	64%	16%	2%				
English Proficient	378	93%	63%	7%				
Limited English Proficient								
Economically Disadvantaged	134	84%	43%	2%				
Not Disadvantaged	244	98%	74%	9%				
Migrant								
Not Migrant	378	93%	63%	7%				

NOTES

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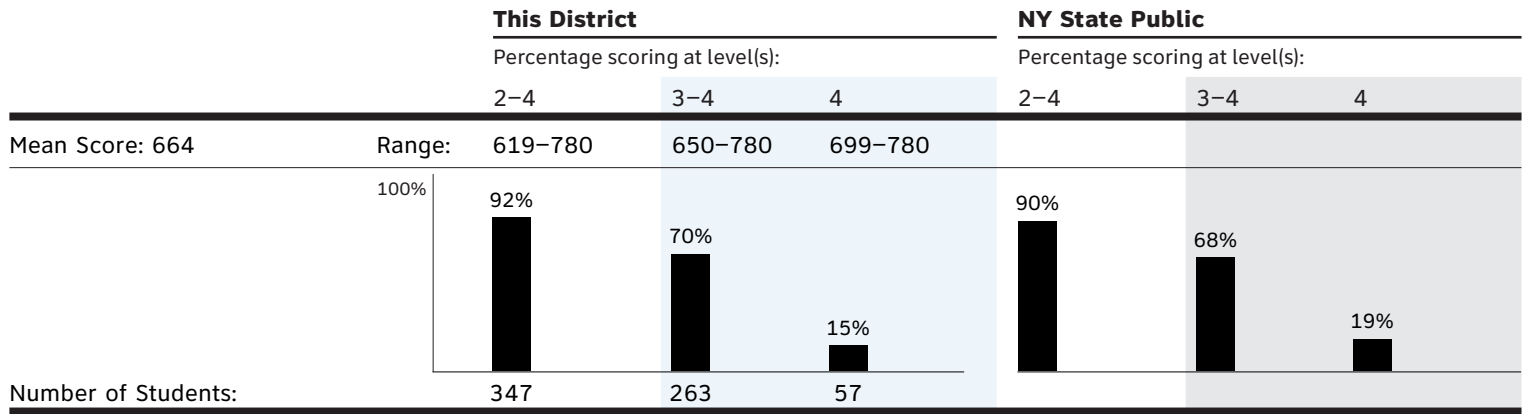
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	1	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0				N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **AUBURN CITY SCHOOL DISTRICT**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	376	92%	70%	15%				
Female	197	92%	69%	16%				
Male	179	93%	72%	15%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	27	78%	56%	0%				
Hispanic or Latino	4	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-				
White	343	93%	71%	17%	This test was not given in 2004-05.			
Small Group Totals	6	100%	67%	0%				
General-Education Students	333	97%	75%	17%				
Students with Disabilities	43	53%	30%	5%				
English Proficient	376	92%	70%	15%				
Limited English Proficient								
Economically Disadvantaged	134	84%	54%	6%				
Not Disadvantaged	242	97%	79%	20%				
Migrant								
Not Migrant	376	92%	70%	15%				

NOTES

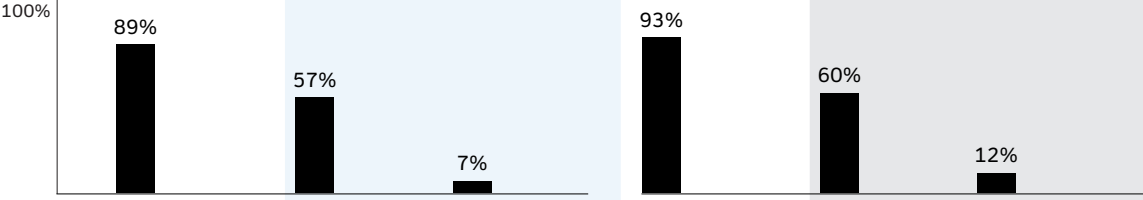
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	1	-	-	-	This test was not given in 2004-05.			

District **AUBURN CITY SCHOOL DISTRICT**

This District's Results in Grade 6 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 648	Range: 598-785			650-785 705-785		
						
Number of Students:	325	208	25			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	365	89%	57%	7%				
Female	163	90%	59%	11%				
Male	202	88%	55%	3%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	29	79%	34%	3%				
Hispanic or Latino	4	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	326	90%	60%	7%	This test was not given in 2004-05.			
Small Group Totals	10	70%	20%	0%				
General-Education Students	312	96%	65%	8%				
Students with Disabilities	53	45%	9%	0%				
English Proficient	365	89%	57%	7%				
Limited English Proficient								
Economically Disadvantaged	151	80%	36%	1%				
Not Disadvantaged	214	95%	72%	11%				
Migrant								
Not Migrant	365	89%	57%	7%				

NOTES

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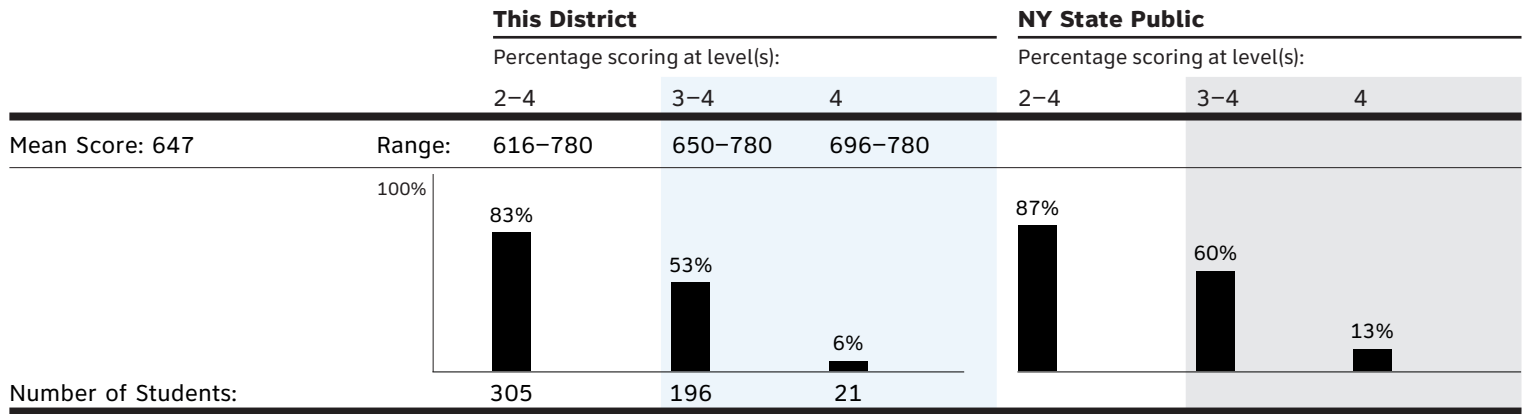
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	3	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	1	-	-	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **AUBURN CITY SCHOOL DISTRICT**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	368	83%	53%	6%				
Female	164	85%	54%	4%				
Male	204	81%	52%	7%				
American Indian or Alaska Native	4	-	-	-				
Black or African American	28	75%	39%	0%				
Hispanic or Latino	5	80%	20%	0%				
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-				
White	329	84%	56%	6%	This test was not given in 2004-05.			
Small Group Totals	6	67%	17%	0%				
General-Education Students	316	90%	61%	7%				
Students with Disabilities	52	38%	4%	0%				
English Proficient	367	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	154	72%	34%	1%				
Not Disadvantaged	214	91%	67%	9%				
Migrant								
Not Migrant	368	83%	53%	6%				

NOTES

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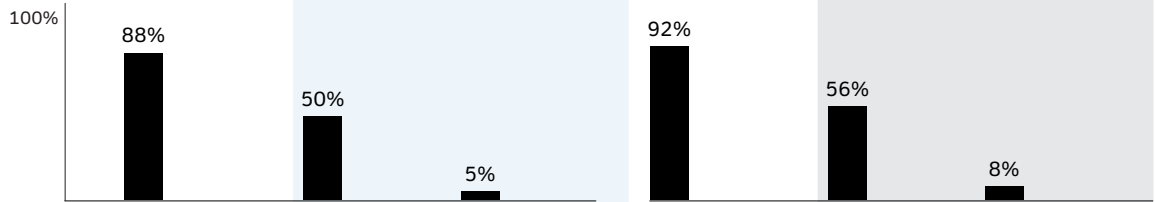
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	3	-	-	-	This test was not given in 2004-05.			

District **AUBURN CITY SCHOOL DISTRICT**

This District's Results in Grade 7 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 643	600-790	650-790	712-790			
Range:	600-790	650-790	712-790			
Number of Students:	327	186	17	327	186	17



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	370	88%	50%	5%				
Female	170	94%	55%	7%				
Male	200	84%	46%	3%				
American Indian or Alaska Native								
Black or African American	29	83%	28%	0%				
Hispanic or Latino	2	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-				
White	334	89%	52%	5%	This test was not given in 2004-05.			
Small Group Totals	7	100%	57%	0%				
General-Education Students	313	96%	58%	5%				
Students with Disabilities	57	44%	9%	0%				
English Proficient	370	88%	50%	5%				
Limited English Proficient								
Economically Disadvantaged	137	74%	25%	0%				
Not Disadvantaged	233	97%	65%	7%				
Migrant								
Not Migrant	370	88%	50%	5%				

NOTES

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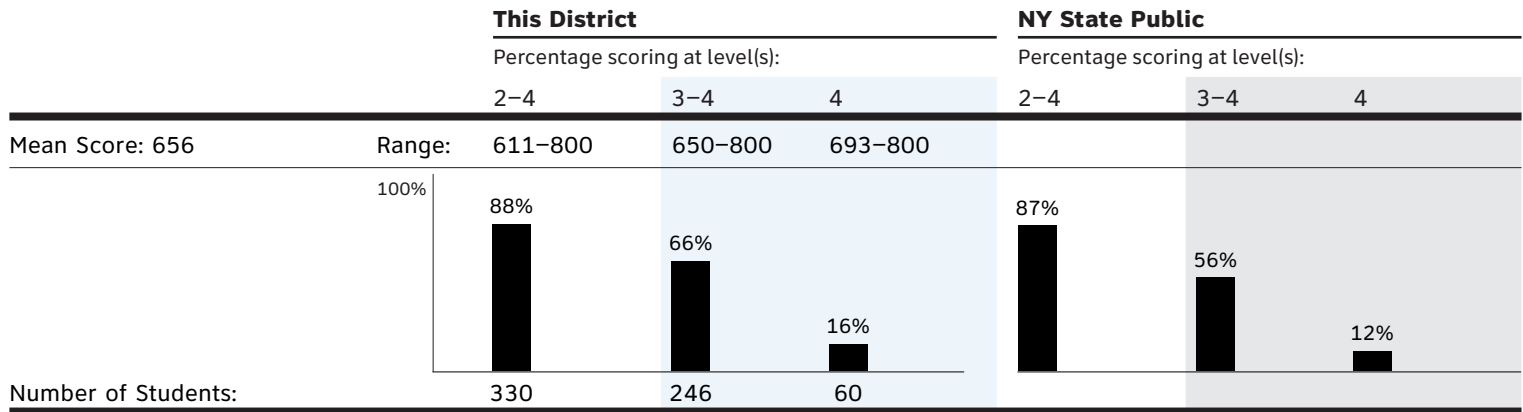
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	3	-	-	-	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	2	-	-	N/A	N/A	N/A	N/A	N/A

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **AUBURN CITY SCHOOL DISTRICT**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	373	88%	66%	16%				
Female	174	92%	68%	14%				
Male	199	85%	64%	18%				
American Indian or Alaska Native								
Black or African American	28	75%	43%	7%				
Hispanic or Latino	3	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-				
White	337	90%	68%	17%	This test was not given in 2004-05.			
Small Group Totals	8	88%	63%	25%				
General-Education Students	316	95%	75%	18%				
Students with Disabilities	57	51%	18%	4%				
English Proficient	372	-	-	-				
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	142	75%	39%	4%				
Not Disadvantaged	231	97%	82%	24%				
Migrant								
Not Migrant	373	88%	66%	16%				

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	3	-	-	-	This test was not given in 2004-05.			

District **AUBURN CITY SCHOOL DISTRICT**

This District's Results in Grade 8 English Language Arts

	This District			NY State Public		
	Percentage scoring at level(s):			Percentage scoring at level(s):		
	2-4	3-4	4	2-4	3-4	4
Mean Score: 649	Range: 602-790			650-790 715-790		
Number of Students:	381	203	20			

Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	420	91%	48%	5%				
Female	212	94%	55%	6%				
Male	208	88%	41%	4%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	43	77%	12%	2%				
Hispanic or Latino	5	100%	40%	0%				
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-				
White	367	92%	53%	5%				
Small Group Totals	5	100%	40%	0%				
General-Education Students	377	97%	53%	5%				
Students with Disabilities	43	37%	5%	0%				
English Proficient	420	91%	48%	5%				
Limited English Proficient								
Economically Disadvantaged	141	80%	26%	1%				
Not Disadvantaged	279	96%	59%	7%				
Migrant								
Not Migrant	420	91%	48%	5%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

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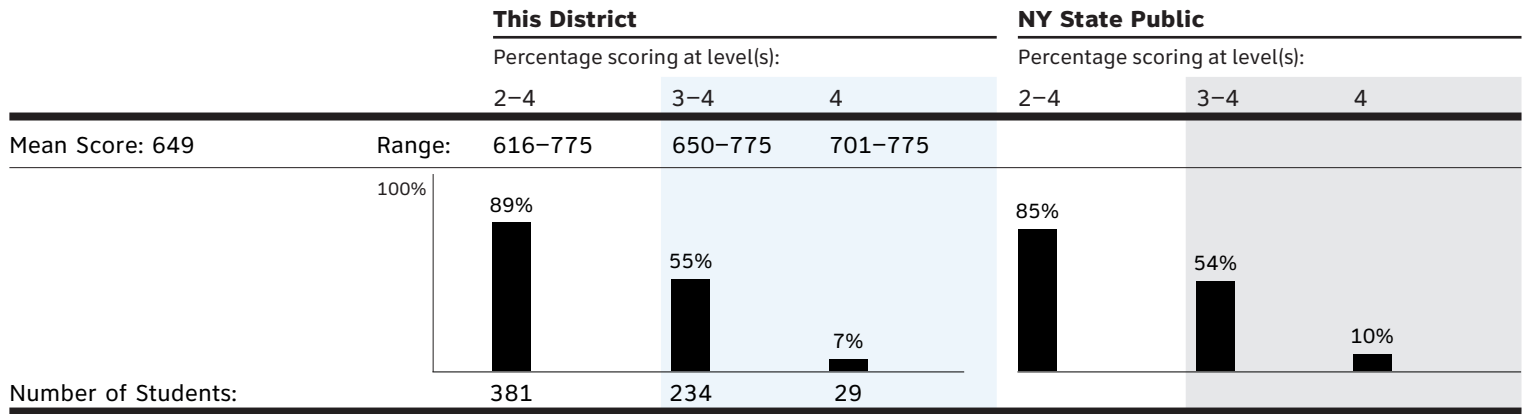
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	-	-	-	0			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	2	-	-	N/A	0			

† Results in this report are shown for students who took the NYSESLAT in lieu of the New York State Testing Program assessment for accountability purposes.

District **AUBURN CITY SCHOOL DISTRICT**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	429	89%	55%	7%				
Female	217	92%	57%	9%				
Male	212	86%	52%	4%				
American Indian or Alaska Native	1	-	-	-				
Black or African American	43	63%	33%	2%				
Hispanic or Latino	7	86%	29%	0%				
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-				
White	373	92%	57%	8%				
Small Group Totals	6	100%	67%	0%				
General-Education Students	386	95%	60%	8%				
Students with Disabilities	43	37%	7%	0%				
English Proficient	427	-	-	-				
Limited English Proficient	2	-	-	-				
Economically Disadvantaged	149	77%	36%	3%				
Not Disadvantaged	280	95%	65%	9%				
Migrant								
Not Migrant	429	89%	55%	7%				

New assessments for elementary- and middle-level English language arts and mathematics were administered in 2006. Results from these assessments cannot be directly compared to results from previously administered assessments.

NOTES

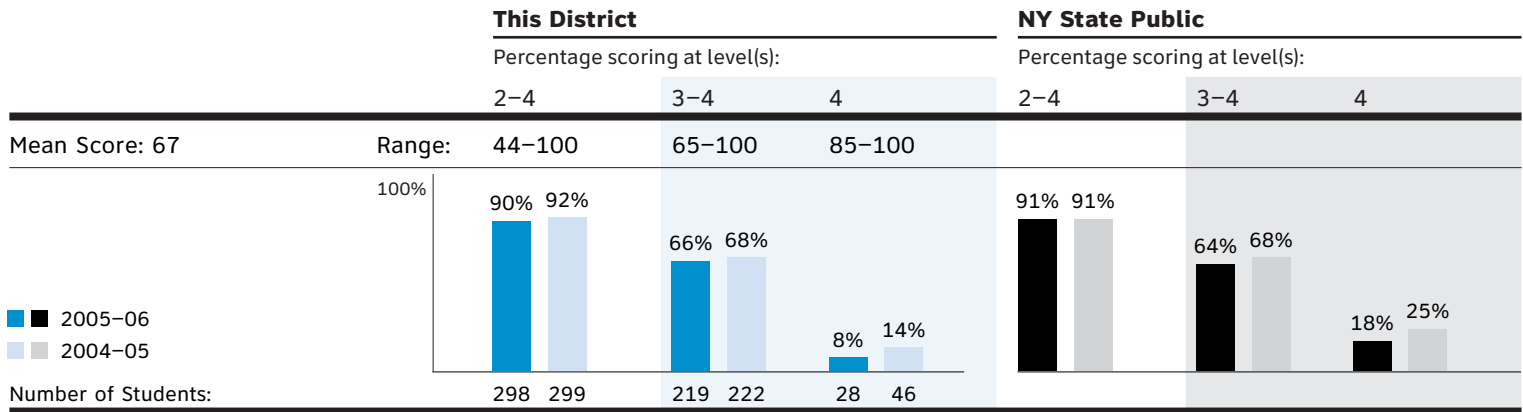
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	-	-	-	0			

District **AUBURN CITY SCHOOL DISTRICT**

This District's Results in Grade 8 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	332	90%	66%	8%	326	92%	68%	14%
Female	153	93%	63%	7%	147	90%	63%	9%
Male	179	87%	68%	9%	179	93%	72%	18%
American Indian or Alaska Native	1	-	-	-	5	-	-	-
Black or African American	41	68%	39%	0%	30	87%	43%	0%
Hispanic or Latino	6	-	-	-	3	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	6	50%	50%	17%
White	282	93%	71%	10%	282	93%	72%	16%
Small Group Totals	9	89%	33%	0%	8	100%	50%	0%
General-Education Students	290	96%	73%	9%	261	97%	77%	17%
Students with Disabilities	42	50%	14%	5%	65	71%	32%	2%
English Proficient	331	-	-	-	326	92%	68%	14%
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	135	82%	51%	5%	121	86%	51%	10%
Not Disadvantaged	197	95%	76%	11%	205	95%	78%	17%
Migrant								
Not Migrant	332	90%	66%	8%	326	92%	68%	14%

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	-	-	-	0			
Regents Science	99	99	99	67	63	63	63	50

District **AUBURN CITY SCHOOL DISTRICT**

Previous Years' Results for English Language Arts

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

Percentage scoring at level(s):

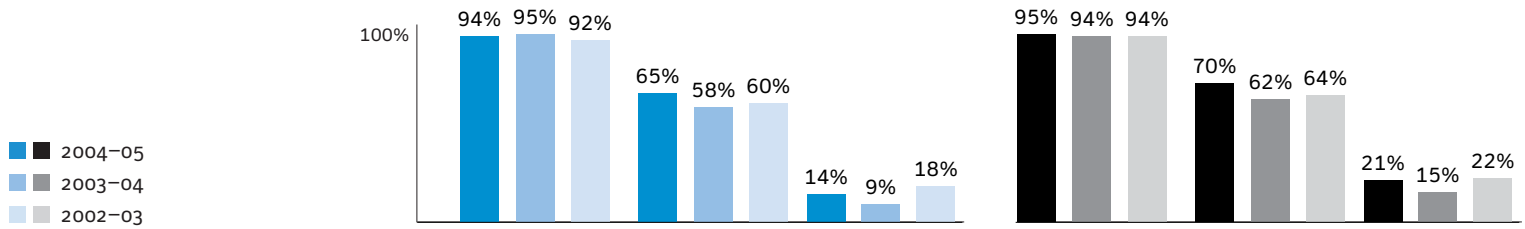
2-4 3-4 4

Range: 603-800 645-800 692-800

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	22	113	194	55	384	656
Feb 2004	18	125	168	29	340	650
Feb 2003	27	106	139	60	332	654

Grade 8

This School

Percentage scoring at level(s):

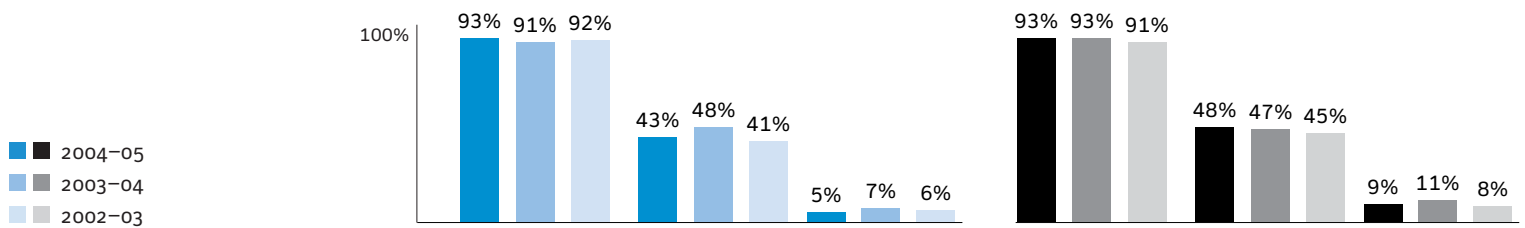
2-4 3-4 4

Range: 658-830 697-830 737-830

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	30	206	155	22	413	694
Jan 2004	35	170	162	28	395	695
Jan 2003	33	197	137	22	389	691

District **AUBURN CITY SCHOOL DISTRICT**

Previous Years' Results for Mathematics

Standards for elementary- and middle-level English language arts and mathematics assessments administered in 1999 through 2005 are different from those for the 2006 assessments. As such, valid comparisons between 2006 data and data from previous years cannot be made.

Grade 4

This District

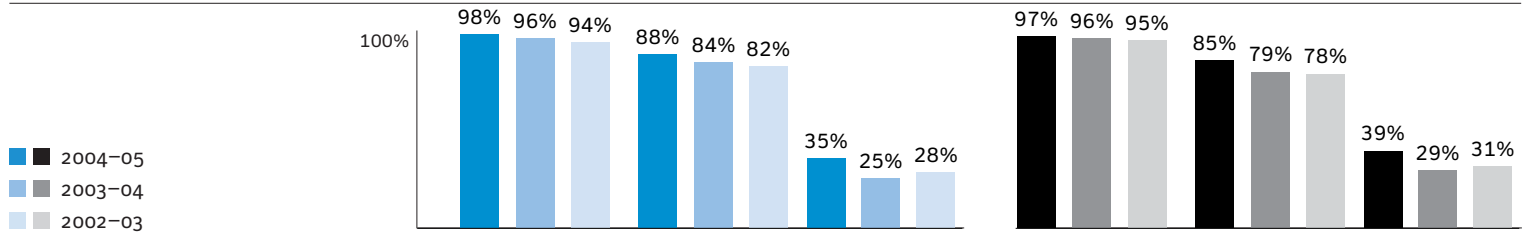
Percentage scoring at level(s):

2-4 3-4 4
Range: 602-810 637-810 678-810

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	8	37	204	132	381	666
May 2004	14	41	198	85	338	660
May 2003	19	41	177	93	330	659

Grade 8

This School

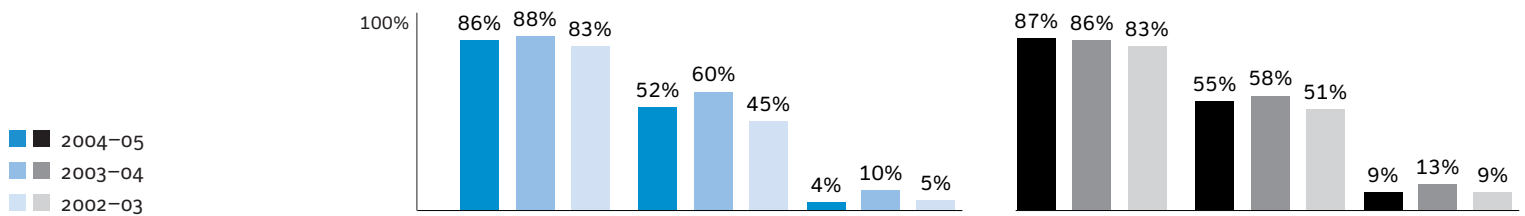
Percentage scoring at level(s):

2-4 3-4 4
Range: 681-882 716-882 760-882

NY State Public

Percentage scoring at level(s):

2-4 3-4 4



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	59	137	199	17	412	712
May 2004	47	108	197	40	392	717
May 2003	63	147	151	20	381	706

District **AUBURN CITY SCHOOL DISTRICT**

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

This District

Percentage scoring at level(s):

2-4

3-4

4

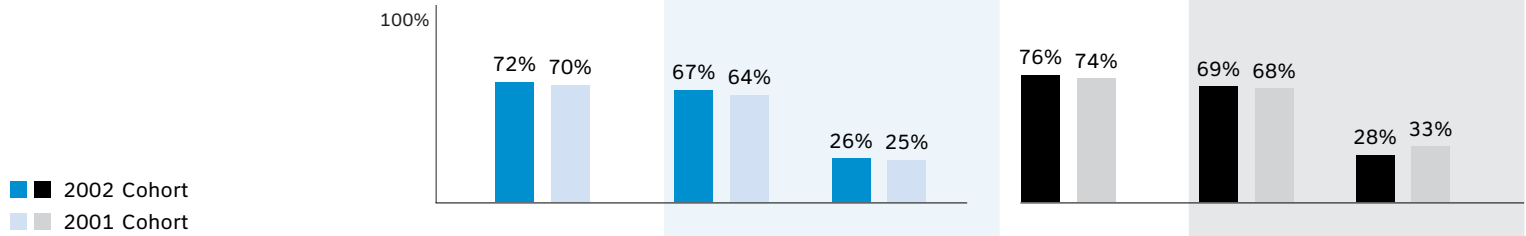
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	415	72%	67%	26%	370	70%	64%	25%
Female	191	74%	69%	31%	193	70%	64%	29%
Male	224	70%	67%	22%	177	71%	63%	21%
American Indian or Alaska Native	3	–	–	–	2	–	–	–
Black or African American	27	48%	33%	4%	25	48%	40%	12%
Hispanic or Latino	5	40%	40%	20%	5	60%	60%	0%
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	3	–	–	–
White	376	74%	70%	28%	335	72%	65%	27%
Small Group Totals	7	71%	71%	29%	5	60%	60%	20%
General-Education Students	370	78%	74%	29%	311	79%	73%	30%
Students with Disabilities	45	27%	18%	0%	59	22%	14%	0%
English Proficient	413	–	–	–	369	–	–	–
Limited English Proficient	2	–	–	–	1	–	–	–
Economically Disadvantaged	95	52%	44%	8%				
Not Disadvantaged	320	78%	74%	32%				
Migrant								
Not Migrant	415	72%	67%	26%				

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	1	1

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

District **AUBURN CITY SCHOOL DISTRICT**

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

This District

Percentage scoring at level(s):

2-4

3-4

4

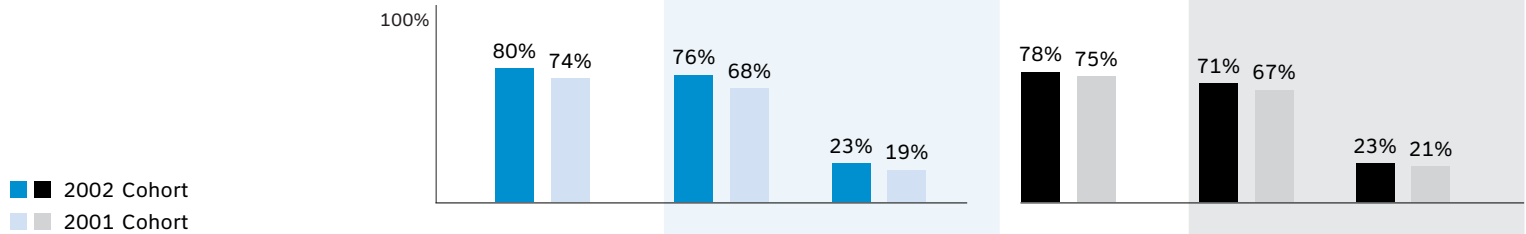
NY State Public

Percentage scoring at level(s):

2-4

3-4

4



Results by Student Group

2002 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Percentage scoring at level(s):

2-4 3-4 4

	2002 Cohort*			2001 Cohort*				
	Number of Students	2-4	3-4	4	Number of Students	2-4	3-4	4
All Students	415	80%	76%	23%	370	74%	68%	19%
Female	191	81%	77%	24%	193	75%	69%	19%
Male	224	79%	75%	22%	177	72%	66%	20%
American Indian or Alaska Native	3	–	–	–	2	–	–	–
Black or African American	27	52%	37%	4%	25	56%	44%	8%
Hispanic or Latino	5	40%	40%	0%	5	80%	80%	0%
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	3	–	–	–
White	376	82%	79%	24%	335	75%	69%	20%
Small Group Totals	7	86%	71%	29%	5	80%	80%	40%
General-Education Students	370	84%	81%	25%	311	83%	77%	23%
Students with Disabilities	45	44%	33%	7%	59	25%	19%	2%
English Proficient	413	–	–	–	369	–	–	–
Limited English Proficient	2	–	–	–	1	–	–	–
Economically Disadvantaged	95	63%	57%	9%				
Not Disadvantaged	320	85%	82%	27%				
Migrant								
Not Migrant	415	80%	76%	23%				

NOTES

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Other Assessments

2002 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

2001 Cohort*

Number of Students

Number scoring at level(s):

2-4 3-4 4

	2002 Cohort*	2001 Cohort*
New York State Alternate Assessment (NYSAA): High School Equivalent	1	1

* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred to another school district, nonpublic school, or criminal justice facility, or left the U.S. and its territories or died before the report date. Statewide total cohort also includes students who were enrolled for fewer than five months.

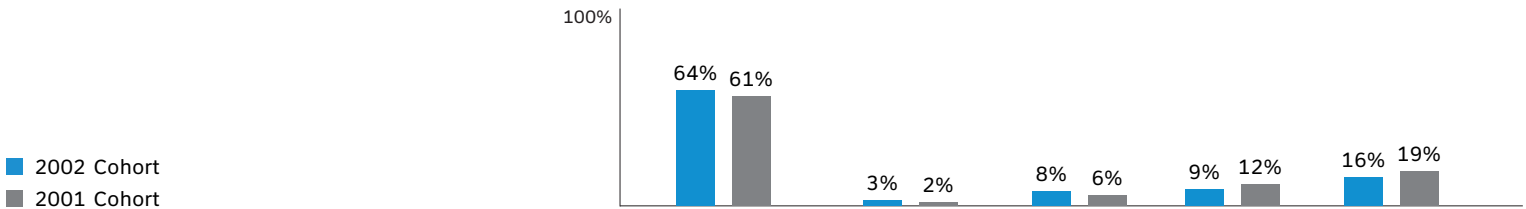
District **AUBURN CITY SCHOOL DISTRICT**

Graduation Rate and Other Outcomes for Total Cohort

Students are included in the State total cohort based on the year they entered Grade 9 or, if ungraded, the school year in which they reached their seventeenth birthday. Students are included in the cohort of the school where they were last enrolled if they were enrolled for a minimum of five months. Students were counted as graduates if they earned a local or a Regents diploma.

Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	2002	415	64%	3%	8%	9%	16%
	2001	370	61%	2%	6%	12%	19%
Female	2002	191	67%	2%	8%	6%	18%
	2001	193	61%	2%	5%	11%	21%
Male	2002	224	61%	4%	8%	13%	15%
	2001	177	60%	2%	7%	14%	18%
American Indian or Alaska Native	2002	3	–	–	–	–	–
	2001	2	–	–	–	–	–
Black or African American	2002	27	41%	4%	15%	11%	30%
	2001	25	32%	8%	8%	12%	40%
Hispanic or Latino	2002	5	20%	40%	20%	20%	0%
	2001	5	40%	0%	20%	20%	20%
Asian or Native Hawaiian/Other Pacific Islander	2002	4	–	–	–	–	–
	2001	3	–	–	–	–	–
White	2002	376	66%	2%	7%	9%	16%
	2001	335	63%	1%	6%	12%	18%
Small Group Totals	2002	7	57%	0%	29%	14%	0%
	2001	5	60%	0%	0%	20%	20%
General-Education Students	2002	370	69%	0%	8%	8%	15%
	2001	311	68%	0%	5%	10%	16%
Students with Disabilities	2002	45	22%	24%	7%	18%	29%
	2001	59	22%	12%	8%	22%	36%
English Proficient	2002	413	–	–	–	–	–
	2001	369	–	–	–	–	–
Limited English Proficient	2002	2	–	–	–	–	–
	2001	1	–	–	–	–	–
Economically Disadvantaged	2002	95	36%	7%	12%	21%	24%
	2001	95	36%	7%	12%	21%	24%
Not Disadvantaged	2002	320	72%	1%	7%	6%	14%
	2001	320	72%	1%	7%	6%	14%
Migrant	2002	0	N/A	N/A	N/A	N/A	N/A
	2001	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	2002	415	64%	3%	8%	9%	16%
	2001	370	61%	2%	6%	12%	19%

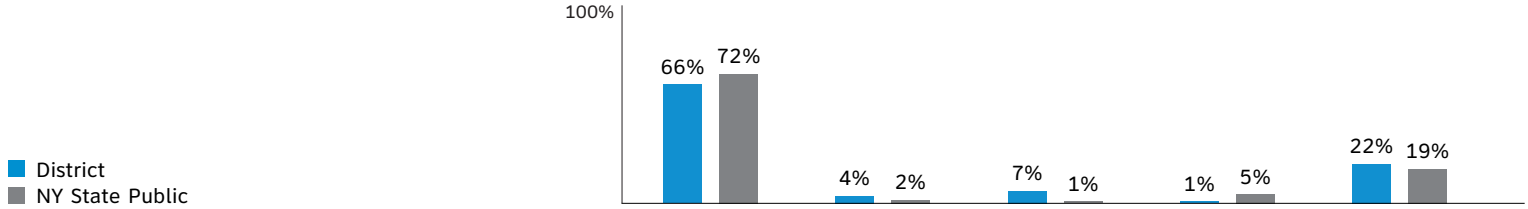
NOTES

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

District **AUBURN CITY SCHOOL DISTRICT**

Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	369	66%	4%	7%	1%	22%
Female	192	65%	5%	6%	2%	23%
Male	177	68%	2%	8%	1%	20%
American Indian or Alaska Native	2	–	–	–	–	–
Black or African American	25	40%	4%	12%	0%	44%
Hispanic or Latino	5	60%	0%	20%	0%	20%
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	–	–
White	333	68%	3%	7%	2%	20%
Small Group Totals	6	67%	17%	0%	0%	17%
General-Education Students	317	72%	0%	6%	2%	20%
Students with Disabilities	52	31%	25%	13%	0%	31%
English Proficient	368	–	–	–	–	–
Limited English Proficient	1	–	–	–	–	–
Economically Disadvantaged	84	36%	13%	7%	2%	42%
Not Disadvantaged	285	75%	1%	7%	1%	16%
Migrant	0	N/A	N/A	N/A	N/A	N/A
Not Migrant	369	66%	4%	7%	1%	22%

NOTES

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