This District’s Report Card

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

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

Use this report to:

1. **Get District Profile information.**
   This section shows comprehensive data relevant to this district’s learning environment.

2. **Review District Accountability Status.**
   This section indicates whether a district made adequate yearly progress (AYP) and identifies 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.

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
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

<table>
<thead>
<tr>
<th>Grade/Program</th>
<th>2003–04</th>
<th>2004–05</th>
<th>2005–06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>373</td>
<td>366</td>
<td>335</td>
</tr>
<tr>
<td>Grade 1</td>
<td>362</td>
<td>367</td>
<td>360</td>
</tr>
<tr>
<td>Grade 2</td>
<td>377</td>
<td>347</td>
<td>361</td>
</tr>
<tr>
<td>Grade 3</td>
<td>395</td>
<td>370</td>
<td>340</td>
</tr>
<tr>
<td>Grade 4</td>
<td>358</td>
<td>388</td>
<td>349</td>
</tr>
<tr>
<td>Grade 5</td>
<td>342</td>
<td>352</td>
<td>370</td>
</tr>
<tr>
<td>Grade 6</td>
<td>407</td>
<td>371</td>
<td>358</td>
</tr>
<tr>
<td>Ungraded Elementary</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Grade 7</td>
<td>423</td>
<td>410</td>
<td>367</td>
</tr>
<tr>
<td>Grade 8</td>
<td>396</td>
<td>405</td>
<td>407</td>
</tr>
<tr>
<td>Grade 9</td>
<td>419</td>
<td>428</td>
<td>468</td>
</tr>
<tr>
<td>Grade 10</td>
<td>382</td>
<td>375</td>
<td>404</td>
</tr>
<tr>
<td>Grade 11</td>
<td>315</td>
<td>362</td>
<td>346</td>
</tr>
<tr>
<td>Grade 12</td>
<td>314</td>
<td>294</td>
<td>369</td>
</tr>
<tr>
<td>Ungraded Secondary</td>
<td>48</td>
<td>52</td>
<td>0</td>
</tr>
<tr>
<td>Total K–12</td>
<td>4911</td>
<td>4887</td>
<td>4854</td>
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Average Class Size

<table>
<thead>
<tr>
<th>Grade 8</th>
<th>2003–04</th>
<th>2004–05</th>
<th>2005–06</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>20</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>Mathematics</td>
<td>19</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Science</td>
<td>23</td>
<td>19</td>
<td>22</td>
</tr>
<tr>
<td>Social Studies</td>
<td>21</td>
<td>21</td>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 10</th>
<th>2003–04</th>
<th>2004–05</th>
<th>2005–06</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>22</td>
<td>21</td>
<td>23</td>
</tr>
<tr>
<td>Mathematics</td>
<td>21</td>
<td>20</td>
<td>22</td>
</tr>
<tr>
<td>Science</td>
<td>22</td>
<td>22</td>
<td>16</td>
</tr>
<tr>
<td>Social Studies</td>
<td>22</td>
<td>19</td>
<td>21</td>
</tr>
</tbody>
</table>

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.
Demographic Factors

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Eligible for Free Lunch</td>
<td>1290</td>
<td>1144</td>
<td>1257</td>
</tr>
<tr>
<td>Reduced-Price Lunch</td>
<td>365</td>
<td>464</td>
<td>365</td>
</tr>
<tr>
<td>Student Stability*</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>8</td>
<td>4</td>
<td>12</td>
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Racial/Ethnic Origin

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<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>31 1%</td>
<td>32 1%</td>
<td>18 0%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>404 8%</td>
<td>428 9%</td>
<td>453 9%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>53 1%</td>
<td>66 1%</td>
<td>67 1%</td>
</tr>
<tr>
<td>Asian or Native</td>
<td>34 1%</td>
<td>43 1%</td>
<td>51 1%</td>
</tr>
<tr>
<td>Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>4389 89%</td>
<td>4318 88%</td>
<td>4265 88%</td>
</tr>
</tbody>
</table>

* Not available at the district level.

Attendance and Suspensions

<table>
<thead>
<tr>
<th></th>
<th>2002–03</th>
<th>2003–04</th>
<th>2004–05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Attendance Rate</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
</tr>
<tr>
<td>Student Suspensions</td>
<td>450 N/A</td>
<td>764 16%</td>
<td>575 12%</td>
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</tbody>
</table>
Teacher Qualifications

**Core Classes Not Taught by Highly Qualified Teachers**

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<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Core Classes</td>
<td>1070</td>
<td>1085</td>
<td>1534</td>
</tr>
<tr>
<td>Percent Not Taught by Highly Qualified Teachers</td>
<td>4%</td>
<td>3%</td>
<td>2%</td>
</tr>
</tbody>
</table>

**Teachers with No Valid Teaching Certificate**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Teachers</td>
<td>7</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Percent with No Valid Teaching Certificate</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
</tr>
</tbody>
</table>

**Individuals Teaching Out of Certification**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Teachers</td>
<td>10</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>Percentage of Total</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Percent of Teachers with Master’s Degree Plus 30 Hours or Doctorate</td>
<td>14%</td>
<td>14%</td>
<td>14%</td>
</tr>
</tbody>
</table>

**Staff Counts**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Teachers</td>
<td>387</td>
<td>388</td>
<td>382</td>
</tr>
<tr>
<td>Total Other Professional Staff</td>
<td>23</td>
<td>44</td>
<td>43</td>
</tr>
<tr>
<td>Total Paraprofessionals*</td>
<td>125</td>
<td>134</td>
<td>129</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Principals</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

* 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:

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

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

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

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:

\[ 2005-06 \text{ PI} + (200 - \text{the 2005–06 PI}) \times 0.10 \]

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.
# District Accountability

## 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](http://www.emsc.nysed.gov/irts/school-accountability/about.shtml).

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

<table>
<thead>
<tr>
<th>Status</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>District in Good Standing</td>
<td>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.</td>
</tr>
<tr>
<td>District in Need of Improvement (Year 1)</td>
<td>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.</td>
</tr>
<tr>
<td>District in Need of Improvement (Year 2)</td>
<td>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.</td>
</tr>
<tr>
<td>District in Need of Improvement (Year 3)</td>
<td>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.</td>
</tr>
<tr>
<td>District in Need of Improvement (Year 4)</td>
<td>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.</td>
</tr>
<tr>
<td>District in Need of Improvement (Year 5 and above)</td>
<td>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.</td>
</tr>
</tbody>
</table>

### New York State Status
(Applies to New York State districts)

<table>
<thead>
<tr>
<th>Status</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Requiring Academic Progress (Year 1)</td>
<td>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.</td>
</tr>
<tr>
<td>District Requiring Academic Progress (Year 2)</td>
<td>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.</td>
</tr>
<tr>
<td>District Requiring Academic Progress (Year 3)</td>
<td>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.</td>
</tr>
<tr>
<td>District Requiring Academic Progress (Year 4)</td>
<td>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.</td>
</tr>
<tr>
<td>District Requiring Academic Progress (Year 5 and above)</td>
<td>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.</td>
</tr>
</tbody>
</table>
## Summary

### Overall Accountability Status (2006–07)

<table>
<thead>
<tr>
<th></th>
<th>Elementary/Middle Level</th>
<th>Secondary Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>Improvement (Year 1)</td>
<td>Improvement (Year 1)</td>
</tr>
<tr>
<td>Math</td>
<td>Good Standing</td>
<td>Good Standing</td>
</tr>
<tr>
<td>Science</td>
<td>Good Standing</td>
<td>Graduation Rate</td>
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</tbody>
</table>

### Title I Part A Funding

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<thead>
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</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Student Groups</th>
<th>English Language Arts</th>
<th>Mathematics</th>
<th>Science</th>
<th>English Language Arts</th>
<th>Mathematics</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
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<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>Ethnicity</td>
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</tr>
<tr>
<td>American Indian or</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Alaska Native</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African</td>
<td>✔️</td>
<td>✔️</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>American</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Asian or Native</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Hawaiian/Other Pacific</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Islander</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Other Groups</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>-</td>
<td>✔️ SH</td>
<td>-</td>
<td>✔️</td>
<td>✔️ SH</td>
<td>-</td>
</tr>
<tr>
<td>Limited English</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Student groups making</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AYP in each subject</td>
<td>5 of 6</td>
<td>6 of 6</td>
<td>1 of 1</td>
<td>2 of 4</td>
<td>3 of 4</td>
<td>1 of 1</td>
</tr>
</tbody>
</table>

### Accountability Status Levels

- **Federal**
  - Good Standing
  - Improvement (Year 1)
  - Improvement (Year 2)
  - Improvement (Year 3)
  - Improvement (Year 4)
  - Improvement (Year 5 & Above)

- **State**
  - Good Standing
  - Requiring Academic Progress (Year 1)
  - Requiring Academic Progress (Year 2)
  - Requiring Academic Progress (Year 3)
  - Requiring Academic Progress (Year 4)
  - Requiring Academic Progress (Year 5 & Above)
Elementary/Middle-Level English Language Arts

<table>
<thead>
<tr>
<th>Accountability Status for This Subject (2006–07)</th>
<th>Improvement (Year 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountability Measures</td>
<td>5 of 6</td>
</tr>
<tr>
<td>Student groups making AYP in English Language Arts</td>
<td>Did not make AYP</td>
</tr>
</tbody>
</table>

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?

<table>
<thead>
<tr>
<th>Student Group</th>
<th>AYP Status</th>
<th>Participation²</th>
<th>Test Performance³</th>
<th>Performance Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Total: Continuous Enrollment]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Students [2278:2207]</td>
<td>✔</td>
<td>✔</td>
<td>99%</td>
<td>148 120</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native (9:9)</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Black or African American (207:200)</td>
<td>✔</td>
<td>✔</td>
<td>99%</td>
<td>117 114</td>
</tr>
<tr>
<td>Hispanic or Latino (37:34)</td>
<td>✔</td>
<td>–</td>
<td>–</td>
<td>124 105</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other Pacific Islander (22:22)</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>White (2003:1942)</td>
<td>✔</td>
<td>✔</td>
<td>99%</td>
<td>152 120</td>
</tr>
<tr>
<td>Other Groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities³ [305:282]</td>
<td>✔</td>
<td>✔</td>
<td>96%</td>
<td>63 116 76 77</td>
</tr>
<tr>
<td>Limited English Proficient [8:7]</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Economically Disadvantaged [875:831]</td>
<td>✔</td>
<td>✔</td>
<td>99%</td>
<td>119 118</td>
</tr>
</tbody>
</table>

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.
## Elementary/Middle-Level Mathematics

### Accountability Status for This Subject (2006–07)

- **Accountability Measures**: 6 of 6
- **Prospective Status**: Made AYP

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

<table>
<thead>
<tr>
<th>Student Group</th>
<th>AYP Status</th>
<th>Participation</th>
<th>Test Performance</th>
<th>Performance Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Met Criterion</td>
<td>Met Criterion</td>
<td>Effective AMO</td>
</tr>
<tr>
<td><strong>All Students (2284:2188)</strong></td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>158</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native (9:9)</td>
<td>✔️</td>
<td>✔️</td>
<td>99%</td>
<td>✔️</td>
</tr>
<tr>
<td>Black or African American (206:196)</td>
<td>✔️</td>
<td>✔️</td>
<td>99%</td>
<td>✔️</td>
</tr>
<tr>
<td>Hispanic or Latino (39:34)</td>
<td>✔️</td>
<td>✔️</td>
<td>97%</td>
<td>✔️</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other Pacific Islander (22:22)</td>
<td>✔️</td>
<td>✔️</td>
<td>99%</td>
<td>✔️</td>
</tr>
<tr>
<td><strong>Other Groups</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities (301:279)</td>
<td>✔️SH</td>
<td>✔️</td>
<td>97%</td>
<td>✔️SH</td>
</tr>
<tr>
<td>Limited English Proficient (7:7)</td>
<td>✔️</td>
<td>✔️</td>
<td>99%</td>
<td>✔️</td>
</tr>
<tr>
<td>Economically Disadvantaged (885:821)</td>
<td>✔️</td>
<td>✔️</td>
<td>99%</td>
<td>✔️</td>
</tr>
</tbody>
</table>

### 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.
# Elementary/Middle-Level Science

## Accountability Status for This Subject (2006–07)

- **Accountability Measures**: 1 of 1 Student groups making AYP in Science
- **Prospective Status**: Made AYP

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

<table>
<thead>
<tr>
<th>Student Group</th>
<th>AYP Status</th>
<th>AYP Participation</th>
<th>Test Performance</th>
<th>Performance Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Safe Harbor</td>
<td>Met Criterion</td>
<td>Met Criterion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Status</td>
<td>Percentage Tested</td>
<td>Performance Index</td>
</tr>
<tr>
<td><strong>All Students [817:769]</strong></td>
<td>✔</td>
<td>Qualified</td>
<td>✔</td>
<td>99%</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native [4:4]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American [72:66]</td>
<td>Qualified</td>
<td>✔</td>
<td>99%</td>
<td>✔</td>
</tr>
<tr>
<td>Hispanic or Latino [20:16]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other Pacific Islander [9:8]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White [712:675]</td>
<td>Qualified</td>
<td>✔</td>
<td>99%</td>
<td>✔</td>
</tr>
<tr>
<td><strong>Other Groups</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities [101:93]</td>
<td>Qualified</td>
<td>✔</td>
<td>95%</td>
<td>✔</td>
</tr>
<tr>
<td>Limited English Proficient [2:1]</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged [313:284]</td>
<td>Qualified</td>
<td>✔</td>
<td>98%</td>
<td>✔</td>
</tr>
</tbody>
</table>

## 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.
Secondary-Level English Language Arts

**Accountability Status**

District Accountability Status for This Subject (2006–07)

**Accountability Measures**

- 2 of 4 Student groups making AYP in English Language Arts
- x 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?**

<table>
<thead>
<tr>
<th>Student Group</th>
<th>AYP Status</th>
<th>Participation</th>
<th>Test Performance</th>
<th>Performance Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Met Criteria</td>
<td>Met Criterion</td>
<td>Effective AMO</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Percentage</td>
<td>Index</td>
<td>Safe Harbor Target</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tested</td>
<td></td>
<td>2005–06</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2006–07</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>All Students (342:332)</th>
<th>✔</th>
<th>✔</th>
<th>95%</th>
<th>✔</th>
<th>172</th>
<th>148</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native (3:1)</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Black or African American (18:16)</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Hispanic or Latino (5:4)</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other Pacific Islander (4:3)</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>White (312:308) (342:332)</td>
<td>✔</td>
<td>✔</td>
<td>96%</td>
<td>✔</td>
<td>174</td>
<td>148</td>
</tr>
<tr>
<td>Other Groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities (39:35)</td>
<td>✔</td>
<td>–</td>
<td>–</td>
<td>✔</td>
<td>71</td>
<td>138</td>
</tr>
<tr>
<td>Limited English Proficient (2:2)</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Economically Disadvantaged (127:66)</td>
<td>✔</td>
<td>✔</td>
<td>79%</td>
<td>✔</td>
<td>SH</td>
<td>138</td>
</tr>
<tr>
<td>Final AYP Determination</td>
<td>✔</td>
<td>2 of 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.
# Secondary-Level Mathematics

## Accountability Status for This Subject (2006–07)

<table>
<thead>
<tr>
<th>Accountability Measures</th>
<th>3 of 4</th>
<th>Student groups making AYP in Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✗</td>
<td>Did not make AYP</td>
</tr>
</tbody>
</table>

## 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?

<table>
<thead>
<tr>
<th>Student Group</th>
<th>AYP Status</th>
<th>Participation</th>
<th>Test Performance</th>
<th>Performance Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Met Criterion</td>
<td>Percentage Tested</td>
<td>Met Criterion</td>
</tr>
<tr>
<td>All Students [342:332]</td>
<td>✔</td>
<td></td>
<td>95%</td>
<td>✔</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native (3:1)</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Black or African American (18:16)</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Hispanic or Latino (5:4)</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other Pacific Islander (4:3)</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>White (312:308)</td>
<td>✔</td>
<td>✔</td>
<td>96%</td>
<td>✔</td>
</tr>
<tr>
<td>Other Groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities (39:35)</td>
<td>✔ SH</td>
<td>–</td>
<td>–</td>
<td>✔ SH</td>
</tr>
<tr>
<td>Limited English Proficient (2:2)</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Economically Disadvantaged (127:66)</td>
<td>✗ ✗</td>
<td>–</td>
<td>79%</td>
<td>✔</td>
</tr>
</tbody>
</table>

## 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.
# District Accountability

## Graduation Rate

### Accountability Status

**for This Indicator**

(2006–07)

- **Good Standing**

### Accountability Measures

- 1 of 1 Student groups making AYP in Graduation Rate

### 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?

<table>
<thead>
<tr>
<th>Student Group (Cohort Count)</th>
<th>Graduation</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Met AYP Criterion</td>
<td>Graduation Rate</td>
</tr>
<tr>
<td>All Students (315)</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American (20)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino (4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian or Native</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hawaiian/Other Pacific Islander (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White (287)</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Other Groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities (37)</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Limited English Proficient (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged (61)</td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>

### Final AYP Determination

- 1 of 1

### 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.

### 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.
### 2006–07 Accountability Status of Schools in Your District

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

<table>
<thead>
<tr>
<th>Federal Title I Status</th>
<th>New York State Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Good Standing</strong></td>
<td></td>
</tr>
<tr>
<td>7 schools identified</td>
<td>88% of total</td>
</tr>
<tr>
<td>CASEY PARK ELEMENTARY SCHOOL</td>
<td></td>
</tr>
<tr>
<td>EAST MIDDLE SCHOOL</td>
<td></td>
</tr>
<tr>
<td>GENESEE STREET ELEMENTARY SCHOOL</td>
<td></td>
</tr>
<tr>
<td>HERMAN AVENUE ELEMENTARY SCHOOL</td>
<td></td>
</tr>
<tr>
<td>OWASCO ELEMENTARY SCHOOL</td>
<td></td>
</tr>
<tr>
<td>WEST MIDDLE SCHOOL</td>
<td></td>
</tr>
<tr>
<td>WILLIAM H. SEWARD ELEMENTARY SCHOOL</td>
<td></td>
</tr>
<tr>
<td><strong>Requiring Academic Progress (Year 2)</strong></td>
<td></td>
</tr>
<tr>
<td>1 school identified</td>
<td>13% of total</td>
</tr>
<tr>
<td>AUBURN HIGH SCHOOL</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage of students that scored at or above Level 3</th>
<th>Total Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>60%</td>
<td>343</td>
</tr>
<tr>
<td>Grade 4</td>
<td>63%</td>
<td>371</td>
</tr>
<tr>
<td>Grade 5</td>
<td>63%</td>
<td>378</td>
</tr>
<tr>
<td>Grade 6</td>
<td></td>
<td>365</td>
</tr>
<tr>
<td>Grade 7</td>
<td>50%</td>
<td>370</td>
</tr>
<tr>
<td>Grade 8</td>
<td>48%</td>
<td>420</td>
</tr>
</tbody>
</table>

Mathematics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage of students that scored at or above Level 3</th>
<th>Total Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>79%</td>
<td>342</td>
</tr>
<tr>
<td>Grade 4</td>
<td>77%</td>
<td>371</td>
</tr>
<tr>
<td>Grade 5</td>
<td>70%</td>
<td>376</td>
</tr>
<tr>
<td>Grade 6</td>
<td></td>
<td>368</td>
</tr>
<tr>
<td>Grade 7</td>
<td>66%</td>
<td>373</td>
</tr>
<tr>
<td>Grade 8</td>
<td>55%</td>
<td>429</td>
</tr>
</tbody>
</table>

Science

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage of students that scored at or above Level 3</th>
<th>Total Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4</td>
<td>88%</td>
<td>373</td>
</tr>
<tr>
<td>Grade 8</td>
<td>66%</td>
<td>332</td>
</tr>
</tbody>
</table>

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](http://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.
This District's Results in Grade 3 English Language Arts

This District NY State Public
Percentage scoring at level(s):

<table>
<thead>
<tr>
<th></th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2–4</td>
<td>91%</td>
<td>60%</td>
<td>4%</td>
</tr>
<tr>
<td>3–4</td>
<td>92%</td>
<td>69%</td>
<td>7%</td>
</tr>
</tbody>
</table>

Mean Score: 662
Range: 616–780
650–780
730–780

Results by Student Group

<table>
<thead>
<tr>
<th>2005–06 School Year</th>
<th>Percentage scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2–4</td>
</tr>
<tr>
<td>All Students</td>
<td>343</td>
</tr>
<tr>
<td>Female</td>
<td>177</td>
</tr>
<tr>
<td>Male</td>
<td>166</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>49</td>
</tr>
<tr>
<td>Black or African American</td>
<td>7</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>5</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other</td>
<td>282</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>307</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>36</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>340</td>
</tr>
<tr>
<td>English Proficient</td>
<td>3</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>136</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>207</td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>343</td>
</tr>
</tbody>
</table>

This test was not given in 2004-05.

Other Assessments

<table>
<thead>
<tr>
<th>2005–06 School Year</th>
<th>Number scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2–4</td>
</tr>
<tr>
<td>New York State Alternate Assessment (NYSAA): Grade 3 Equivalent</td>
<td>0</td>
</tr>
<tr>
<td>New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2004–05 School Year</th>
<th>Number scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2–4</td>
</tr>
<tr>
<td>New York State Alternate Assessment (NYSAA): Grade 3 Equivalent</td>
<td>0</td>
</tr>
<tr>
<td>New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3</td>
<td>0</td>
</tr>
</tbody>
</table>

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.

† 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.
This District's Results in Grade 3 Mathematics

<table>
<thead>
<tr>
<th>District</th>
<th>NY State Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage scoring at level(s):</td>
<td>Percentage scoring at level(s):</td>
</tr>
<tr>
<td>2–4</td>
<td>3–4</td>
</tr>
<tr>
<td>Mean Score: 669</td>
<td>Range: 624–770</td>
</tr>
<tr>
<td>100%</td>
<td>94%</td>
</tr>
<tr>
<td>Number of Students:</td>
<td></td>
</tr>
<tr>
<td>321</td>
<td>271</td>
</tr>
</tbody>
</table>

Results by Student Group

<table>
<thead>
<tr>
<th>Student Group</th>
<th>2005–06 School Year</th>
<th>2004–05 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Tested</td>
<td>Percentage scoring at level(s):</td>
<td>Total Tested</td>
</tr>
<tr>
<td>2–4</td>
<td>3–4</td>
<td>4</td>
</tr>
<tr>
<td>All Students</td>
<td>342</td>
<td>94%</td>
</tr>
<tr>
<td>Female</td>
<td>176</td>
<td>95%</td>
</tr>
<tr>
<td>Male</td>
<td>166</td>
<td>92%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>7</td>
<td>82%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>50</td>
<td>82%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>7</td>
<td>86%</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>White</td>
<td>280</td>
<td>96%</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>305</td>
<td>96%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>136</td>
<td>90%</td>
</tr>
<tr>
<td>English Proficient</td>
<td>339</td>
<td>93%</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>3</td>
<td>90%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>136</td>
<td>90%</td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>206</td>
<td>96%</td>
</tr>
<tr>
<td>Migrant</td>
<td>342</td>
<td>94%</td>
</tr>
<tr>
<td>Not Migrant</td>
<td>342</td>
<td>94%</td>
</tr>
</tbody>
</table>

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.

Other Assessments

<table>
<thead>
<tr>
<th>2005–06 School Year</th>
<th>2004–05 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Tested</td>
<td>Number scoring at level(s):</td>
</tr>
<tr>
<td>2–4</td>
<td>3–4</td>
</tr>
<tr>
<td>New York State Alternate Assessment (NYSAA): Grade 3 Equivalent</td>
<td>0</td>
</tr>
</tbody>
</table>
This District's Results in Grade 4 English Language Arts

### This District

<table>
<thead>
<tr>
<th>Percentage scoring at level(s):</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>All Students</th>
<th>371</th>
<th>89%</th>
<th>63%</th>
<th>4%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>178</td>
<td>90%</td>
<td>65%</td>
<td>4%</td>
</tr>
<tr>
<td>Male</td>
<td>193</td>
<td>89%</td>
<td>61%</td>
<td>4%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Black or African American</td>
<td>27</td>
<td>89%</td>
<td>59%</td>
<td>0%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>11</td>
<td>73%</td>
<td>45%</td>
<td>0%</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>4</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>White</td>
<td>326</td>
<td>90%</td>
<td>64%</td>
<td>5%</td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>7</td>
<td>71%</td>
<td>43%</td>
<td>0%</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>320</td>
<td>96%</td>
<td>72%</td>
<td>5%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>51</td>
<td>49%</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>English Proficient</td>
<td>371</td>
<td>89%</td>
<td>63%</td>
<td>4%</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>160</td>
<td>82%</td>
<td>51%</td>
<td>1%</td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>211</td>
<td>95%</td>
<td>73%</td>
<td>7%</td>
</tr>
<tr>
<td>Migrant</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Not Migrant</td>
<td>371</td>
<td>89%</td>
<td>63%</td>
<td>4%</td>
</tr>
</tbody>
</table>

### NY State Public

<table>
<thead>
<tr>
<th>Percentage scoring at level(s):</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>All Students</th>
<th>371</th>
<th>89%</th>
<th>63%</th>
<th>4%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>178</td>
<td>90%</td>
<td>65%</td>
<td>4%</td>
</tr>
<tr>
<td>Male</td>
<td>193</td>
<td>89%</td>
<td>61%</td>
<td>4%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Black or African American</td>
<td>27</td>
<td>89%</td>
<td>59%</td>
<td>0%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>11</td>
<td>73%</td>
<td>45%</td>
<td>0%</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>4</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>White</td>
<td>326</td>
<td>90%</td>
<td>64%</td>
<td>5%</td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>7</td>
<td>71%</td>
<td>43%</td>
<td>0%</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>320</td>
<td>96%</td>
<td>72%</td>
<td>5%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>51</td>
<td>49%</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>English Proficient</td>
<td>371</td>
<td>89%</td>
<td>63%</td>
<td>4%</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>160</td>
<td>82%</td>
<td>51%</td>
<td>1%</td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>211</td>
<td>95%</td>
<td>73%</td>
<td>7%</td>
</tr>
<tr>
<td>Migrant</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Not Migrant</td>
<td>371</td>
<td>89%</td>
<td>63%</td>
<td>4%</td>
</tr>
</tbody>
</table>

### Results by Student Group

#### 2005–06 School Year

<table>
<thead>
<tr>
<th>Total Tested</th>
<th>Percentage scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2–4</td>
</tr>
<tr>
<td>All Students</td>
<td>371</td>
</tr>
<tr>
<td>Female</td>
<td>178</td>
</tr>
<tr>
<td>Male</td>
<td>193</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>3</td>
</tr>
<tr>
<td>Black or African American</td>
<td>27</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>11</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other</td>
<td>-</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>4</td>
</tr>
<tr>
<td>White</td>
<td>326</td>
</tr>
<tr>
<td>Total Tested</td>
<td>371</td>
</tr>
</tbody>
</table>

#### 2004–05 School Year

<table>
<thead>
<tr>
<th>Total Tested</th>
<th>Percentage scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2–4</td>
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<tr>
<td>All Students</td>
<td>371</td>
</tr>
<tr>
<td>Female</td>
<td>178</td>
</tr>
<tr>
<td>Male</td>
<td>193</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>3</td>
</tr>
<tr>
<td>Black or African American</td>
<td>27</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>11</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other</td>
<td>-</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>4</td>
</tr>
<tr>
<td>White</td>
<td>326</td>
</tr>
<tr>
<td>Total Tested</td>
<td>371</td>
</tr>
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</table>

### 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.

### Other Assessments

#### 2005–06 School Year

<table>
<thead>
<tr>
<th>Total Tested</th>
<th>Number scoring at level(s):</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2–4</td>
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<tr>
<td>New York State Alternate Assessment (NYSAA): Grade 4 Equivalent</td>
<td>2</td>
</tr>
<tr>
<td>New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4</td>
<td>0</td>
</tr>
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</table>

#### 2004–05 School Year

<table>
<thead>
<tr>
<th>Total Tested</th>
<th>Number scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
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<td>2–4</td>
</tr>
<tr>
<td>New York State Alternate Assessment (NYSAA): Grade 4 Equivalent</td>
<td>2</td>
</tr>
<tr>
<td>New York State English as a Second Language Achievement Test (NYSESLAT): Grade 4</td>
<td>0</td>
</tr>
</tbody>
</table>

1 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.
### Overview of District Performance

**District:** AUBURN CITY SCHOOL DISTRICT

#### This District's Results in Grade 4 Mathematics

<table>
<thead>
<tr>
<th></th>
<th>This District</th>
<th>NY State Public</th>
</tr>
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<tbody>
<tr>
<td>Percentage scoring at level(s):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2–4</td>
<td>90%</td>
<td>93%</td>
</tr>
<tr>
<td>3–4</td>
<td>77%</td>
<td>78%</td>
</tr>
<tr>
<td>4</td>
<td>20%</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mean Score: 671</th>
<th>Range:</th>
</tr>
</thead>
<tbody>
<tr>
<td>622–800</td>
<td>650–800</td>
</tr>
<tr>
<td>702–800</td>
<td></td>
</tr>
</tbody>
</table>

| Number of Students: |                |
|                    | 334           |

#### Results by Student Group

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

#### Other Assessments

<table>
<thead>
<tr>
<th></th>
<th>2005–06 School Year</th>
<th></th>
<th>2004–05 School Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Tested</td>
<td>Number scoring at level(s):</td>
<td>Total Tested</td>
<td>Number scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2–4</td>
<td>3–4</td>
<td>4</td>
</tr>
<tr>
<td>New York State Alternate Assessment (NYSAA): Grade 4 Equivalent</td>
<td>2</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
</tbody>
</table>

**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.

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.
# Overview of District Performance

## This District's Results in Grade 4 Science

<table>
<thead>
<tr>
<th></th>
<th>This District</th>
<th>NY State Public</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percentage scoring at level(s):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2–4</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td>3–4</td>
<td>88%</td>
<td>95%</td>
</tr>
<tr>
<td>4</td>
<td>44%</td>
<td>44%</td>
</tr>
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</table>

Mean Score: 81

<table>
<thead>
<tr>
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<th>2004–05 School Year</th>
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</thead>
<tbody>
<tr>
<td><strong>Total Tested</strong></td>
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<td></td>
</tr>
<tr>
<td>Number of Students:</td>
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<td>379/379</td>
</tr>
<tr>
<td><strong>Mean Score</strong></td>
<td>81</td>
<td>81</td>
</tr>
<tr>
<td><strong>Range</strong></td>
<td>45–100</td>
<td>65–100</td>
</tr>
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<td><strong>New York State Alternate Assessment</strong></td>
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<td>2</td>
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### Results by Student Group

<table>
<thead>
<tr>
<th>Student Group</th>
<th>2005–06 School Year</th>
<th>2004–05 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Tested</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>All Students</strong></td>
<td>373</td>
<td>379</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>179</td>
<td>197</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>194</td>
<td>182</td>
</tr>
<tr>
<td><strong>American Indian or Alaska Native</strong></td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td><strong>Black or African American</strong></td>
<td>27</td>
<td>31</td>
</tr>
<tr>
<td><strong>Hispanic or Latino</strong></td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td><strong>Asian or Native Hawaiian/Other</strong></td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td><strong>Pacific Islander</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>326</td>
<td>343</td>
</tr>
<tr>
<td><strong>Small Group Totals</strong></td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td><strong>General-Education Students</strong></td>
<td>323</td>
<td>338</td>
</tr>
<tr>
<td><strong>Students with Disabilities</strong></td>
<td>50</td>
<td>41</td>
</tr>
<tr>
<td><strong>English Proficient</strong></td>
<td>373</td>
<td>379</td>
</tr>
<tr>
<td><strong>Limited English Proficient</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Economically Disadvantaged</strong></td>
<td>159</td>
<td>125</td>
</tr>
<tr>
<td><strong>Not Disadvantaged</strong></td>
<td>214</td>
<td>254</td>
</tr>
<tr>
<td><strong>Migrant</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Not Migrant</strong></td>
<td>373</td>
<td>379</td>
</tr>
</tbody>
</table>

### Notes

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## Other Assessments

### 2005–06 School Year

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Total Tested</th>
<th>Number scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New York State Alternate Assessment (NYSAA): Grade 4 Equivalent</strong></td>
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<td>– – – –</td>
</tr>
</tbody>
</table>

### 2004–05 School Year

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Total Tested</th>
<th>Number scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New York State Alternate Assessment (NYSAA): Grade 4 Equivalent</strong></td>
<td>2</td>
<td>– – – –</td>
</tr>
</tbody>
</table>
### Overview of District Performance

#### This District's Results in Grade 5 English Language Arts

<table>
<thead>
<tr>
<th></th>
<th>This District</th>
<th>NY State Public</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentage scoring at level(s):</td>
<td>Percentage scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td>2–4</td>
<td>3–4</td>
</tr>
<tr>
<td>Mean Score: 658</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Range: 608–795</td>
<td></td>
<td></td>
</tr>
<tr>
<td>650–795</td>
<td></td>
<td></td>
</tr>
<tr>
<td>711–795</td>
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<td></td>
</tr>
<tr>
<td>Number of Students:</td>
<td>352</td>
<td>238</td>
</tr>
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</table>

#### Results by Student Group

<table>
<thead>
<tr>
<th></th>
<th>2005–06 School Year</th>
<th>2004–05 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Tested</td>
<td>Percentage scoring at level(s):</td>
<td>Percentage scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td>2–4</td>
<td>3–4</td>
</tr>
<tr>
<td>All Students</td>
<td>378</td>
<td>93%</td>
</tr>
<tr>
<td>Female</td>
<td>198</td>
<td>93%</td>
</tr>
<tr>
<td>Male</td>
<td>180</td>
<td>93%</td>
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<td>American Indian or Alaska Native</td>
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</tr>
<tr>
<td>Black or African American</td>
<td>27</td>
<td>81%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
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<td></td>
</tr>
<tr>
<td>White</td>
<td>345</td>
<td>94%</td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>6</td>
<td>100%</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>334</td>
<td>97%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>44</td>
<td>64%</td>
</tr>
<tr>
<td>English Proficient</td>
<td>378</td>
<td>93%</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>134</td>
<td>84%</td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>244</td>
<td>98%</td>
</tr>
<tr>
<td>Migrant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Migrant</td>
<td>378</td>
<td>93%</td>
</tr>
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#### Other Assessments

<table>
<thead>
<tr>
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<th>2005–06 School Year</th>
<th>2004–05 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Tested</td>
<td>Number scoring at level(s):</td>
<td>Number scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td>2–4</td>
<td>3–4</td>
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<tr>
<td>New York State Alternate Assessment (NYSAA): Grade 5 Equivalent</td>
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<td></td>
</tr>
<tr>
<td>New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

---

**NOTES**

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**Other Assessments**

- New York State Alternate Assessment (NYSAA): Grade 5 Equivalent: 1
- New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5: 0

---

1 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.
### This District's Results in Grade 5 Mathematics

#### This District

<table>
<thead>
<tr>
<th>Level(s)</th>
<th>Percentage Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>2–4</td>
<td></td>
</tr>
<tr>
<td>3–4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mean Score</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
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<td>619–780</td>
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</table>

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Percentage Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>347</td>
<td>92% 70% 15%</td>
</tr>
</tbody>
</table>

#### NY State Public

<table>
<thead>
<tr>
<th>Level(s)</th>
<th>Percentage Scoring</th>
</tr>
</thead>
<tbody>
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<td>2–4</td>
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</tr>
<tr>
<td>3–4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Mean Score</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>664</td>
<td>619–780</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Percentage Scoring</th>
</tr>
</thead>
<tbody>
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<td>347</td>
<td>90% 68% 19%</td>
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</table>

### Results by Student Group

#### 2005–06 School Year

<table>
<thead>
<tr>
<th>Group</th>
<th>Total Tested</th>
<th>Percentage Scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>376</td>
<td>92% 70% 15%</td>
</tr>
<tr>
<td>Female</td>
<td>197</td>
<td>92% 69% 15%</td>
</tr>
<tr>
<td>Male</td>
<td>179</td>
<td>93% 72% 15%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>1</td>
<td>– – –</td>
</tr>
<tr>
<td>Black or African American</td>
<td>27</td>
<td>78% 56% 0%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>4</td>
<td>– – –</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other</td>
<td>1</td>
<td>– – –</td>
</tr>
<tr>
<td>White</td>
<td>343</td>
<td>93% 71% 17%</td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>6</td>
<td>100% 67% 0%</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>333</td>
<td>97% 75% 17%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>43</td>
<td>53% 30% 5%</td>
</tr>
<tr>
<td>English Proficient</td>
<td>376</td>
<td>92% 70% 15%</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>134</td>
<td>84% 54% 6%</td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>242</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>Not Migrant</td>
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<td>92% 70% 15%</td>
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</tbody>
</table>

#### 2004–05 School Year

<table>
<thead>
<tr>
<th>Group</th>
<th>Total Tested</th>
<th>Percentage Scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
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<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small Group Totals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General-Education Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Proficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Migrant</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This test was not given in 2004-05.

### 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.

### Other Assessments

#### 2005–06 School Year

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Total Tested</th>
<th>Number Scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York State Alternate Assessment (NYSAA: Grade 5 Equivalent)</td>
<td>1</td>
<td>2–4 3–4 4</td>
</tr>
</tbody>
</table>

This test was not given in 2004-05.
# This District's Results in Grade 6 English Language Arts

This District NY State Public

<table>
<thead>
<tr>
<th>Percentage scoring at level(s):</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean Score:</td>
<td>648</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Range:</td>
<td>598–785</td>
<td>650–785</td>
<td>705–785</td>
</tr>
<tr>
<td>Number of Students:</td>
<td>325</td>
<td>208</td>
<td>25</td>
</tr>
</tbody>
</table>

### Results by Student Group

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

<table>
<thead>
<tr>
<th>2004–05 School Year</th>
<th>Total Tested</th>
<th>Percentage scoring at level(s):</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>365</td>
<td>89% 57% 7%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Other Assessments

<table>
<thead>
<tr>
<th>2005–06 School Year</th>
<th>Total Tested</th>
<th>Number scoring at level(s):</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York State Alternate Assessment (NYSAA): Grade 6 Equivalent</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2004–05 School Year</th>
<th>Total Tested</th>
<th>Number scoring at level(s):</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
</table>

† 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.

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## Overview of District Performance

### This District's Results in Grade 6 Mathematics

<table>
<thead>
<tr>
<th>Percentage scoring at level(s):</th>
<th>This District</th>
<th>NY State Public</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean Score: 647</td>
<td>Range: 616–780 650–780 696–780</td>
</tr>
<tr>
<td>2–4</td>
<td>83%</td>
<td>87%</td>
</tr>
<tr>
<td>3–4</td>
<td>53%</td>
<td>60%</td>
</tr>
<tr>
<td>4</td>
<td>6%</td>
<td>13%</td>
</tr>
<tr>
<td>Number of Students:</td>
<td>305</td>
<td></td>
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</table>

### Results by Student Group

#### 2005–06 School Year

<table>
<thead>
<tr>
<th>Total Tested</th>
<th>Percentage scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>368</td>
<td>2–4 3–4 4</td>
</tr>
<tr>
<td>Female</td>
<td>164</td>
</tr>
<tr>
<td>Male</td>
<td>204</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>4</td>
</tr>
<tr>
<td>Black or African American</td>
<td>28</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>5</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other</td>
<td>2</td>
</tr>
<tr>
<td>White</td>
<td>329</td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>6</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>316</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>52</td>
</tr>
<tr>
<td>English Proficient</td>
<td>367</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>1</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>154</td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>214</td>
</tr>
<tr>
<td>Migrant</td>
<td>368</td>
</tr>
</tbody>
</table>

#### 2004–05 School Year

<table>
<thead>
<tr>
<th>Total Tested</th>
<th>Percentage scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005–06 School Year</td>
<td>Number scoring at level(s):</td>
</tr>
<tr>
<td>2–4 3–4 4</td>
<td>2–4 3–4 4</td>
</tr>
<tr>
<td>New York State Alternate Assessment (NYSAA): Grade 6 Equivalent</td>
<td>3</td>
</tr>
</tbody>
</table>

### Other Assessments

<table>
<thead>
<tr>
<th>Total Tested</th>
<th>Number scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005–06 School Year</td>
<td>2–4 3–4 4</td>
</tr>
<tr>
<td>New York State Alternate Assessment (NYSAA): Grade 6 Equivalent</td>
<td>3</td>
</tr>
</tbody>
</table>

This test was not given in 2004-05.

### Notes

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# Overview of District Performance

## This District's Results in Grade 7 English Language Arts

### This District NY State Public

<table>
<thead>
<tr>
<th>Percentage scoring at level(s):</th>
<th>This District</th>
<th>NY State Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>2–4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3–4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mean Score: 643

<table>
<thead>
<tr>
<th>Percentage scoring at level(s):</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Range:</td>
<td>600–790</td>
<td>650–790</td>
<td>712–790</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Students:</th>
<th>This District</th>
<th>NY State Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>327 (100%)</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>186 (50%)</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>141 (45%)</td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>2 (–)</td>
<td></td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>5 (–)</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>334 (50%)</td>
<td></td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>7 (100%)</td>
<td></td>
</tr>
<tr>
<td>General-Education Students</td>
<td>313</td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>English Proficient</td>
<td>370 (88%)</td>
<td></td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>137</td>
<td></td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>233 (97%)</td>
<td></td>
</tr>
<tr>
<td>Migrant</td>
<td>370 (88%)</td>
<td></td>
</tr>
<tr>
<td>Not Migrant</td>
<td>370 (88%)</td>
<td></td>
</tr>
</tbody>
</table>

### Results by Student Group

#### 2005–06 School Year

<table>
<thead>
<tr>
<th>2005–06 School Year</th>
<th>Total Tested</th>
<th>Percentage scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2–4</td>
<td>3–4</td>
</tr>
<tr>
<td>All Students</td>
<td>370</td>
<td>88%</td>
</tr>
<tr>
<td>Female</td>
<td>170</td>
<td>94%</td>
</tr>
<tr>
<td>Male</td>
<td>200</td>
<td>84%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>334</td>
<td>89%</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>313</td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>English Proficient</td>
<td>370</td>
<td>88%</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>137</td>
<td></td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>233</td>
<td>97%</td>
</tr>
<tr>
<td>Migrant</td>
<td>370</td>
<td>88%</td>
</tr>
</tbody>
</table>

### 2004–05 School Year

<table>
<thead>
<tr>
<th>2004–05 School Year</th>
<th>Total Tested</th>
<th>Percentage scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>3–4</td>
</tr>
<tr>
<td>All Students</td>
<td>370</td>
<td>88%</td>
</tr>
<tr>
<td>Female</td>
<td>170</td>
<td>94%</td>
</tr>
<tr>
<td>Male</td>
<td>200</td>
<td>84%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>334</td>
<td>89%</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>313</td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>English Proficient</td>
<td>370</td>
<td>88%</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>137</td>
<td></td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>233</td>
<td>97%</td>
</tr>
<tr>
<td>Migrant</td>
<td>370</td>
<td>88%</td>
</tr>
</tbody>
</table>

### Notes

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#### Other Assessments

<table>
<thead>
<tr>
<th>Other Assessments</th>
<th>2005–06 School Year</th>
<th>2004–05 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Tested</td>
<td>Number scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td>2–4</td>
<td>3–4</td>
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<td>New York State Alternate Assessment (NYSAA): Grade 7 Equivalent</td>
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<td>—</td>
</tr>
<tr>
<td>New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7</td>
<td>2</td>
<td>—</td>
</tr>
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</table>

1 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.
### This District's Results in Grade 7 Mathematics

#### This District

<table>
<thead>
<tr>
<th></th>
<th>Percentage scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2–4</td>
</tr>
<tr>
<td>100%</td>
<td>88%</td>
</tr>
<tr>
<td></td>
<td>330</td>
</tr>
</tbody>
</table>

#### NY State Public

<table>
<thead>
<tr>
<th></th>
<th>Percentage scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2–4</td>
</tr>
<tr>
<td>100%</td>
<td>87%</td>
</tr>
<tr>
<td></td>
<td>337</td>
</tr>
</tbody>
</table>

**Mean Score:** 656  
**Range:** 611–800

### Results by Student Group

#### 2005–06 School Year

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Tested</th>
<th>Percentage scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2–4</td>
</tr>
<tr>
<td>All Students</td>
<td>373</td>
<td>88%</td>
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<tr>
<td>Female</td>
<td>174</td>
<td>92%</td>
</tr>
<tr>
<td>Male</td>
<td>199</td>
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<tr>
<td>American Indian or Alaska Native</td>
<td>316</td>
<td>88%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>28</td>
<td>75%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>3</td>
<td>–</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other</td>
<td>5</td>
<td>–</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
<td>–</td>
</tr>
<tr>
<td>White</td>
<td>337</td>
<td>90%</td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>8</td>
<td>88%</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>316</td>
<td>95%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>57</td>
<td>51%</td>
</tr>
<tr>
<td>English Proficient</td>
<td>372</td>
<td>–</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>1</td>
<td>–</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>142</td>
<td>75%</td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>231</td>
<td>97%</td>
</tr>
<tr>
<td>Migrant</td>
<td></td>
<td>–</td>
</tr>
<tr>
<td>Not Migrant</td>
<td>373</td>
<td>88%</td>
</tr>
</tbody>
</table>

#### 2004–05 School Year

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Tested</th>
<th>Percentage scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td>All Students</td>
<td>372</td>
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<td>–</td>
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<td>–</td>
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<tr>
<td>American Indian or Alaska Native</td>
<td>312</td>
<td>–</td>
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<td>Black or African American</td>
<td>28</td>
<td>–</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>3</td>
<td>–</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other</td>
<td>5</td>
<td>–</td>
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<tr>
<td>Pacific Islander</td>
<td></td>
<td>–</td>
</tr>
<tr>
<td>White</td>
<td>337</td>
<td>–</td>
</tr>
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<td>Small Group Totals</td>
<td>8</td>
<td>–</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>316</td>
<td>–</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>57</td>
<td>–</td>
</tr>
<tr>
<td>English Proficient</td>
<td>372</td>
<td>–</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>1</td>
<td>–</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>142</td>
<td>–</td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>231</td>
<td>–</td>
</tr>
<tr>
<td>Migrant</td>
<td></td>
<td>–</td>
</tr>
<tr>
<td>Not Migrant</td>
<td>373</td>
<td>–</td>
</tr>
</tbody>
</table>

**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.

### Other Assessments

#### 2005–06 School Year

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Total Tested</th>
<th>Number scoring at level(s):</th>
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</thead>
<tbody>
<tr>
<td>New York State Alternate Assessment (NYSAA): Grade 7 Equivalent</td>
<td>3</td>
<td>2–4</td>
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</table>

**This test was not given in 2004-05.**
### Overview of District Performance

**District:** AUBURN CITY SCHOOL DISTRICT

This District's Results in Grade 8 English Language Arts

<table>
<thead>
<tr>
<th></th>
<th>This District</th>
<th>NY State Public</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentage scoring at level(s):</td>
<td>Percentage scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td>2–4</td>
<td>3–4</td>
</tr>
<tr>
<td><strong>Mean Score:</strong></td>
<td>649</td>
<td></td>
</tr>
<tr>
<td><strong>Range:</strong></td>
<td>602–790</td>
<td>650–790</td>
</tr>
<tr>
<td><strong>Number of Students:</strong></td>
<td>381</td>
<td>203</td>
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#### Results by Student Group

<table>
<thead>
<tr>
<th>Student Group</th>
<th>2005–06 School Year</th>
<th>2004–05 School Year</th>
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</thead>
<tbody>
<tr>
<td><strong>Total Tested</strong></td>
<td>Percentage scoring at level(s):</td>
<td>Percentage scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td>2–4</td>
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<tr>
<td>All Students</td>
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</tr>
<tr>
<td>Female</td>
<td>212</td>
<td>94%</td>
</tr>
<tr>
<td>Male</td>
<td>208</td>
<td>88%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td>43</td>
<td>77%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>367</td>
<td>92%</td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>377</td>
<td>97%</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>43</td>
<td>37%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>420</td>
<td>91%</td>
</tr>
<tr>
<td>English Proficient</td>
<td>377</td>
<td>97%</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>43</td>
<td>37%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>141</td>
<td>80%</td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>279</td>
<td>96%</td>
</tr>
<tr>
<td>Migrant</td>
<td>420</td>
<td>91%</td>
</tr>
</tbody>
</table>

#### 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.

#### Other Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>2005–06 School Year</th>
<th>2004–05 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Tested</td>
<td>Number scoring at level(s):</td>
<td>Number scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td>2–4</td>
<td>3–4</td>
</tr>
<tr>
<td>New York State Alternate Assessment (NYSAA): Grade 8 Equivalent</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
| New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8 | 2   |     |    |    | N/A |     |    |    | 0

1 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.
### Overview of District Performance

This District's Results in Grade 8 Mathematics

<table>
<thead>
<tr>
<th></th>
<th>This District</th>
<th>NY State Public</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentage scoring at level(s):</td>
<td>Percentage scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td>2–4</td>
<td>3–4</td>
</tr>
<tr>
<td>Mean Score:</td>
<td>649</td>
<td>Range: 616–775</td>
</tr>
<tr>
<td>Number of Students:</td>
<td>381</td>
<td>234</td>
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</tbody>
</table>

#### Results by Student Group

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

#### Notes

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### Other Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>2005–06 School Year</th>
<th>2004–05 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Tested</td>
<td>Number scoring at level(s):</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2–4</td>
</tr>
<tr>
<td>New York State Alternate Assessment (NYSAA): Grade 8 Equivalent</td>
<td>1</td>
<td>–</td>
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</tbody>
</table>
### This District's Results in Grade 8 Science

**This District** NY State Public

<table>
<thead>
<tr>
<th>Percentage scoring at level(s):</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>This District</strong></td>
<td>90%</td>
<td>66%</td>
<td>8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage scoring at level(s):</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NY State Public</strong></td>
<td>91%</td>
<td>64%</td>
<td>18%</td>
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#### Results by Student Group

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Total Tested</th>
<th>Percentage scoring at level(s):</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong></td>
<td><strong>332</strong></td>
<td><strong>90%</strong></td>
<td><strong>66%</strong></td>
<td><strong>8%</strong></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>153</td>
<td>93%</td>
<td>63%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>179</td>
<td>87%</td>
<td>68%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>1</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td>41</td>
<td>68%</td>
<td>39%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>6</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td></td>
</tr>
<tr>
<td><strong>White</strong></td>
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<td><strong>93%</strong></td>
<td><strong>71%</strong></td>
<td><strong>10%</strong></td>
<td></td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>9</td>
<td>89%</td>
<td>33%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>General-Education Students</td>
<td><strong>290</strong></td>
<td>96%</td>
<td>73%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>42</td>
<td>50%</td>
<td>14%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td><strong>English Proficient</strong></td>
<td><strong>331</strong></td>
<td>–</td>
<td>–</td>
<td>–</td>
<td></td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>1</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td></td>
</tr>
<tr>
<td><strong>Economically Disadvantaged</strong></td>
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<td>51%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td><strong>Not Disadvantaged</strong></td>
<td><strong>197</strong></td>
<td>95%</td>
<td>76%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td><strong>Migrant</strong></td>
<td><strong>332</strong></td>
<td><strong>90%</strong></td>
<td><strong>66%</strong></td>
<td><strong>8%</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Not Migrant</strong></td>
<td><strong>326</strong></td>
<td><strong>92%</strong></td>
<td><strong>68%</strong></td>
<td><strong>14%</strong></td>
<td></td>
</tr>
</tbody>
</table>

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.

#### Assessments

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Tested</th>
<th>Number scoring at level(s):</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
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<td><strong>New York State Alternate Assessment</strong></td>
<td><strong>1</strong></td>
<td>–</td>
<td>–</td>
<td>–</td>
<td></td>
</tr>
<tr>
<td><strong>Regents Science</strong></td>
<td><strong>99</strong></td>
<td><strong>99</strong></td>
<td><strong>99</strong></td>
<td><strong>67</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Tested</th>
<th>Number scoring at level(s):</th>
<th>2–4</th>
<th>3–4</th>
<th>4</th>
</tr>
</thead>
<tbody>
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<td>–</td>
<td>–</td>
<td>–</td>
<td></td>
</tr>
<tr>
<td><strong>Regents Science</strong></td>
<td><strong>63</strong></td>
<td><strong>63</strong></td>
<td><strong>63</strong></td>
<td><strong>50</strong></td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Test Date</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Total Tested</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 2005</td>
<td>22</td>
<td>113</td>
<td>194</td>
<td>55</td>
<td>384</td>
<td>656</td>
</tr>
<tr>
<td>Feb 2004</td>
<td>18</td>
<td>125</td>
<td>168</td>
<td>29</td>
<td>340</td>
<td>650</td>
</tr>
<tr>
<td>Feb 2003</td>
<td>27</td>
<td>106</td>
<td>139</td>
<td>60</td>
<td>332</td>
<td>654</td>
</tr>
</tbody>
</table>

### Grade 8

<table>
<thead>
<tr>
<th>Test Date</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Total Tested</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 2005</td>
<td>30</td>
<td>206</td>
<td>155</td>
<td>22</td>
<td>413</td>
<td>694</td>
</tr>
<tr>
<td>Jan 2004</td>
<td>35</td>
<td>170</td>
<td>162</td>
<td>28</td>
<td>395</td>
<td>695</td>
</tr>
<tr>
<td>Jan 2003</td>
<td>33</td>
<td>197</td>
<td>137</td>
<td>22</td>
<td>389</td>
<td>691</td>
</tr>
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</table>
Overview of District Performance

District AUtRn 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**

<table>
<thead>
<tr>
<th>Test Date</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Total Tested</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2005</td>
<td>8</td>
<td>37</td>
<td>204</td>
<td>132</td>
<td>381</td>
<td>666</td>
</tr>
<tr>
<td>May 2004</td>
<td>14</td>
<td>41</td>
<td>198</td>
<td>85</td>
<td>338</td>
<td>660</td>
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<tr>
<td>May 2003</td>
<td>19</td>
<td>41</td>
<td>177</td>
<td>93</td>
<td>330</td>
<td>659</td>
</tr>
</tbody>
</table>

**Grade 8**

<table>
<thead>
<tr>
<th>Test Date</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Total Tested</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2005</td>
<td>59</td>
<td>137</td>
<td>199</td>
<td>17</td>
<td>412</td>
<td>712</td>
</tr>
<tr>
<td>May 2004</td>
<td>47</td>
<td>108</td>
<td>197</td>
<td>40</td>
<td>392</td>
<td>717</td>
</tr>
<tr>
<td>May 2003</td>
<td>63</td>
<td>147</td>
<td>151</td>
<td>20</td>
<td>381</td>
<td>706</td>
</tr>
</tbody>
</table>
### Results by Student Group

#### 2002 Cohort*  
<table>
<thead>
<tr>
<th>Student Group</th>
<th>Number of Students</th>
<th>Percentage scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2–4</td>
</tr>
<tr>
<td>All Students</td>
<td>415</td>
<td>72%</td>
</tr>
<tr>
<td>Female</td>
<td>191</td>
<td>74%</td>
</tr>
<tr>
<td>Male</td>
<td>224</td>
<td>70%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>3</td>
<td>–</td>
</tr>
<tr>
<td>Black or African American</td>
<td>27</td>
<td>48%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>5</td>
<td>40%</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other</td>
<td>4</td>
<td>–</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>4</td>
<td>–</td>
</tr>
<tr>
<td>White</td>
<td>376</td>
<td>74%</td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>7</td>
<td>71%</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>370</td>
<td>78%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>45</td>
<td>27%</td>
</tr>
<tr>
<td>English Proficient</td>
<td>413</td>
<td>–</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>2</td>
<td>–</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>95</td>
<td>52%</td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>320</td>
<td>78%</td>
</tr>
<tr>
<td>Migrant</td>
<td>415</td>
<td>72%</td>
</tr>
</tbody>
</table>

#### 2001 Cohort*  
<table>
<thead>
<tr>
<th>Student Group</th>
<th>Number of Students</th>
<th>Percentage scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2–4</td>
</tr>
<tr>
<td>All Students</td>
<td>370</td>
<td>70%</td>
</tr>
<tr>
<td>Female</td>
<td>193</td>
<td>70%</td>
</tr>
<tr>
<td>Male</td>
<td>177</td>
<td>71%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>2</td>
<td>–</td>
</tr>
<tr>
<td>Black or African American</td>
<td>25</td>
<td>48%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>5</td>
<td>60%</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other</td>
<td>3</td>
<td>–</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>3</td>
<td>–</td>
</tr>
<tr>
<td>White</td>
<td>335</td>
<td>72%</td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>5</td>
<td>60%</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>311</td>
<td>79%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>59</td>
<td>22%</td>
</tr>
<tr>
<td>English Proficient</td>
<td>369</td>
<td>–</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>1</td>
<td>–</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>1</td>
<td>–</td>
</tr>
<tr>
<td>Not Disadvantaged</td>
<td>0</td>
<td>–</td>
</tr>
<tr>
<td>Migrant</td>
<td>415</td>
<td>72%</td>
</tr>
</tbody>
</table>

### 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.

### Other Assessments

#### 2002 Cohort*  
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Number of Students</th>
<th>Percentage scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York State Alternate Assessment (NYSAA)</td>
<td>1</td>
<td>2–4</td>
</tr>
</tbody>
</table>

#### 2001 Cohort*  
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Number of Students</th>
<th>Percentage scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York State Alternate Assessment (NYSAA)</td>
<td>1</td>
<td>2–4</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Student Group</th>
<th>2002 Cohort</th>
<th>Percentage scoring at level(s):</th>
<th>2001 Cohort</th>
<th>Percentage scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>2–4</td>
<td>3–4</td>
<td>4</td>
</tr>
<tr>
<td>All Students</td>
<td>415</td>
<td>80%</td>
<td>76%</td>
<td>23%</td>
</tr>
<tr>
<td>Female</td>
<td>191</td>
<td>81%</td>
<td>77%</td>
<td>24%</td>
</tr>
<tr>
<td>Male</td>
<td>224</td>
<td>79%</td>
<td>75%</td>
<td>22%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>3</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Black or African American</td>
<td>27</td>
<td>52%</td>
<td>37%</td>
<td>4%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>5</td>
<td>40%</td>
<td>40%</td>
<td>0%</td>
</tr>
<tr>
<td>Asian or Native Hawaiian/Other</td>
<td>4</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>4</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>White</td>
<td>376</td>
<td>82%</td>
<td>79%</td>
<td>24%</td>
</tr>
<tr>
<td>Small Group Totals</td>
<td>7</td>
<td>86%</td>
<td>71%</td>
<td>29%</td>
</tr>
<tr>
<td>General-Education Students</td>
<td>370</td>
<td>84%</td>
<td>81%</td>
<td>25%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>45</td>
<td>44%</td>
<td>33%</td>
<td>7%</td>
</tr>
<tr>
<td>English Proficient</td>
<td>413</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>2</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>95</td>
<td>63%</td>
<td>57%</td>
<td>9%</td>
</tr>
<tr>
<td>Not disadvantaged</td>
<td>320</td>
<td>85%</td>
<td>82%</td>
<td>27%</td>
</tr>
<tr>
<td>Migrant</td>
<td>415</td>
<td>80%</td>
<td>76%</td>
<td>23%</td>
</tr>
</tbody>
</table>

**NOTES**

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### Other Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>2002 Cohort</th>
<th>Number scoring at level(s):</th>
<th>2001 Cohort</th>
<th>Number scoring at level(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>2–4</td>
<td>3–4</td>
<td>4</td>
<td>Number of Students</td>
</tr>
<tr>
<td>New York State Alternate Assessment</td>
<td>1</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
</tbody>
</table>

* 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.
### Overview of District Performance

**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:*

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

**NOTES**

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# Total 2001 Cohort Outcomes after Five Years of School

## Percentage of students who:

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

## Notes

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