



The New York State District Report Card

**Accountability
and Overview Report
2005 – 06**

District **MASSENA CENTRAL SCHOOL
DISTRICT**

District ID **512001060000**

Superintendent **DOUGLAS HUNTLEY**

Telephone **(315) 764-3700**

Grades **K-12, US**

This District's Report Card

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

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

For more information:

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

Use this report to:

1 Get District Profile information.

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

2 Review District Accountability Status.

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

3 View School Accountability Status.

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

4 Review an Overview of District Performance.

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

District Profile

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

Enrollment

	2003-04	2004-05	2005-06
Pre-K	0	0	0
Kindergarten	187	188	217
Grade 1	200	199	210
Grade 2	173	175	176
Grade 3	174	184	183
Grade 4	204	171	175
Grade 5	181	205	175
Grade 6	187	190	208
Ungraded Elementary	0	0	0
Grade 7	295	245	255
Grade 8	285	288	237
Grade 9	327	276	251
Grade 10	221	315	257
Grade 11	218	199	266
Grade 12	209	202	189
Ungraded Secondary	0	10	57
Total K-12	2861	2847	2856

Average Class Size

	2003-04	2004-05	2005-06
Common Branch	21	21	21
Grade 8			
English	21	21	17
Mathematics	22	20	19
Science	22	21	19
Social Studies	22	21	19
Grade 10			
English	21	19	19
Mathematics	20	18	22
Science	21	21	24
Social Studies	19	21	23

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

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Eligible for Free Lunch	1023	36%	964	34%	956	33%
Reduced-Price Lunch	367	13%	339	12%	278	10%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	7	0%	15	1%	16	1%
Racial/Ethnic Origin						
American Indian or Alaska Native	325	11%	323	11%	332	12%
Black or African American	19	1%	21	1%	24	1%
Hispanic or Latino	24	1%	22	1%	21	1%
Asian or Native Hawaiian/Other Pacific Islander	24	1%	34	1%	31	1%
White	2469	86%	2447	86%	2448	86%

* Not available at the district level.

Attendance and Suspensions

	2002-03		2003-04		2004-05	
	#	%	#	%	#	%
Annual Attendance Rate		97%		97%		96%
Student Suspensions	134	N/A	148	5%	167	6%

Demographic Factors Information

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

Attendance and Suspensions Information

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

Teacher Qualifications

	2003-04	2004-05	2005-06
Core Classes Not Taught by Highly Qualified Teachers			
Total Number of Core Classes	611	608	852
Percent Not Taught by Highly Qualified Teachers	6%	5%	2%
Teachers with No Valid Teaching Certificate			
Total Number of Teachers	3	3	2
Percent with No Valid Teaching Certificate	1%	1%	1%
Individuals Teaching Out of Certification			
Number of Teachers	8	8	5
Percentage of Total	4%	4%	2%
Percent of Teachers with Master's Degree Plus 30 Hours or Doctorate	10%	11%	11%

Staff Counts

	2003-04	2004-05	2005-06
Total Teachers	213	214	216
Total Other Professional Staff	25	29	28
Total Paraprofessionals*	49	50	61
Assistant Principals	2	1	2
Principals	5	5	5

* 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:

$$100 \times [(Count\ of\ Continuously\ Enrolled\ Tested\ Students\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4 + the\ Count\ at\ Levels\ 3\ and\ 4) \div Count\ of\ All\ Continuously\ Enrolled\ Tested\ Students]$$

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

$$100 \times [(Count\ of\ Cohort\ Members\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4 + the\ Count\ at\ Levels\ 3\ and\ 4) \div Count\ of\ All\ Cohort\ Members]$$

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:

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

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.

Understanding Your District Accountability Status

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

Federal Title I Status

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

▲ District in Good Standing

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

▲ District in Need of Improvement (Year 1)

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

▲ District in Need of Improvement (Year 2)

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

▲ District in Need of Improvement (Year 3)

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

▲ District in Need of Improvement (Year 4)

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

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

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

New York State Status

(Applies to New York State districts)

■ District Requiring Academic Progress (Year 1)

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

■ District Requiring Academic Progress (Year 2)

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

■ District Requiring Academic Progress (Year 3)

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

■ District Requiring Academic Progress (Year 4)

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

■ District Requiring Academic Progress (Year 5 and above)

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

Summary

Overall Accountability Status (2006–07)

▲ Good Standing

Elementary/Middle Level

ELA ▲ Good Standing

Math ▲ Good Standing

Science ▲ Good Standing

Secondary Level

ELA ▲ Good Standing

Math ▲ Good Standing

Graduation Rate ▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2004–05

YES

2005–06

YES

2006–07

YES

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

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

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did Not Make AYP
- Insufficient Number of Students to Determine AYP Status

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) ■

District **MASSENA CENTRAL SCHOOL DISTRICT**

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2006–07)



Good Standing

Accountability Measures

4 of 5

Student groups making AYP in English Language Arts



Did not make AYP

Prospective Status

A district that fails to make AYP in English Language Arts 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 elementary/middle-level English Language Arts accountability measures?

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (1237:1195)	✓	✓	99%	✓	151	119	
Ethnicity							
American Indian or Alaska Native (146:139)	✓	✓	96%	✓	138	113	
Black or African American (13:13)	–	–	–	–	–	–	–
Hispanic or Latino (8:8)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (15:15)	–	–	–	–	–	–	–
White (1055:1020)	✓	✓	99%	✓	153	119	
Other Groups							
Students with Disabilities ⁴ (259:173)	✗	✓	96%	✗	73	114	84 86
Limited English Proficient (6:4)	–	–	–	–	–	–	–
Economically Disadvantaged (608:579)	✓	✓	98%	✓	132	117	
Final AYP Determination	✗ 4 of 5						

NOTES

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

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

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

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

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

AYP Status

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

Elementary/Middle-Level Mathematics

Accountability Status for This Subject (2006–07)



Good Standing

Accountability Measures

4 of 5

Student groups making AYP in Mathematics



Did not make AYP

Prospective Status

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

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2005–06 2006–07
All Students (1237:1174)	✓	✓	98%	✓	161	83	
Ethnicity							
American Indian or Alaska Native (146:140)	✓	✓	97%	✓	157	77	
Black or African American (13:12)	–	–	–	–	–	–	–
Hispanic or Latino (8:8)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (15:15)	–	–	–	–	–	–	–
White (1055:999)	✓	✓	98%	✓	162	83	
Other Groups							
Students with Disabilities ⁴ (265:163)	✗	✗	90%	✓	99	78	
Limited English Proficient (6:5)	–	–	–	–	–	–	–
Economically Disadvantaged (605:557)	✓	✓	96%	✓	147	81	
Final AYP Determination	✗ 4 of 5						

NOTES

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

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

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status













Elementary/Middle-Level Science

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

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

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




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

Student Group (Total: Continuous Enrollment) ¹	AYP		Participation ²		Test Performance ³		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2005–06 2006–07
All Students (412:387)		Qualified		95%		185	100	
Ethnicity								
American Indian or Alaska Native (48:46)		Qualified		98%		185	100	
Black or African American (4:4)		–	–	–	–	–	–	–
Hispanic or Latino (2:2)		–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (5:5)		–	–	–	–	–	–	–
White (353:330)		Qualified		95%		185	100	
Other Groups								
Students with Disabilities (56:48)		Qualified		89%		150	100	
Limited English Proficient (2:2)		–	–	–	–	–	–	–
Economically Disadvantaged (190:170)		Qualified		92%		177	100	
Final AYP Determination	 1 of 1							

NOTES

- ¹ These data show the count of students enrolled during the test administration period (used for Participation) followed by the count of continuously enrolled tested students (used for Performance). For Accountability calculations, students who were excused from testing for medical reasons are not included in the enrollment count.
- ² Groups with fewer than 40 students enrolled during the test administration period are not required to meet the participation criterion. If the participation rate of a group fell below 80 percent in 2005–06, the enrollment shown is the sum of 2004–05 and 2005–06 enrollments and the percent tested is the weighted average of the participation rates over those two years.
- ³ Groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion. For schools with fewer than 30 continuously enrolled tested students in 2005–06, data for 2004–05 and 2005–06 were combined to determine counts and performance indices.

AYP Status

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

District **MASSENA CENTRAL SCHOOL DISTRICT**

Secondary-Level English Language Arts

Accountability Status for This Subject (2006–07)



Good Standing

Accountability Measures

3 of 3

Student groups making AYP in English Language Arts



Made AYP

Prospective Status

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

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

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2005–06	2006–07
All Students (189:194)	✓	✓	98%	✓	181	146		
Ethnicity								
American Indian or Alaska Native (22:26)	–	–	–	–	–	–	–	–
Black or African American (1:1)	–	–	–	–	–	–	–	–
Hispanic or Latino (1:2)	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (3:2)	–	–	–	–	–	–	–	–
White (162:163)	✓	✓	98%	✓	183	146		
Other Groups								
Students with Disabilities (6:13)	–	–	–	–	–	–	–	–
Limited English Proficient (0:0)								
Economically Disadvantaged (42:53)	✓	✓	98%	✓	157	141		
Final AYP Determination	✓ 3 of 3							

NOTES

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

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status

Secondary-Level Mathematics

Accountability Status for This Subject (2006–07)



Good Standing

Accountability Measures

3 of 3

Student groups making AYP in Mathematics



Made AYP

Prospective Status

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

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

Student Group (12th Graders: 2002 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2005–06	2006–07
All Students (189:194)	✓	✓	97%	✓	185	138		
Ethnicity								
American Indian or Alaska Native (22:26)	–	–	–	–	–	–	–	–
Black or African American (1:1)	–	–	–	–	–	–	–	–
Hispanic or Latino (1:2)	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (3:2)	–	–	–	–	–	–	–	–
White (162:163)	✓	✓	97%	✓	187	138		
Other Groups								
Students with Disabilities (6:13)	–	–	–	–	–	–	–	–
Limited English Proficient (0:0)								
Economically Disadvantaged (42:53)	✓	✓	98%	✓	166	133		
Final AYP Determination	✓ 3 of 3							

NOTES

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

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

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

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

AYP Status



Made AYP



Made AYP Using Safe Harbor Target



Did Not Make AYP

Insufficient Number of Students
to Determine AYP Status







Graduation Rate

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

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

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

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

Student Group (Cohort Count) ¹	Graduation		Objectives		
	AYP	Met Criterion	Graduation Rate ²	State Standard	Progress Target 2005–06 2006–07
All Students (217)			76%	55%	
Ethnicity					
American Indian or Alaska Native (26)		–	–	–	– –
Black or African American (2)		–	–	–	– –
Hispanic or Latino (0)					
Asian or Native Hawaiian/Other Pacific Islander (3)		–	–	–	– –
White (186)			80%	55%	
Other Groups					
Students with Disabilities (30)			47%	55%	54% 48%
Limited English Proficient (0)					
Economically Disadvantaged (41)			61%	55%	
Final AYP Determination	 1 of 1				

NOTES

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

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

Graduation Rate Information

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

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

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



3

School Accountability Status

District **MASSENA CENTRAL SCHOOL DISTRICT**

2006–07 Accountability Status of Schools in Your District







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

Federal Title I Status	New York State Status
<div> Good Standing</div> <div>4 schools identified 80% of total</div> <div>JEFFERSON ELEMENTARY SCHOOL</div> <div>MADISON ELEMENTARY SCHOOL</div> <div>MASSENA SENIOR HIGH SCHOOL</div> <div>NIGHTENGALE ELEMENTARY SCHOOL</div>	
<div> Improvement (Year 2)</div> <div>1 school identified 20% of total</div> <div>J. WILLIAM LEARY JUNIOR HIGH SCHOOL</div>	


District **MASSENA CENTRAL SCHOOL DISTRICT**

Summary of 2005–06 District Performance



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



English Language Arts	Percentage of students that scored at or above Level 3			Total Tested
	0%	50%	100%	
Grade 3	77%			184
Grade 4	64%			172
Grade 5	63%			168
Grade 6	61%			211
Grade 7	52%			247
Grade 8	47%			229


Mathematics

Grade 3	90%		182
Grade 4	87%		171
Grade 5	63%		170
Grade 6	61%		212
Grade 7	60%		238
Grade 8	54%		230

Science

Grade 4	96%		170
Grade 8	75%		178

Secondary Level	Percentage of students that scored at or above Level 3			2002 Cohort
	0%	50%	100%	
English	69%			257
Mathematics	72%			257

Graduation Rate	Percentage of students who graduated			2002 Cohort
	0%	50%	100%	
2002 Cohort	63%			257

About the Performance Level Descriptors

Level 1: Not Meeting Learning Standards.

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

Level 2: Partially Meeting Learning Standards.

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

Level 3: Meeting Learning Standards.

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

Level 4: Meeting Learning Standards with Distinction.

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

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

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

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

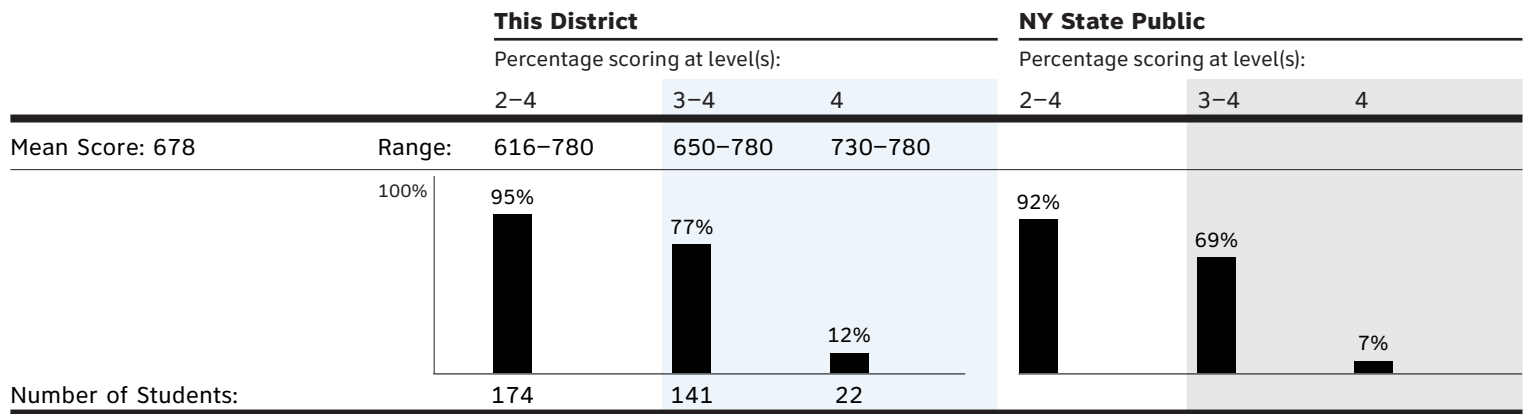
This District's N/RC Category:

High Need/Resource Rural Districts

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

District **MASSENA CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 3 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	184	95%	77%	12%				
Female	96	93%	77%	18%				
Male	88	97%	76%	6%				
American Indian or Alaska Native	9	100%	44%	0%				
Black or African American	2	—	—	—				
Hispanic or Latino	1	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—				
White	170	94%	78%	12%	This test was not given in 2004-05.			
Small Group Totals	5	100%	100%	40%				
General-Education Students	150	100%	85%	14%				
Students with Disabilities	34	71%	38%	3%				
English Proficient	184	95%	77%	12%				
Limited English Proficient								
Economically Disadvantaged	97	92%	66%	8%				
Not Disadvantaged	87	98%	89%	16%				
Migrant								
Not Migrant	184	95%	77%	12%				

NOTES

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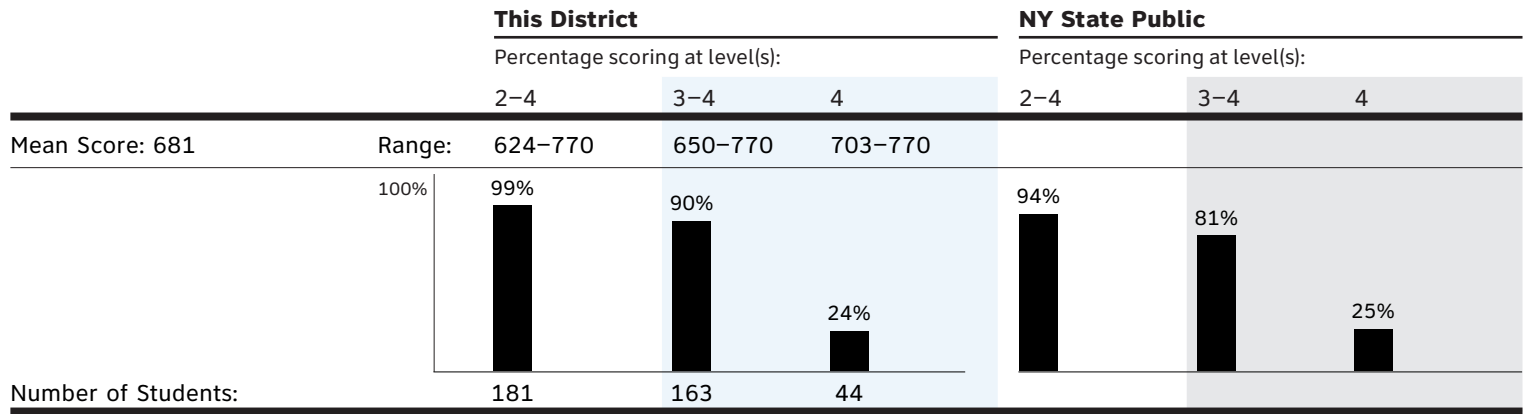
Other Assessments

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

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

District **MASSENA CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 3 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	182	99%	90%	24%				
Female	96	99%	88%	25%				
Male	86	100%	92%	23%				
American Indian or Alaska Native	8	100%	75%	0%				
Black or African American	2	—	—	—				
Hispanic or Latino	1	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—				
White	169	99%	90%	25%	This test was not given in 2004-05.			
Small Group Totals	5	100%	100%	20%				
General-Education Students	148	100%	95%	29%				
Students with Disabilities	34	97%	65%	3%				
English Proficient	182	99%	90%	24%				
Limited English Proficient								
Economically Disadvantaged	95	100%	82%	15%				
Not Disadvantaged	87	99%	98%	34%				
Migrant								
Not Migrant	182	99%	90%	24%				

NOTES

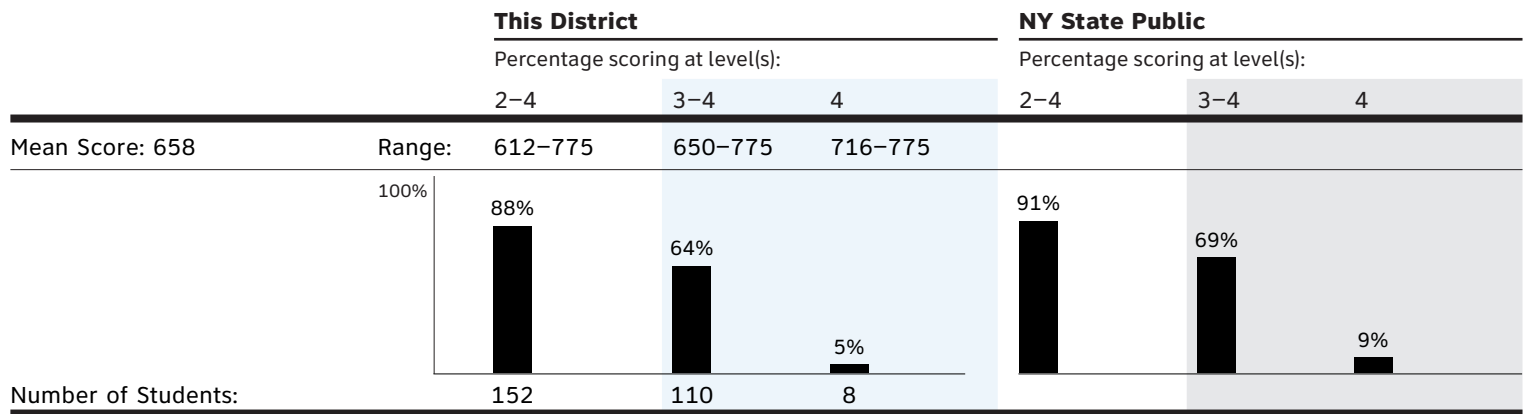
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Other Assessments

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

District **MASSENA CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	172	88%	64%	5%				
Female	86	90%	70%	7%				
Male	86	87%	58%	2%				
American Indian or Alaska Native	15	93%	47%	0%				
Black or African American	3	—	—	—				
Hispanic or Latino	2	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—				
White	149	87%	64%	4%				
Small Group Totals	8	100%	88%	25%				
General-Education Students	149	95%	72%	5%				
Students with Disabilities	23	43%	13%	0%				
English Proficient	172	88%	64%	5%				
Limited English Proficient								
Economically Disadvantaged	82	80%	51%	1%				
Not Disadvantaged	90	96%	76%	8%				
Migrant								
Not Migrant	172	88%	64%	5%				

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

NOTES

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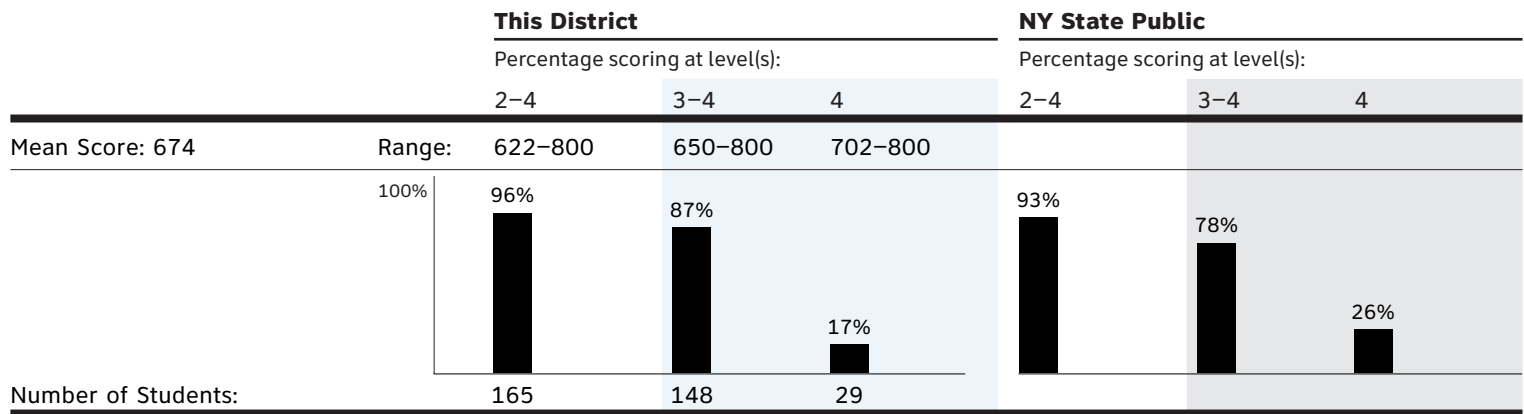
Other Assessments

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

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

District **MASSENA CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	171	96%	87%	17%				
Female	86	97%	86%	20%				
Male	85	96%	87%	14%				
American Indian or Alaska Native	16	94%	81%	0%				
Black or African American	3	—	—	—				
Hispanic or Latino	2	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—				
White	147	97%	88%	18%				
Small Group Totals	8	100%	75%	25%				
General-Education Students	148	99%	92%	20%				
Students with Disabilities	23	78%	52%	0%				
English Proficient	170	—	—	—				
Limited English Proficient	1	—	—	—				
Economically Disadvantaged	81	94%	79%	10%				
Not Disadvantaged	90	99%	93%	23%				
Migrant								
Not Migrant	171	96%	87%	17%				

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

NOTES

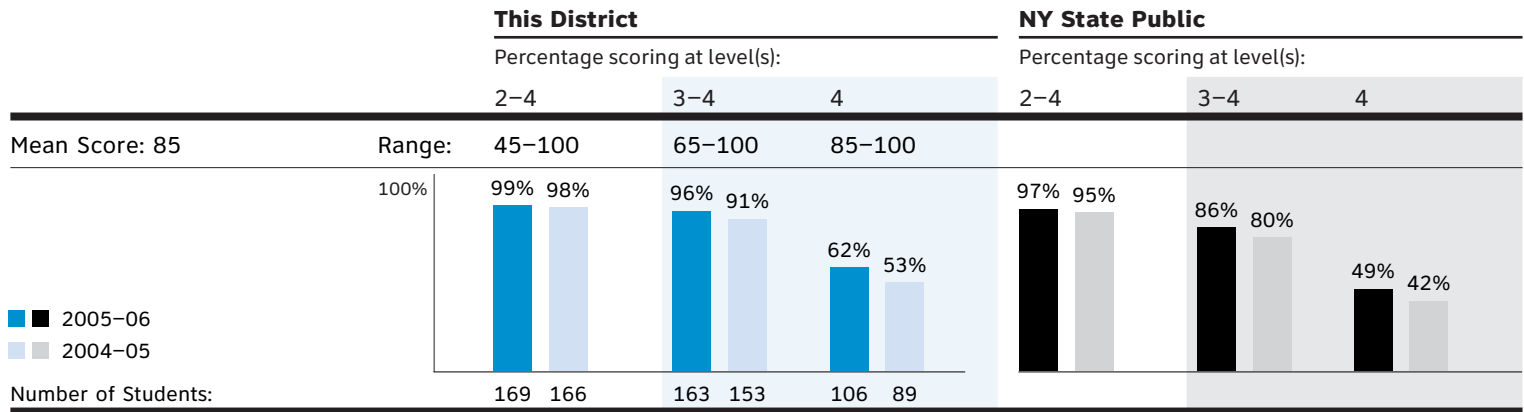
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Other Assessments

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

District **MASSENA CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 4 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	170	99%	96%	62%	169	98%	91%	53%
Female	87	99%	97%	60%	76	99%	88%	45%
Male	83	100%	95%	65%	93	98%	92%	59%
American Indian or Alaska Native	16	100%	94%	31%	18	100%	89%	50%
Black or African American	3	—	—	—	4	—	—	—
Hispanic or Latino	2	—	—	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	4	—	—	—
White	146	99%	96%	66%	142	98%	90%	51%
Small Group Totals	8	100%	100%	63%	9	100%	100%	89%
General-Education Students	148	99%	98%	66%	143	99%	94%	59%
Students with Disabilities	22	100%	82%	41%	26	92%	73%	19%
English Proficient	169	—	—	—	165	—	—	—
Limited English Proficient	1	—	—	—	4	—	—	—
Economically Disadvantaged	82	99%	94%	49%	75	99%	88%	44%
Not Disadvantaged	88	100%	98%	75%	94	98%	93%	60%
Migrant								
Not Migrant	170	99%	96%	62%	169	98%	91%	53%

NOTES

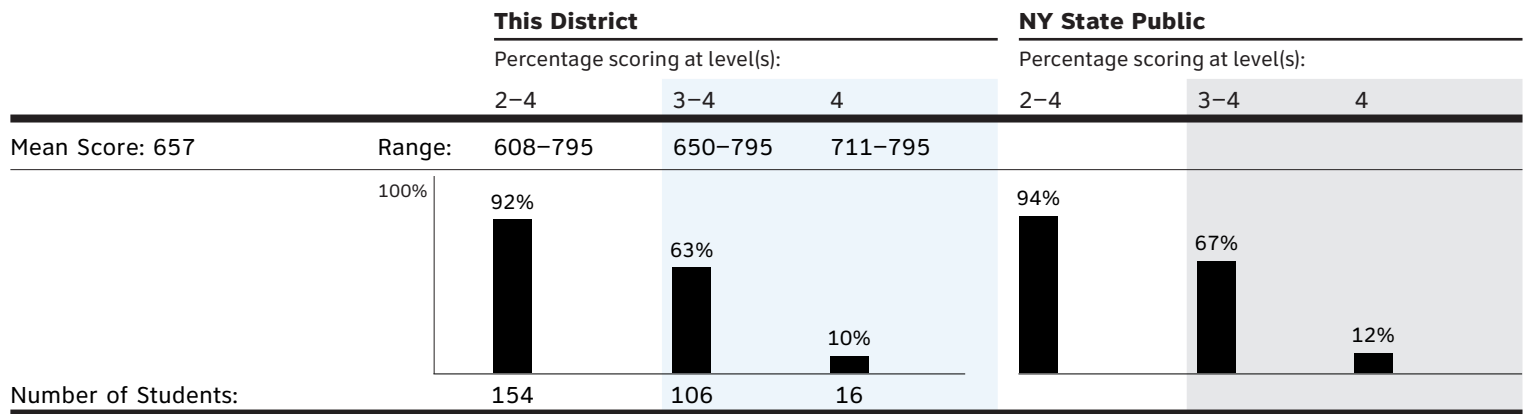
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Other Assessments

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

District **MASSENA CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	168	92%	63%	10%				
Female	80	91%	55%	11%				
Male	88	92%	70%	8%				
American Indian or Alaska Native	19	95%	63%	0%				
Black or African American	4	—	—	—				
Hispanic or Latino	2	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—				
White	140	91%	62%	9%	This test was not given in 2004-05.			
Small Group Totals	9	100%	78%	33%				
General-Education Students	139	98%	71%	11%				
Students with Disabilities	29	62%	24%	3%				
English Proficient	168	92%	63%	10%				
Limited English Proficient								
Economically Disadvantaged	81	89%	56%	1%				
Not Disadvantaged	87	94%	70%	17%				
Migrant								
Not Migrant	168	92%	63%	10%				

NOTES

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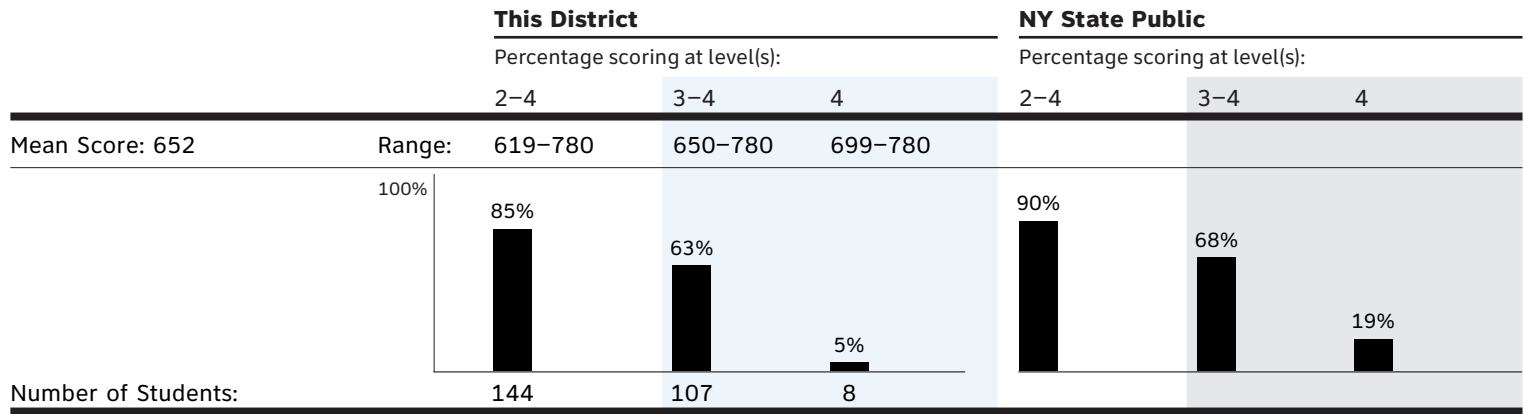
Other Assessments

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

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

District **MASSENA CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 5 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	170	85%	63%	5%				
Female	79	82%	59%	1%				
Male	91	87%	66%	8%				
American Indian or Alaska Native	20	90%	75%	5%				
Black or African American	4	—	—	—				
Hispanic or Latino	2	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—				
White	141	84%	60%	5%	This test was not given in 2004-05.			
Small Group Totals	9	89%	78%	0%				
General-Education Students	140	94%	73%	6%				
Students with Disabilities	30	43%	17%	0%				
English Proficient	169	—	—	—				
Limited English Proficient	1	—	—	—				
Economically Disadvantaged	81	79%	60%	1%				
Not Disadvantaged	89	90%	65%	8%				
Migrant								
Not Migrant	170	85%	63%	5%				

NOTES

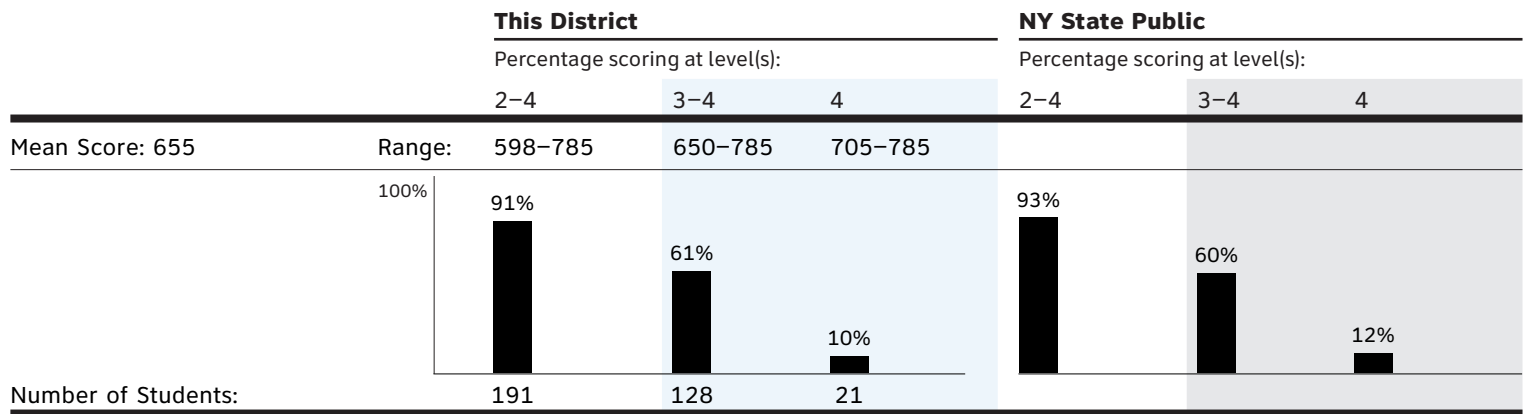
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Other Assessments

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

District **MASSENA CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	211	91%	61%	10%				
Female	108	94%	65%	12%				
Male	103	86%	56%	8%				
American Indian or Alaska Native	20	90%	30%	10%				
Black or African American	1	—	—	—				
Hispanic or Latino	1	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—				
White	185	90%	64%	10%	This test was not given in 2004-05.			
Small Group Totals	6	100%	67%	17%				
General-Education Students	181	98%	69%	12%				
Students with Disabilities	30	47%	10%	0%				
English Proficient	211	91%	61%	10%				
Limited English Proficient								
Economically Disadvantaged	106	83%	42%	5%				
Not Disadvantaged	105	98%	79%	15%				
Migrant								
Not Migrant	211	91%	61%	10%				

NOTES

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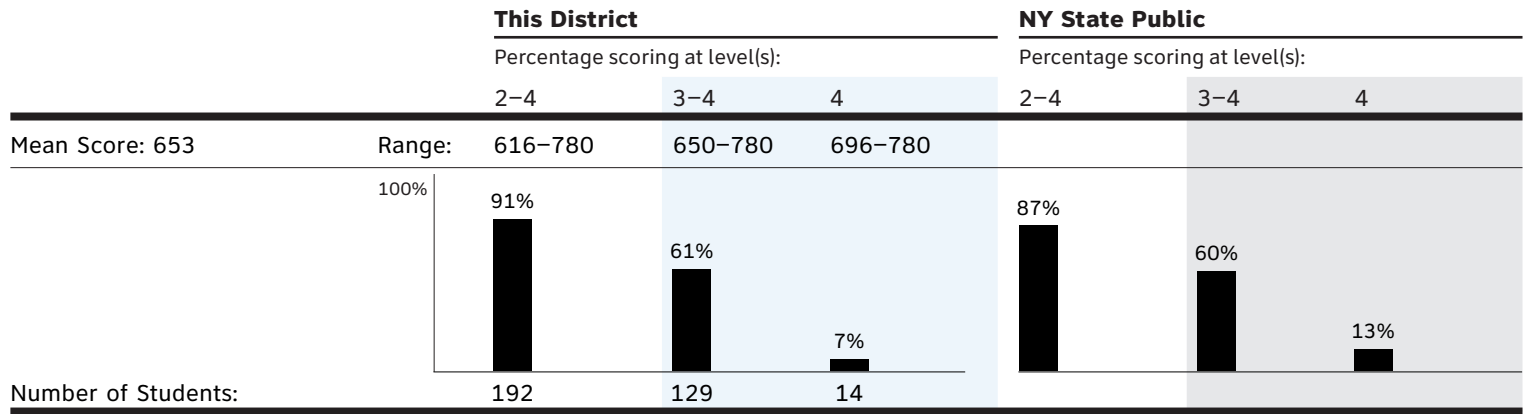
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0				N/A	N/A	N/A	N/A

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

District **MASSENA CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 6 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	212	91%	61%	7%				
Female	107	93%	64%	6%				
Male	105	89%	57%	8%				
American Indian or Alaska Native	21	95%	71%	10%				
Black or African American	1	—	—	—				
Hispanic or Latino	1	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—				
White	185	90%	59%	6%	This test was not given in 2004-05.			
Small Group Totals	6	100%	83%	17%				
General-Education Students	180	97%	69%	8%				
Students with Disabilities	32	56%	16%	0%				
English Proficient	211	—	—	—				
Limited English Proficient	1	—	—	—				
Economically Disadvantaged	106	83%	46%	3%				
Not Disadvantaged	106	98%	75%	10%				
Migrant								
Not Migrant	212	91%	61%	7%				

NOTES

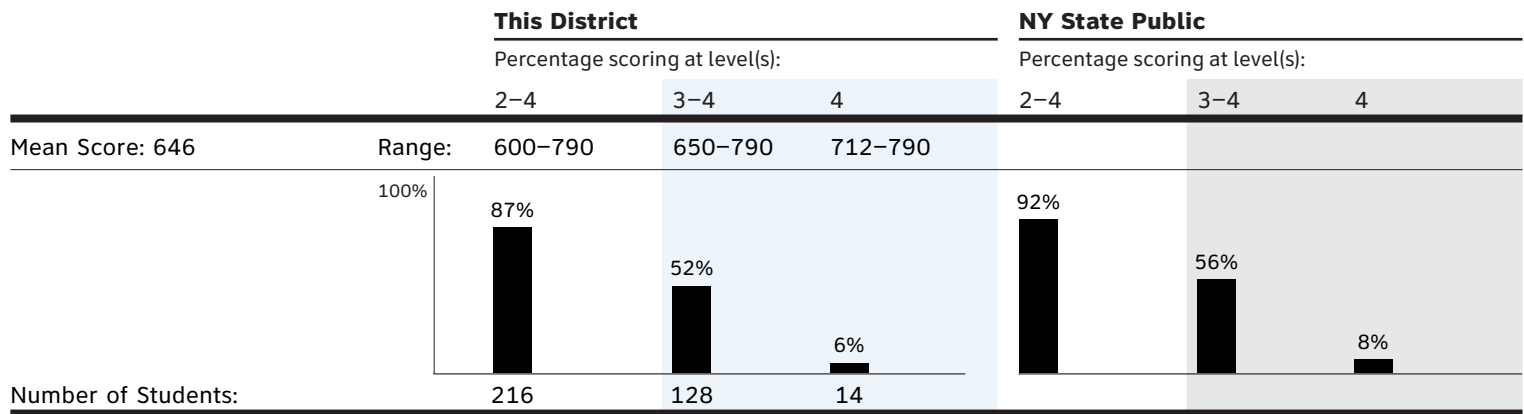
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				This test was not given in 2004-05.			

District **MASSENA CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	247	87%	52%	6%				
Female	125	90%	54%	6%				
Male	122	84%	49%	6%				
American Indian or Alaska Native	43	88%	42%	2%				
Black or African American	2	—	—	—				
Hispanic or Latino	2	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—				
White	199	87%	54%	7%	This test was not given in 2004-05.			
Small Group Totals	5	80%	60%	0%				
General-Education Students	210	96%	61%	7%				
Students with Disabilities	37	38%	0%	0%				
English Proficient	247	87%	52%	6%				
Limited English Proficient								
Economically Disadvantaged	127	80%	34%	3%				
Not Disadvantaged	120	95%	71%	8%				
Migrant								
Not Migrant	247	87%	52%	6%				

NOTES

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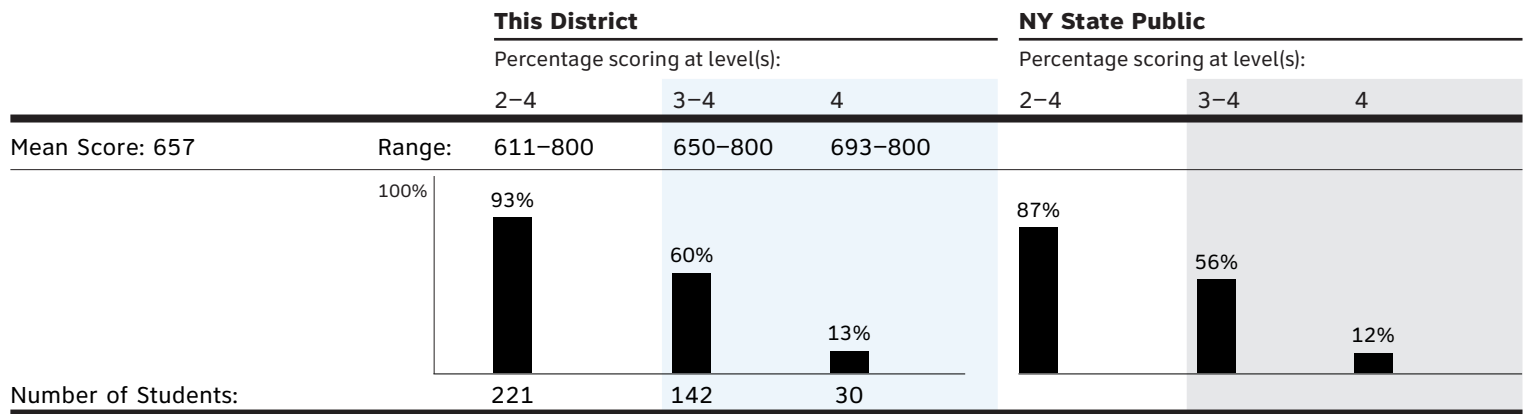
Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	—	—	—	This test was not given in 2004-05.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	2	—	—	N/A				
					N/A	N/A	N/A	N/A

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

District **MASSENA CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 7 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	238	93%	60%	13%				
Female	118	93%	58%	10%				
Male	120	93%	62%	15%				
American Indian or Alaska Native	44	—	—	—				
Black or African American	1	—	—	—				
Hispanic or Latino	2	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—				
White	190	94%	62%	14%	This test was not given in 2004-05.			
Small Group Totals	48	90%	52%	6%				
General-Education Students	209	97%	65%	14%				
Students with Disabilities	29	66%	21%	0%				
English Proficient	237	—	—	—				
Limited English Proficient	1	—	—	—				
Economically Disadvantaged	117	91%	47%	6%				
Not Disadvantaged	121	95%	72%	19%				
Migrant								
Not Migrant	238	93%	60%	13%				

NOTES

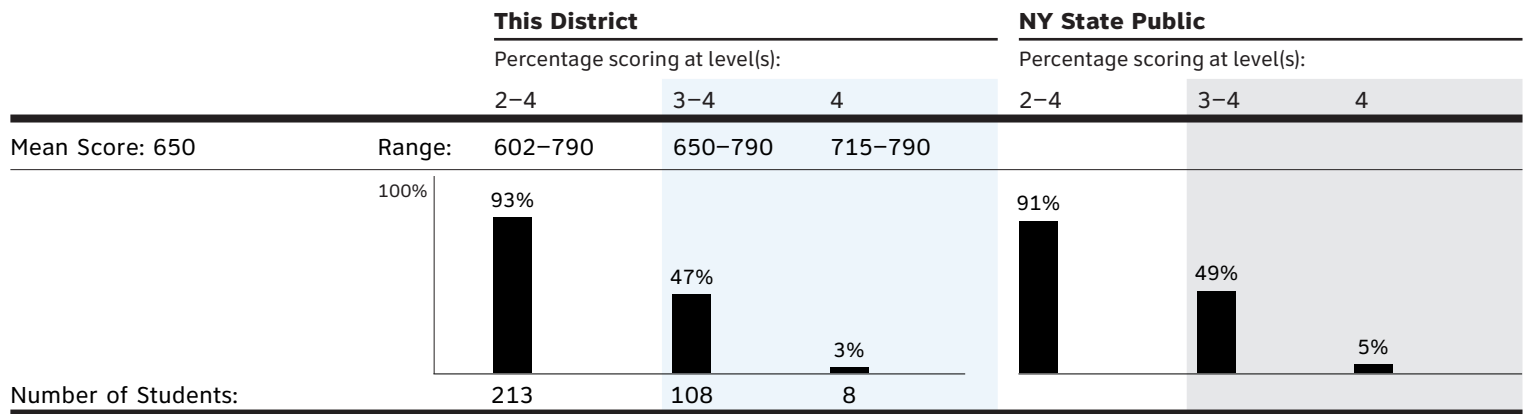
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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	1	—	—	—	This test was not given in 2004-05.			

District **MASSENA CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	229	93%	47%	3%				
Female	105	93%	46%	6%				
Male	124	93%	48%	2%				
American Indian or Alaska Native	29	—	—	—				
Black or African American	1	—	—	—				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—				
White	197	92%	49%	4%				
Small Group Totals	32	97%	34%	3%				
General-Education Students	204	97%	52%	4%				
Students with Disabilities	25	60%	8%	0%				
English Proficient	229	93%	47%	3%				
Limited English Proficient								
Economically Disadvantaged	99	88%	31%	2%				
Not Disadvantaged	130	97%	59%	5%				
Migrant								
Not Migrant	229	93%	47%	3%				

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

NOTES

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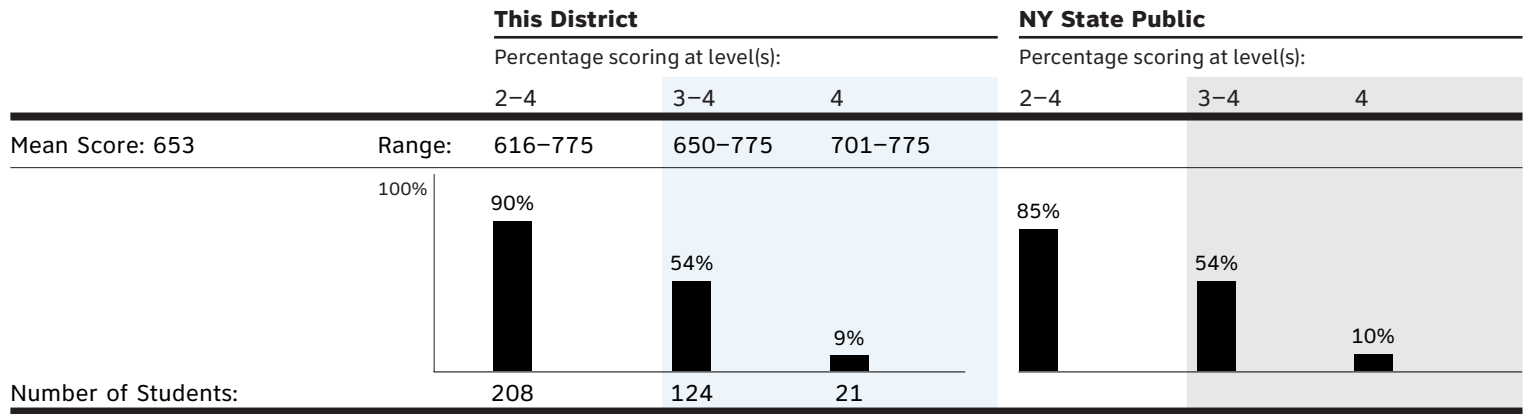
Other Assessments

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

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

District **MASSENA CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 8 Mathematics



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	230	90%	54%	9%				
Female	102	90%	50%	12%				
Male	128	91%	57%	7%				
American Indian or Alaska Native	32	—	—	—				
Black or African American	1	—	—	—				
Hispanic or Latino								
Asian or Native Hawaiian/Other	2	—	—	—				
Pacific Islander								
White	195	90%	54%	9%				
Small Group Totals	35	91%	54%	9%				
General-Education Students	203	96%	60%	10%				
Students with Disabilities	27	52%	11%	0%				
English Proficient	229	—	—	—				
Limited English Proficient	1	—	—	—				
Economically Disadvantaged	98	85%	40%	5%				
Not Disadvantaged	132	95%	64%	12%				
Migrant								
Not Migrant	230	90%	54%	9%				

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

NOTES

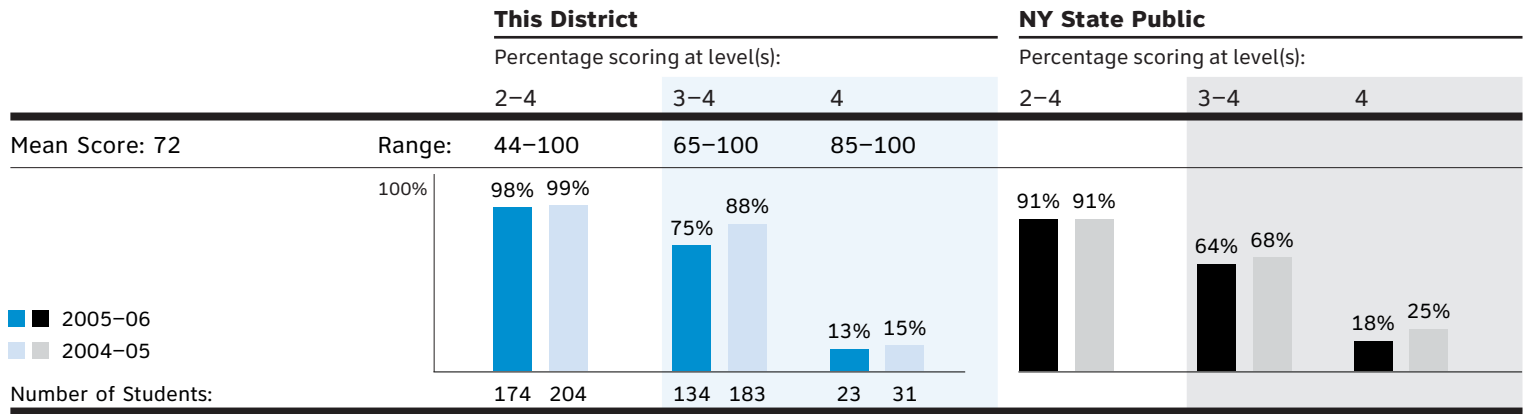
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Other Assessments

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

District **MASSENA CENTRAL SCHOOL DISTRICT**

This District's Results in Grade 8 Science



Results by Student Group

	2005-06 School Year				2004-05 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	178	98%	75%	13%	207	99%	88%	15%
Female	76	99%	70%	8%	99	99%	89%	8%
Male	102	97%	79%	17%	108	98%	88%	21%
American Indian or Alaska Native	29	—	—	—	37	—	—	—
Black or African American	1	—	—	—				
Hispanic or Latino					2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—				
White	147	97%	75%	16%	168	98%	88%	17%
Small Group Totals	31	100%	77%	0%	39	100%	90%	8%
General-Education Students	150	99%	83%	15%	178	100%	93%	17%
Students with Disabilities	28	89%	36%	0%	29	90%	62%	3%
English Proficient	177	—	—	—	206	—	—	—
Limited English Proficient	1	—	—	—	1	—	—	—
Economically Disadvantaged	84	96%	64%	6%	97	100%	85%	13%
Not Disadvantaged	94	99%	85%	19%	110	97%	92%	16%
Migrant								
Not Migrant	178	98%	75%	13%	207	99%	88%	15%

NOTES

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Other Assessments

	2005-06 School Year				2004-05 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				0			
Regents Science	45	44	44	33	60	60	60	33

District **MASSENA CENTRAL SCHOOL DISTRICT**

Previous Years' Results for English Language Arts

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

Grade 4

This District

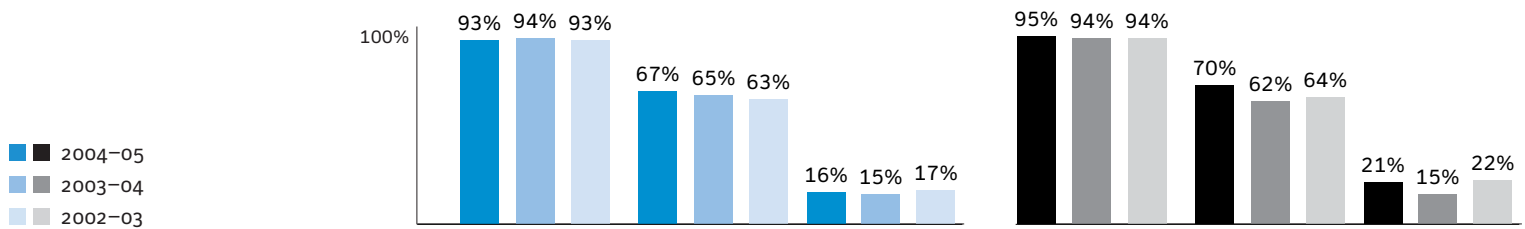
Percentage scoring at level(s):

2-4	3-4	4
Range: 603-800	645-800	692-800

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
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Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Feb 2005	12	45	87	28	172	657
Feb 2004	12	59	103	30	204	657
Feb 2003	13	53	80	30	176	656

Grade 8

This School

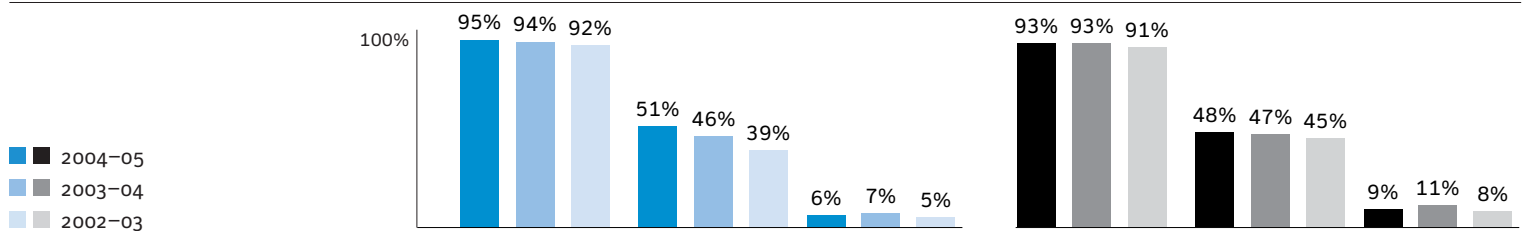
Percentage scoring at level(s):

2-4	3-4	4
Range: 658-830	697-830	737-830

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
Jan 2005	14	124	129	16	283	698
Jan 2004	18	132	111	19	280	695
Jan 2003	23	145	93	15	276	691

District **MASSENA CENTRAL SCHOOL DISTRICT**

Previous Years' Results for Mathematics

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

Grade 4

This District

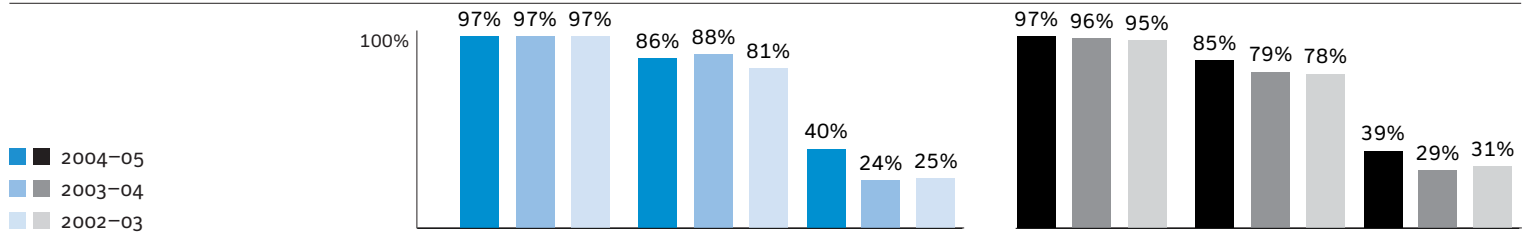
Percentage scoring at level(s):

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

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
-----	-----	---



Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	5	19	80	68	172	669
May 2004	6	18	131	48	203	661
May 2003	6	29	102	46	183	660

Grade 8

This School

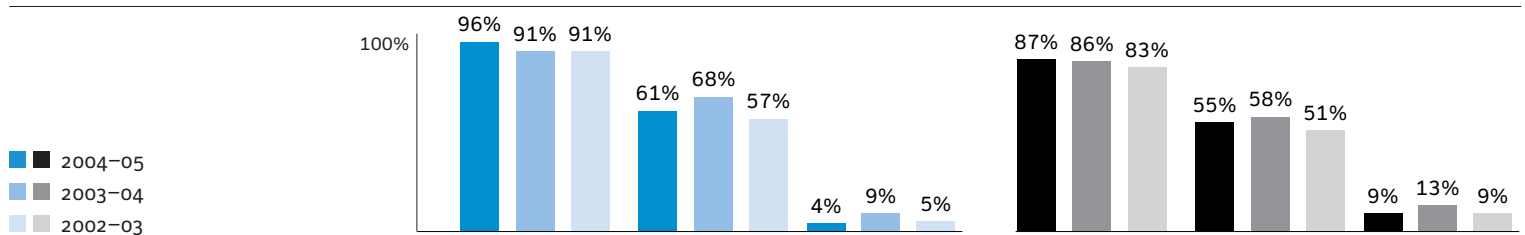
Percentage scoring at level(s):

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

NY State Public

Percentage scoring at level(s):

2-4	3-4	4
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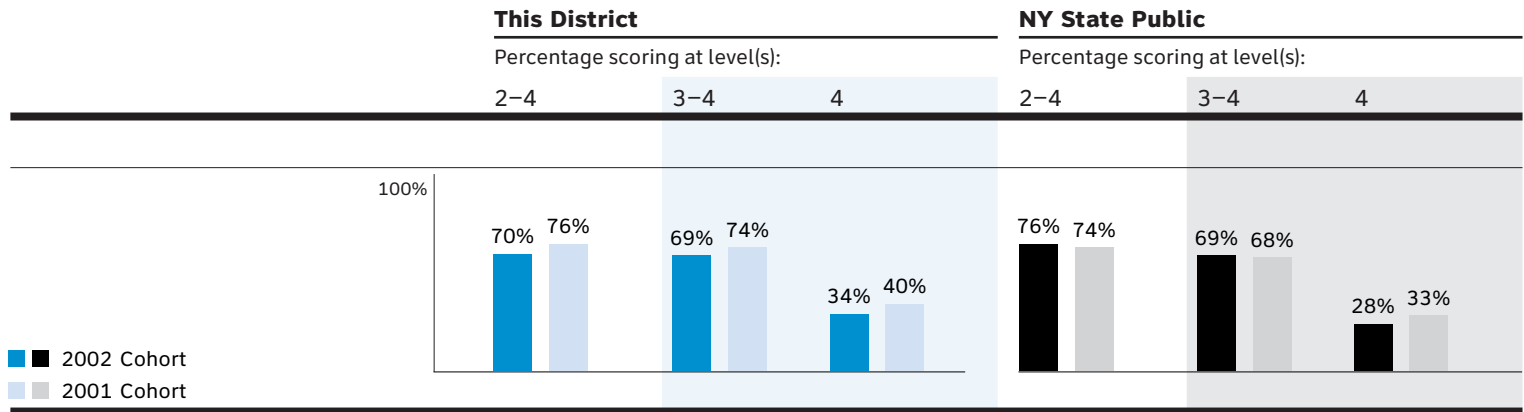


Number of students scoring at each performance level:

Test Date	Level 1	Level 2	Level 3	Level 4	Total Tested	Mean Score
May 2005	11	99	158	11	279	722
May 2004	24	67	166	25	282	718
May 2003	23	92	140	14	269	718

District **MASSENA CENTRAL SCHOOL DISTRICT**

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



Results by Student Group

	2002 Cohort*				2001 Cohort*			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	257	70%	69%	34%	235	76%	74%	40%
Female	117	79%	77%	44%	127	83%	80%	48%
Male	140	63%	62%	26%	108	67%	66%	31%
American Indian or Alaska Native	40	55%	55%	18%	29	62%	62%	28%
Black or African American	1	—	—	—	2	—	—	—
Hispanic or Latino	2	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	4	—	—	—
White	212	72%	71%	36%	200	79%	76%	43%
Small Group Totals	5	100%	100%	60%	6	50%	50%	33%
General-Education Students	228	77%	76%	38%	206	81%	78%	45%
Students with Disabilities	29	14%	10%	3%	29	41%	41%	10%
English Proficient	257	70%	69%	34%	235	76%	74%	40%
Limited English Proficient								
Economically Disadvantaged	75	56%	53%	17%				
Not Disadvantaged	182	76%	75%	41%				
Migrant	1	—	—	—				
Not Migrant	256	—	—	—				

NOTES

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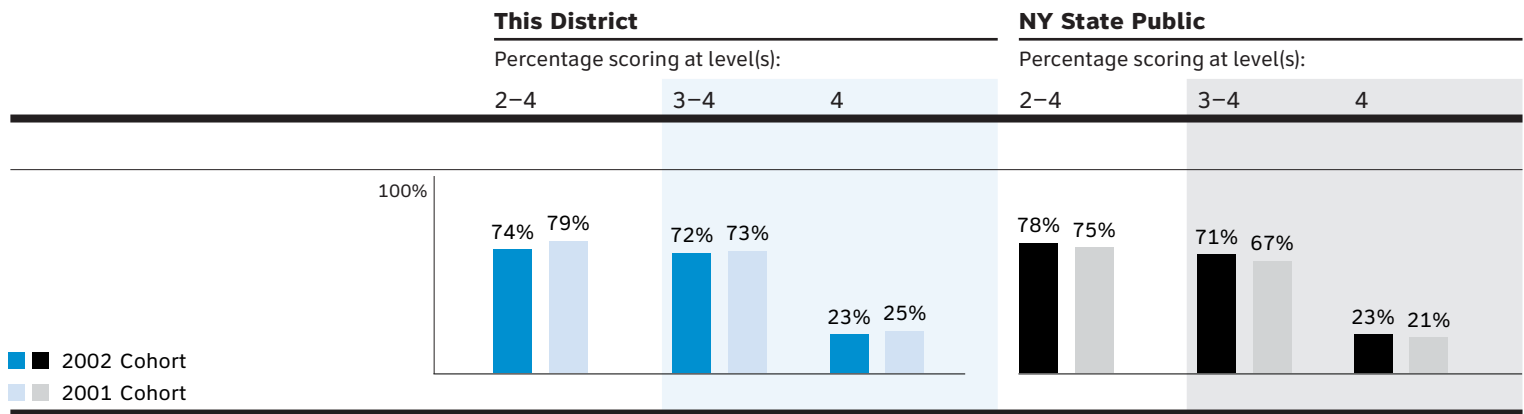
Other Assessments

	2002 Cohort*				2001 Cohort*			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent	0				0			

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

District **MASSENA CENTRAL SCHOOL DISTRICT**

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



Results by Student Group

	2002 Cohort*				2001 Cohort*			
	Number of Students	Percentage scoring at level(s):			Number of Students	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	257	74%	72%	23%	235	79%	73%	25%
Female	117	80%	78%	23%	127	84%	80%	21%
Male	140	69%	67%	22%	108	72%	66%	29%
American Indian or Alaska Native	40	65%	63%	13%	29	69%	62%	17%
Black or African American	1	—	—	—	2	—	—	—
Hispanic or Latino	2	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	4	—	—	—
White	212	76%	74%	24%	200	81%	76%	26%
Small Group Totals	5	80%	80%	40%	6	50%	50%	17%
General-Education Students	228	82%	79%	25%	206	83%	78%	27%
Students with Disabilities	29	17%	17%	0%	29	48%	38%	7%
English Proficient	257	74%	72%	23%	235	79%	73%	25%
Limited English Proficient								
Economically Disadvantaged	75	64%	61%	9%				
Not Disadvantaged	182	79%	76%	28%				
Migrant	1	—	—	—				
Not Migrant	256	—	—	—				

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*				2001 Cohort*			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent	0				0			

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

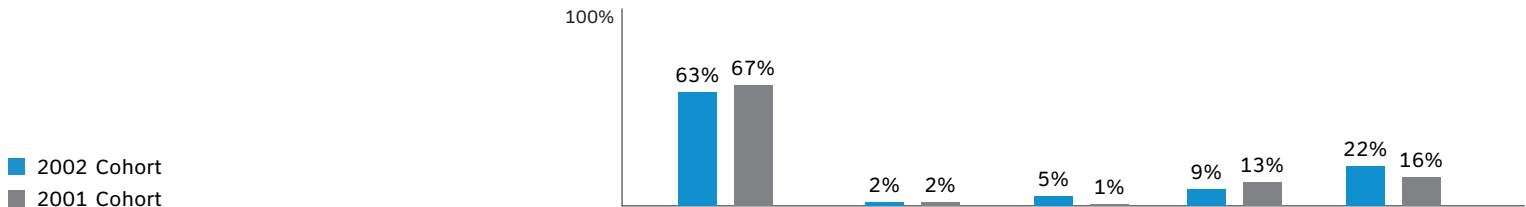
District **MASSENA CENTRAL SCHOOL DISTRICT**

Graduation Rate and Other Outcomes for Total Cohort

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

Total Cohort Outcomes after Four Years of School

Percentage of students who:



	Cohort	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	2002	257	63%	2%	5%	9%	22%
	2001	235	67%	2%	1%	13%	16%
Female	2002	117	74%	1%	3%	6%	15%
	2001	127	76%	1%	0%	13%	11%
Male	2002	140	54%	2%	6%	11%	27%
	2001	108	57%	4%	3%	14%	22%
American Indian or Alaska Native	2002	40	48%	3%	10%	13%	28%
	2001	29	52%	0%	0%	17%	31%
Black or African American	2002	1	—	—	—	—	—
	2001	2	—	—	—	—	—
Hispanic or Latino	2002	2	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2002	2	—	—	—	—	—
	2001	4	—	—	—	—	—
White	2002	212	67%	1%	4%	7%	21%
	2001	200	71%	2%	2%	12%	14%
Small Group Totals	2002	5	40%	0%	0%	60%	0%
	2001	6	17%	17%	0%	33%	33%
General-Education Students	2002	228	69%	0%	4%	8%	18%
	2001	206	70%	0%	1%	13%	16%
Students with Disabilities	2002	29	14%	14%	10%	14%	48%
	2001	29	45%	17%	3%	17%	17%
English Proficient	2002	257	63%	2%	5%	9%	22%
	2001	235	67%	2%	1%	13%	16%
Limited English Proficient	2002	0	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	2002	75	49%	4%	4%	12%	31%
Not Disadvantaged	2002	182	69%	1%	5%	8%	18%
Migrant	2002	1	—	—	—	—	—
Not Migrant	2002	256	—	—	—	—	—

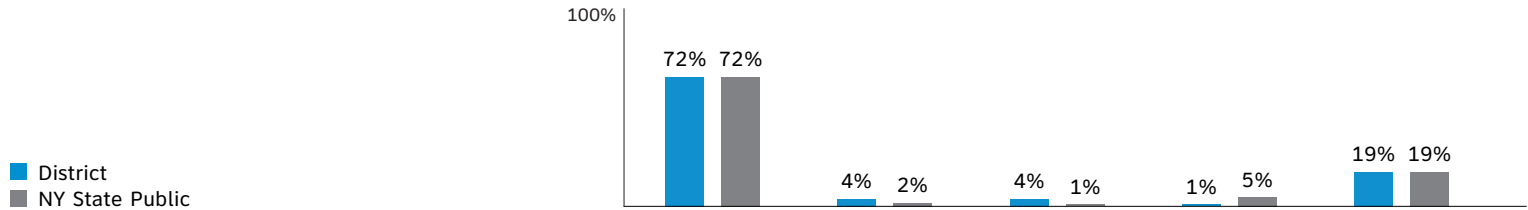
NOTES

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District **MASSENA CENTRAL SCHOOL DISTRICT**

Total 2001 Cohort Outcomes after Five Years of School

Percentage of students who:



	Number of Students	Graduated	Earned an IEP Diploma	Transferred to GED	Were Still Enrolled	Dropped Out
All Students	240	72%	4%	4%	1%	19%
Female	130	82%	2%	2%	0%	15%
Male	110	61%	6%	5%	3%	25%
American Indian or Alaska Native	28	61%	0%	4%	0%	36%
Black or African American	2	—	—	—	—	—
Hispanic or Latino	0	N/A	N/A	N/A	N/A	N/A
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—
White	206	74%	4%	4%	1%	17%
Small Group Totals	6	50%	17%	0%	0%	33%
General-Education Students	208	76%	0%	3%	1%	19%
Students with Disabilities	32	44%	28%	6%	0%	22%
English Proficient	240	72%	4%	4%	1%	19%
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	51	53%	8%	8%	4%	27%
Not Disadvantaged	189	77%	3%	3%	1%	17%
Migrant	1	—	—	—	—	—
Not Migrant	239	—	—	—	—	—

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.