



The New York State District Report Card

**Accountability
and Overview Report
2006 – 07**

District **MASSENA CENTRAL SCHOOL
DISTRICT**

District ID **51-20-01-06-0000**

Superintendent **DOUGLAS HUNTLEY**

Telephone **(315) 764-3700**

Grades **K-12, UE, 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 2007–08 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

	2004-05	2005-06	2006-07
Pre-K	0	0	0
Kindergarten	188	217	193
Grade 1	199	210	232
Grade 2	175	176	199
Grade 3	184	183	182
Grade 4	171	175	173
Grade 5	205	175	176
Grade 6	190	208	168
Ungraded Elementary	0	0	0
Grade 7	245	255	270
Grade 8	288	237	239
Grade 9	276	251	222
Grade 10	315	257	264
Grade 11	199	266	268
Grade 12	202	189	224
Ungraded Secondary	10	57	7
Total K-12	2847	2856	2817

Average Class Size

	2004-05	2005-06	2006-07
Common Branch	21	21	20
Grade 8			
English	21	17	19
Mathematics	20	19	19
Science	21	19	18
Social Studies	21	19	18
Grade 10			
English	19	19	22
Mathematics	18	22	20
Science	21	24	23
Social Studies	21	23	20

Enrollment Information

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

Average Class Size Information

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

District **MASSENA CENTRAL SCHOOL DISTRICT**District ID **51-20-01-06-0000**

Demographic Factors

	2004-05		2005-06		2006-07	
	#	%	#	%	#	%
Eligible for Free Lunch	964	34%	956	33%	841	30%
Reduced-Price Lunch	339	12%	278	10%	248	9%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	15	1%	16	1%	6	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	323	11%	332	12%	315	11%
Black or African American	21	1%	24	1%	21	1%
Hispanic or Latino	22	1%	21	1%	24	1%
Asian or Native Hawaiian/Other Pacific Islander	34	1%	31	1%	36	1%
White	2447	86%	2448	86%	2421	86%
Multiracial**	N/A	N/A	N/A	N/A	0	0%

* Not available at the district level.

** Multiracial enrollment data were not collected statewide in the 2004-05 and 2005-06 school years.

Attendance and Suspensions

	2003-04		2004-05		2005-06	
	#	%	#	%	#	%
Annual Attendance Rate	97%		96%		95%	
Student Suspensions	148	5%	167	6%	188	7%

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

	2004-05	2005-06	2006-07
Total Number of Teachers	217	216	213
Percent with No Valid Teaching Certificate	1%	1%	1%
Percent Teaching Out of Certification	4%	2%	1%
Percent with Fewer Than Three Years of Experience	10%	11%	13%
Percentage with Master's Degree Plus 30 Hours or Doctorate	11%	11%	9%
Total Number of Core Classes*	N/A	852	591
Percent Not Taught by Highly Qualified Teachers	N/A	2%	1%
Total Number of Classes	801	775	881
Percent Taught by Teachers Without Appropriate Certification	5%	4%	3%

* Data for 2004-05 were not weighted, so are not shown.

Teacher Turnover Rate

	2003-04	2004-05	2005-06
Turnover Rate of Teachers with Fewer than Five Years of Experience	23%	20%	14%
Turnover Rate of All Teachers	12%	10%	8%

Staff Counts

	2004-05	2005-06	2006-07
Total Other Professional Staff	29	28	28
Total Paraprofessionals*	50	61	51
Assistant Principals	1	2	2
Principals	5	5	5

* Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* is the percent doing so more than on an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. The number of K-6 common branch core classes is multiplied by five so that these core class counts are weighted the same as counts for middle- and secondary-level teachers who report five classes per day. 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.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year that were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

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 2006–07, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals 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 2006–07 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. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2003 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 qualify for Safe Harbor using the third indicator, science or graduation rate.

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 2002 graduation-rate cohort in the All Students group earning a high school diploma by August 31, 2006 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 2002 graduation-rate cohort earning a local diploma by August 31, 2006 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 for English and Mathematics

The 2003 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2003–04 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2003–04 school year, who were enrolled on October 4, 2006 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2007, are not included in the 2003 school accountability cohort. The 2003 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 AMO's for each grade level 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.

Graduation-Rate Cohort

This term is defined on the graduation-rate accountability page.

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 to Level 4. (See performance level definitions on the Overview Summary page.) At the elementary/middle level, the PI is calculated using the following equation:

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

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

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

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

Progress Target

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

Safe Harbor

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

Safe Harbor Targets

The 2006–07 safe harbor targets were calculated using the following equation:

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

Science Progress Target

The elementary/middle-level 2006–07 Science Progress Target is calculated by adding one point to the 2005–06 PI. The 2007–08 Science Progress Target is calculated by adding one point to the 2006–07 PI. The 2006–07 target is provided for groups whose PI was below the State Science Standard in 2006–07.

Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2006–07, 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.

Pending – A district's status is "Pending" if the district requires special evaluation procedures and they have not yet been completed.

Summary

Overall Accountability Status (2007–08)

▲ Good Standing

ELA	▲ Good Standing	Science	▲ Good Standing
Math	▲ Good Standing	Graduation Rate	▲ Good Standing

Title I Part A Funding

Years the District Received Title I Part A Funding

2005–06	2006–07	2007–08
YES	YES	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	✓	✓		✓	✓	
Multiracial						
Other Groups						
Students with Disabilities	✓ ^{SH}	✓		—	—	
Limited English Proficient	—	—				
Economically Disadvantaged	✓	✓		✓	✓	
Student groups making AYP in each subject	✓ 5 of 5	✓ 5 of 5	✓ 1 of 1	✓ 4 of 4	✓ 4 of 4	✓ 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) ▲
- Pending – Requires Special Evaluation

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

Accountability Status  Good Standing
for This Subject
(2007–08)

Accountability Measures 5 of 5 Student groups making AYP in English Language Arts
 Made AYP

Prospective Status This district will be in good standing in 2008-09. [201]

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	
							2006–07	2007–08
All Students (1205:1185)			100%		165	119		
Ethnicity								
American Indian or Alaska Native (143:138)			99%		157	113		
Black or African American (13:13)	—	—	—	—	—	—		—
Hispanic or Latino (15:14)	—	—	—	—	—	—		—
Asian or Native Hawaiian/Other Pacific Islander (13:12)	—	—	—	—	—	—		—
White (1021:1008)			100%		166	119		
Multiracial (0:0)								
Other Groups								
Students with Disabilities ⁴ (191:185)	 SH		99%	 SH	105	114	86	115
Limited English Proficient ⁵ (2:1)	—	—	—	—	—	—		—
Economically Disadvantaged (556:543)			100%		150	117		
Final AYP Determination	 5 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006–07, 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.

⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ 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 Mathematics

Accountability Status for This Subject (2007–08)



Good Standing

Accountability Measures

5 of 5

Student groups making AYP in Mathematics



Made AYP

Prospective Status

This district will be in good standing in 2008-09. [201]

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

Student Group (Total: Continuous Enrollment) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
All Students (1200:1174)	✓	✓	100%	✓	172	83	
Ethnicity							
American Indian or Alaska Native (143:139)	✓	✓	99%	✓	171	77	
Black or African American (12:12)	—	—	—	—	—	—	—
Hispanic or Latino (15:14)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (12:12)	—	—	—	—	—	—	—
White (1018:997)	✓	✓	100%	✓	172	83	
Multiracial (0:0)	—	—	—	—	—	—	—
Other Groups							
Students with Disabilities ⁴ (187:181)	✓	✓	99%	✓	116	78	
Limited English Proficient ⁵ (2:2)	—	—	—	—	—	—	—
Economically Disadvantaged (555:538)	✓	✓	100%	✓	159	81	
Final AYP Determination	✓ 5 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2006–07, 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.

⁵ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ 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
(2007–08)

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

Prospective Status This district will be in good standing in 2008-09. [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 2006–07 2007–08
All Students (412:394)		Qualified		99%		183	100	
Ethnicity								
American Indian or Alaska Native (57:54)		Qualified		98%		181	100	
Black or African American (2:2)		—	—	—	—	—	—	—
Hispanic or Latino (2:2)		—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (1:1)		—	—	—	—	—	—	—
White (350:335)		Qualified		99%		183	100	
Multiracial (0:0)		—	—	—	—	—	—	—
Other Groups								
Students with Disabilities (58:49)		Qualified		90%		149	100	
Limited English Proficient ⁴ (0:0)		—	—	—	—	—	—	—
Economically Disadvantaged (186:174)		Qualified		97%		175	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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 districts with fewer than 30 continuously enrolled tested students in 2006–07, data for 2005–06 and 2006–07 were combined to determine counts and performance indices.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

AYP Status

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

Secondary-Level English Language Arts

Accountability Status for This Subject (2007–08)



Good Standing

Accountability Measures

4 of 4

Student groups making AYP in English Language Arts



Made AYP

Prospective Status

This district will be in good standing in 2008-09. [201]

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

Student Group (12th Graders: 2003 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2006–07	2007–08
All Students (202:221)	✓	✓	100%	✓	181	152		
Ethnicity								
American Indian or Alaska Native (25:33)	✓	—	—	✓	170	142		
Black or African American (1:1)	—	—	—	—	—	—		—
Hispanic or Latino (0:0)								
Asian or Native Hawaiian/Other Pacific Islander (4:3)	—	—	—	—	—	—		—
White (172:184)	✓	✓	100%	✓	183	151		
Multiracial (0:0)								
Other Groups								
Students with Disabilities (12:23)	—	—	—	—	—	—		—
Limited English Proficient ⁴ (0:0)								
Economically Disadvantaged (39:45)	✓	—	—	✓	158	145		
Final AYP Determination	✓ 4 of 4							

NOTES

¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ 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 (2007–08)



Good Standing

Accountability Measures

4 of 4

Student groups making AYP in Mathematics



Made AYP

Prospective Status

This district will be in good standing in 2008-09. [201]

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

Student Group (12th Graders: 2003 Cohort) ¹	AYP	Participation ²		Test Performance ³		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2006–07 2007–08
All Students (202:221)	✓	✓	100%	✓	190	145	
Ethnicity							
American Indian or Alaska Native (25:33)	✓	—	—	✓	194	135	
Black or African American (1:1)	—	—	—	—	—	—	—
Hispanic or Latino (0:0)							
Asian or Native Hawaiian/Other Pacific Islander (4:3)	—	—	—	—	—	—	—
White (172:184)	✓	✓	100%	✓	189	144	
Multiracial (0:0)							
Other Groups							
Students with Disabilities (12:23)	—	—	—	—	—	—	—
Limited English Proficient ⁴ (0:0)							
Economically Disadvantaged (39:45)	✓	—	—	✓	176	138	
Final AYP Determination	✓ 4 of 4						

NOTES

¹ These data show the count of 12th graders in 2006–07 (used for Participation) followed by the count of students in the 2003 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 2006–07, the enrollment shown is the sum of 2005–06 and 2006–07 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 2003 cohort, data for 2002 and 2003 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2003 cohort in the All Students group, groups with fewer than 30 students in the 2003 cohort are not required to meet the performance criterion.

⁴ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

‡ 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
(2007–08)

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

Prospective Status This district will be in good standing in 2008-09. [201]

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

Student Group (Cohort Count) ¹	Graduation		Objectives		Progress Target	
	AYP	Met Criterion	Graduation Rate ²	State Standard	2006–07	2007–08
All Students (194)			85%	55%		
Ethnicity						
American Indian or Alaska Native (28)		–	–	–		
Black or African American (0)						
Hispanic or Latino (1)		–	–	–		
Asian or Native Hawaiian/Other Pacific Islander (2)		–	–	–		
White (163)			87%	55%		
Multiracial (0)						
Other Groups						
Students with Disabilities (16)		–	–	–		
Limited English Proficient ³ (0)						
Economically Disadvantaged (53)			72%	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 2002 cohort that earned a local or Regents diploma by August 31, 2006.

³ If the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Graduation Rate Information

For a school or a district to make AYP in graduation rate, the percentage of 2002 graduation-rate cohort members earning a local or Regents diploma by August 31, 2006 for the "All Students" group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2006–07.

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 2002 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

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. The 2007–08 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2002 cohort earning a local or Regents diploma by August 31, 2006. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2006 is below the Graduation-Rate Standard in 2006–07 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.

3 School Accountability Status

District **MASSENA CENTRAL SCHOOL DISTRICT**

District ID **51-20-01-06-0000**

2007–08 Accountability Status of Schools in Your District

This section lists all schools in your district by 2007–08 accountability status.

Federal Title I Status

New York State Status

Good Standing

4 schools identified 80% of total

JEFFERSON ELEMENTARY SCHOOL

MADISON ELEMENTARY SCHOOL

MASSENA SENIOR HIGH SCHOOL

NIGHTENGALE ELEMENTARY SCHOOL

Improvement (Year 2)

1 school identified 20% of total

J WILLIAM LEARY JUNIOR HIGH SCHOOL

District **MASSENA CENTRAL SCHOOL DISTRICT**District ID **51-20-01-06-0000**

Summary of 2006–07 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%			182
Grade 4	77%			174
Grade 5	69%			177
Grade 6	66%			170
Grade 7	59%			260
Grade 8	68%			234

Mathematics

Grade 3	93%		180
Grade 4	89%		175
Grade 5	83%		176
Grade 6	70%		166
Grade 7	67%		261
Grade 8	62%		235

Science

Grade 4	95%		177
Grade 8	70%		172

Secondary Level	Percentage of students that scored at or above Level 3			2003 Total Cohort
	0%	50%	100%	
English	78%			256
Mathematics	84%			256

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.

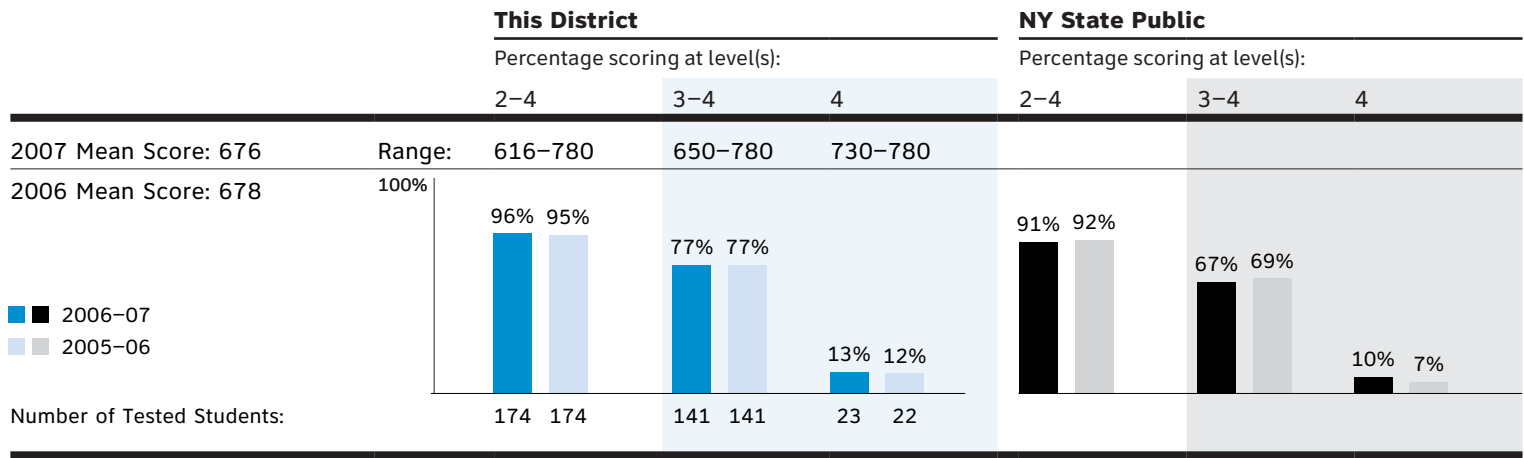
In this section, this district's performance is compared with that of public schools statewide.

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.

This District's Results in Grade 3 English Language Arts



Results by Student Group	2006-07 School Year				2005-06 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	96%	77%	13%	184	95%	77%	12%
Female	94	98%	86%	13%	96	93%	77%	18%
Male	88	93%	68%	13%	88	97%	76%	6%
American Indian or Alaska Native	14	100%	86%	14%	9	100%	44%	0%
Black or African American	3	—	—	—	2	—	—	—
Hispanic or Latino	6	—	—	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander					2	—	—	—
White	159	95%	76%	13%	170	94%	78%	12%
Multiracial								
Small Group Totals	9	100%	89%	11%	5	100%	100%	40%
General-Education Students	152	100%	86%	14%	150	100%	85%	14%
Students with Disabilities	30	73%	37%	3%	34	71%	38%	3%
English Proficient	182	96%	77%	13%	184	95%	77%	12%
Limited English Proficient								
Economically Disadvantaged	100	95%	69%	7%	97	92%	66%	8%
Not Disadvantaged	82	96%	88%	20%	87	98%	89%	16%
Migrant								
Not Migrant	182	96%	77%	13%	184	95%	77%	12%

NOTES

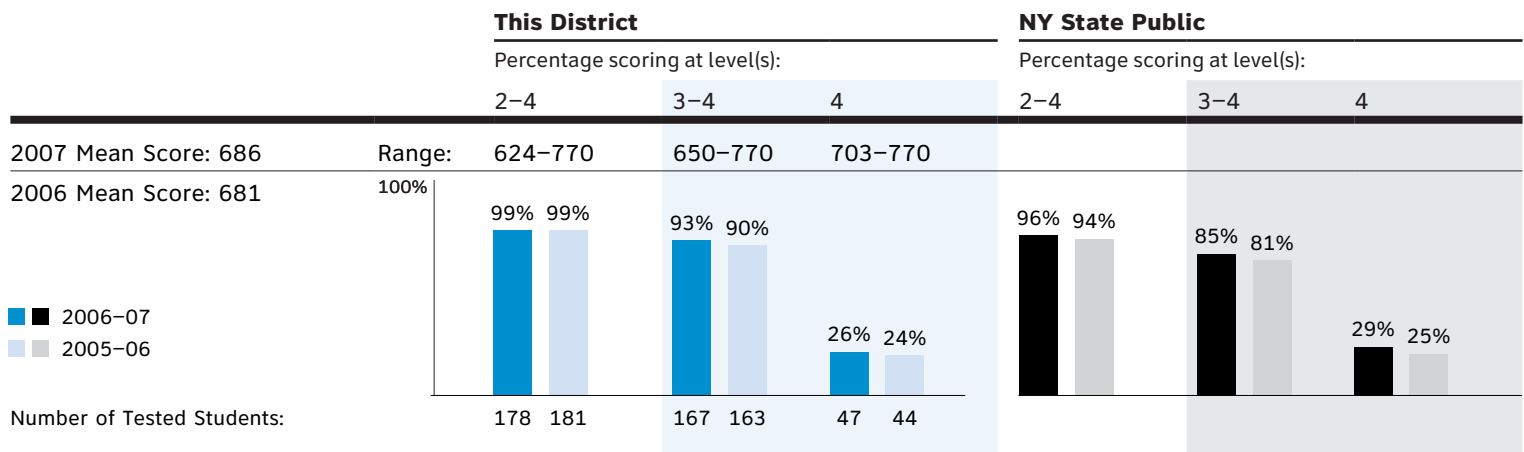
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 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	2	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 3 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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	180	99%	93%	26%	182	99%	90%	24%
Female	92	99%	95%	28%	96	99%	88%	25%
Male	88	99%	91%	24%	86	100%	92%	23%
American Indian or Alaska Native	14	100%	100%	29%	8	100%	75%	0%
Black or African American	3	—	—	—	2	—	—	—
Hispanic or Latino	6	—	—	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander					2	—	—	—
White	157	99%	92%	27%	169	99%	90%	25%
Multiracial								
Small Group Totals	9	100%	89%	11%	5	100%	100%	20%
General-Education Students	150	100%	96%	31%	148	100%	95%	29%
Students with Disabilities	30	93%	77%	3%	34	97%	65%	3%
English Proficient	180	99%	93%	26%	182	99%	90%	24%
Limited English Proficient								
Economically Disadvantaged	98	100%	90%	23%	95	100%	82%	15%
Not Disadvantaged	82	98%	96%	29%	87	99%	98%	34%
Migrant								
Not Migrant	180	99%	93%	26%	182	99%	90%	24%

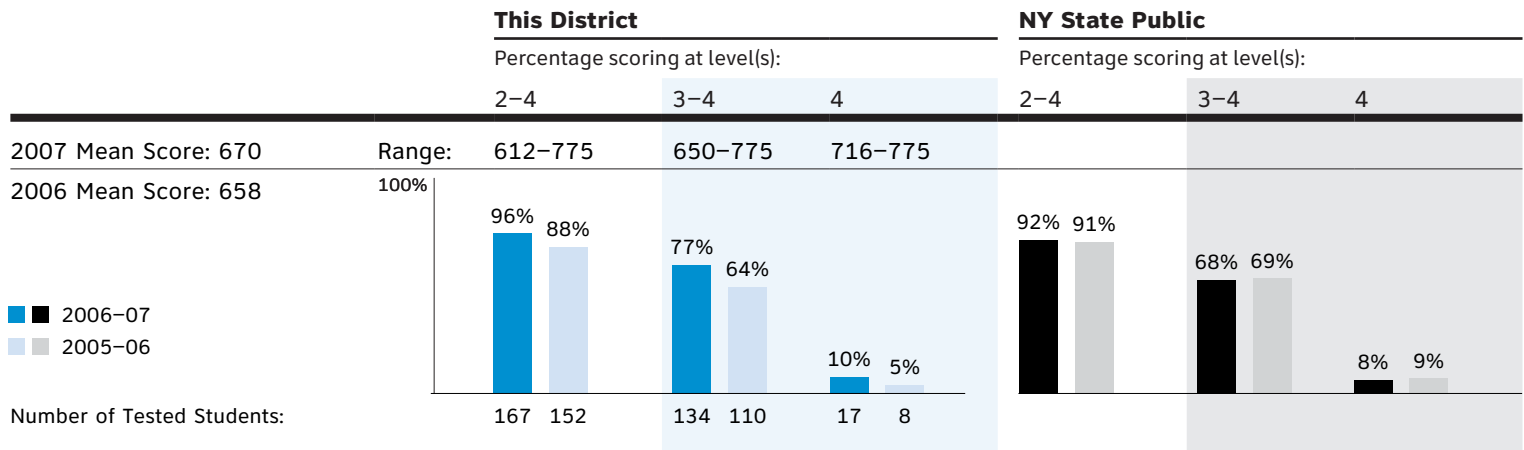
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	2	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	174	96%	77%	10%	172	88%	64%	5%
Female	91	97%	78%	12%	86	90%	70%	7%
Male	83	95%	76%	7%	86	87%	58%	2%
American Indian or Alaska Native	8	88%	50%	13%	15	93%	47%	0%
Black or African American	2	—	—	—	3	—	—	—
Hispanic or Latino	1	—	—	—	2	—	—	—
Asian or Native Hawaiian/Other								
Pacific Islander	2	—	—	—	3	—	—	—
White	161	96%	80%	9%	149	87%	64%	4%
Multiracial								
Small Group Totals	5	100%	40%	20%	8	100%	88%	25%
General-Education Students	146	99%	83%	12%	149	95%	72%	5%
Students with Disabilities	28	79%	46%	0%	23	43%	13%	0%
English Proficient	174	96%	77%	10%	172	88%	64%	5%
Limited English Proficient								
Economically Disadvantaged	79	95%	68%	3%	82	80%	51%	1%
Not Disadvantaged	95	97%	84%	16%	90	96%	76%	8%
Migrant								
Not Migrant	174	96%	77%	10%	172	88%	64%	5%

NOTES

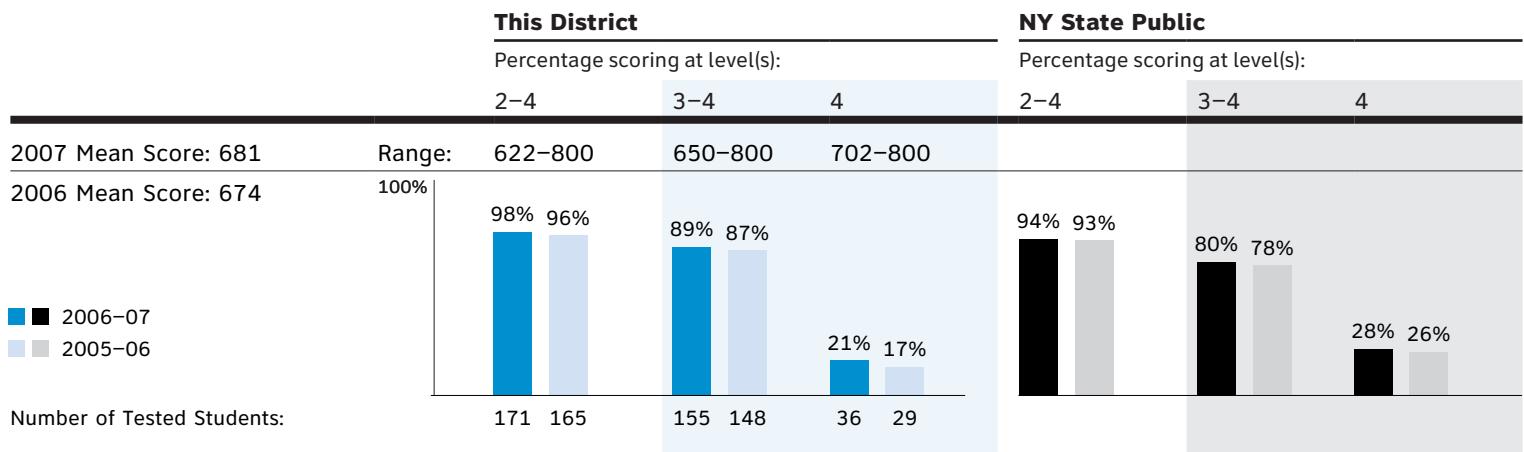
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Other Assessments

	2006-07 School Year				2005-06 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	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 4 Mathematics



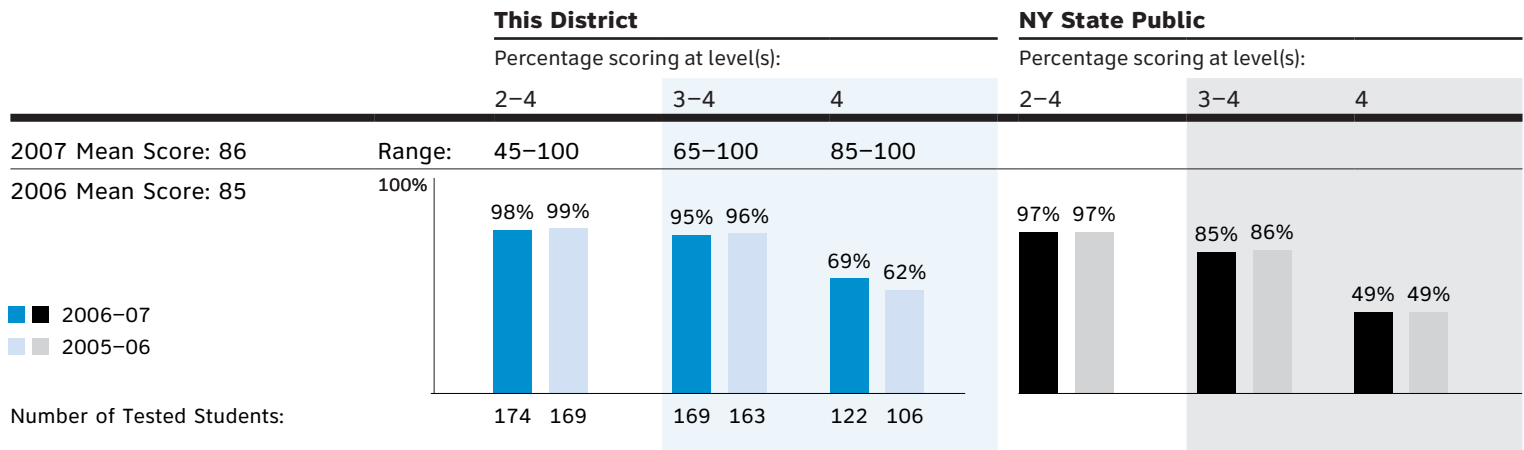
Results by Student Group	2006-07 School Year				2005-06 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	175	98%	89%	21%	171	96%	87%	17%
Female	92	96%	85%	20%	86	97%	86%	20%
Male	83	100%	93%	22%	85	96%	87%	14%
American Indian or Alaska Native	9	—	—	—	16	94%	81%	0%
Black or African American	2	—	—	—	3	—	—	—
Hispanic or Latino	1	—	—	—	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	3	—	—	—
White	162	98%	90%	22%	147	97%	88%	18%
Multiracial								
Small Group Totals	13	100%	77%	8%	8	100%	75%	25%
General-Education Students	148	99%	93%	24%	148	99%	92%	20%
Students with Disabilities	27	89%	63%	0%	23	78%	52%	0%
English Proficient	175	98%	89%	21%	170	—	—	—
Limited English Proficient					1	—	—	—
Economically Disadvantaged	82	96%	82%	12%	81	94%	79%	10%
Not Disadvantaged	93	99%	95%	28%	90	99%	93%	23%
Migrant								
Not Migrant	175	98%	89%	21%	171	96%	87%	17%

NOTES

The — symbol indicates that data for a group of students have 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	2006-07 School Year				2005-06 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	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 4 Science



Results by Student Group

	2006-07 School Year				2005-06 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	177	98%	95%	69%	170	99%	96%	62%
Female	93	97%	95%	66%	87	99%	97%	60%
Male	84	100%	96%	73%	83	100%	95%	65%
American Indian or Alaska Native	9	—	—	—	16	100%	94%	31%
Black or African American	2	—	—	—	3	—	—	—
Hispanic or Latino	1	—	—	—	2	—	—	—
Asian or Native Hawaiian/Other								
Pacific Islander	1	—	—	—	3	—	—	—
White	164	98%	96%	73%	146	99%	96%	66%
Multiracial								
Small Group Totals	13	100%	92%	15%	8	100%	100%	63%
General-Education Students	149	100%	99%	73%	148	99%	98%	66%
Students with Disabilities	28	89%	79%	46%	22	100%	82%	41%
English Proficient	177	98%	95%	69%	169	—	—	—
Limited English Proficient					1	—	—	—
Economically Disadvantaged	83	98%	94%	58%	82	99%	94%	49%
Not Disadvantaged	94	99%	97%	79%	88	100%	98%	75%
Migrant								
Not Migrant	177	98%	95%	69%	170	99%	96%	62%

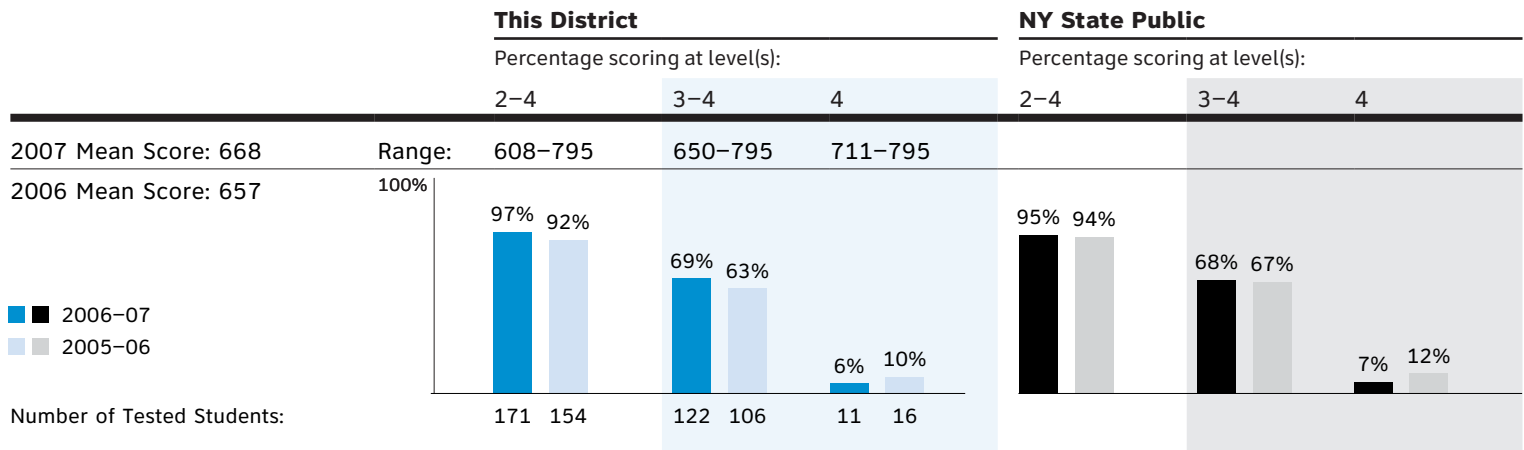
NOTES

The — symbol indicates that data for a group of students have 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

	2006-07 School Year				2005-06 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	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 5 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	177	97%	69%	6%	168	92%	63%	10%
Female	91	96%	74%	8%	80	91%	55%	11%
Male	86	98%	64%	5%	88	92%	70%	8%
American Indian or Alaska Native	16	94%	50%	0%	19	95%	63%	0%
Black or African American	3	—	—	—	4	—	—	—
Hispanic or Latino	2	—	—	—	2	—	—	—
Asian or Native Hawaiian/Other	3	—	—	—	3	—	—	—
Pacific Islander	3	—	—	—	3	—	—	—
White	153	97%	70%	7%	140	91%	62%	9%
Multiracial	8	100%	88%	0%	9	100%	78%	33%
Small Group Totals	8	100%	88%	0%	9	100%	78%	33%
General-Education Students	153	99%	76%	7%	139	98%	71%	11%
Students with Disabilities	24	79%	21%	0%	29	62%	24%	3%
English Proficient	177	97%	69%	6%	168	92%	63%	10%
Limited English Proficient								
Economically Disadvantaged	85	95%	52%	4%	81	89%	56%	1%
Not Disadvantaged	92	98%	85%	9%	87	94%	70%	17%
Migrant								
Not Migrant	177	97%	69%	6%	168	92%	63%	10%

NOTES

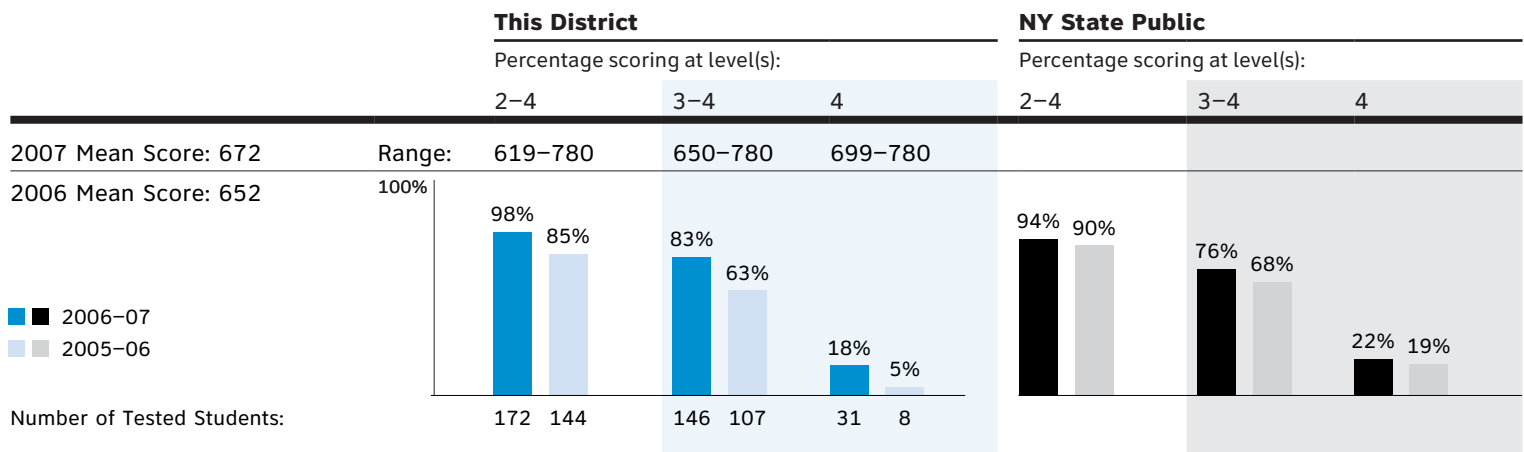
The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2006-07 School Year				2005-06 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	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 5	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 5 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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	176	98%	83%	18%	170	85%	63%	5%
Female	91	99%	84%	22%	79	82%	59%	1%
Male	85	96%	82%	13%	91	87%	66%	8%
American Indian or Alaska Native	16	94%	75%	6%	20	90%	75%	5%
Black or African American	2	—	—	—	4	—	—	—
Hispanic or Latino	2	—	—	—	2	—	—	—
Asian or Native Hawaiian/Other								
Pacific Islander	3	—	—	—	3	—	—	—
White	153	98%	84%	18%	141	84%	60%	5%
Multiracial								
Small Group Totals	7	100%	86%	29%	9	89%	78%	0%
General-Education Students	152	100%	89%	20%	140	94%	73%	6%
Students with Disabilities	24	83%	42%	0%	30	43%	17%	0%
English Proficient	176	98%	83%	18%	169	—	—	—
Limited English Proficient					1	—	—	—
Economically Disadvantaged	85	95%	74%	11%	81	79%	60%	1%
Not Disadvantaged	91	100%	91%	24%	89	90%	65%	8%
Migrant								
Not Migrant	176	98%	83%	18%	170	85%	63%	5%

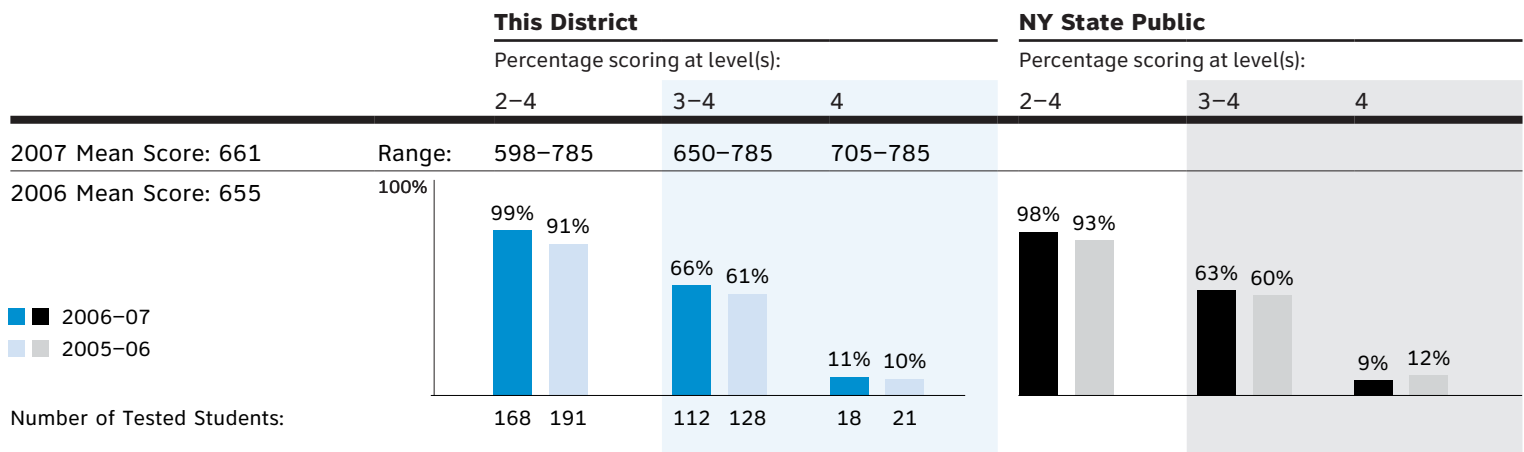
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 6 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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%	66%	11%	211	91%	61%	10%
Female	85	98%	65%	12%	108	94%	65%	12%
Male	85	100%	67%	9%	103	86%	56%	8%
American Indian or Alaska Native	18	94%	67%	0%	20	90%	30%	10%
Black or African American	4	—	—	—	1	—	—	—
Hispanic or Latino	2	—	—	—	1	—	—	—
Asian or Native Hawaiian/Other								
Pacific Islander	3	—	—	—	4	—	—	—
White	143	99%	64%	11%	185	90%	64%	10%
Multiracial								
Small Group Totals	9	100%	89%	22%	6	100%	67%	17%
General-Education Students	139	100%	77%	13%	181	98%	69%	12%
Students with Disabilities	31	94%	16%	0%	30	47%	10%	0%
English Proficient	169	—	—	—	211	91%	61%	10%
Limited English Proficient	1	—	—	—				
Economically Disadvantaged	73	97%	51%	1%	106	83%	42%	5%
Not Disadvantaged	97	100%	77%	18%	105	98%	79%	15%
Migrant								
Not Migrant	170	99%	66%	11%	211	91%	61%	10%

NOTES

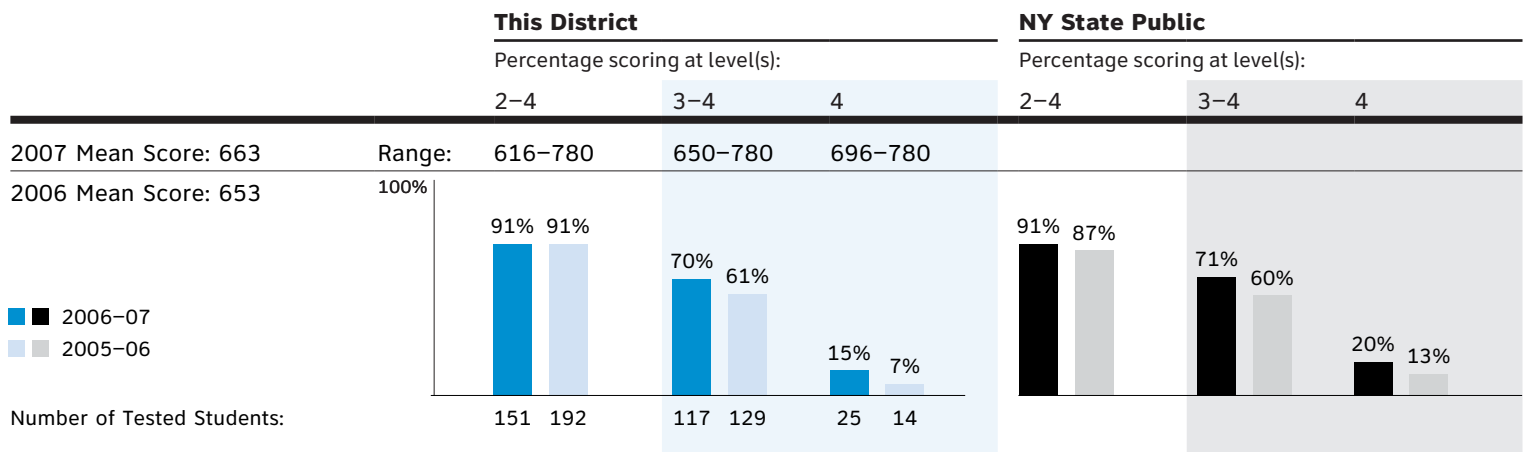
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Other Assessments

	2006-07 School Year				2005-06 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				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 6 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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	166	91%	70%	15%	212	91%	61%	7%
Female	81	85%	69%	12%	107	93%	64%	6%
Male	85	96%	72%	18%	105	89%	57%	8%
American Indian or Alaska Native	18	94%	89%	0%	21	95%	71%	10%
Black or African American	4	—	—	—	1	—	—	—
Hispanic or Latino	2	—	—	—	1	—	—	—
Asian or Native Hawaiian/Other	3	—	—	—	4	—	—	—
Pacific Islander	139	91%	68%	17%	185	90%	59%	6%
White	9	89%	78%	22%	6	100%	83%	17%
Multiracial	137	99%	82%	18%	180	97%	69%	8%
Small Group Totals	29	55%	14%	0%	32	56%	16%	0%
General-Education Students	165	—	—	—	211	—	—	—
Students with Disabilities	1	—	—	—	1	—	—	—
English Proficient	71	83%	62%	4%	106	83%	46%	3%
Limited English Proficient	95	97%	77%	23%	106	98%	75%	10%
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant	166	91%	70%	15%	212	91%	61%	7%

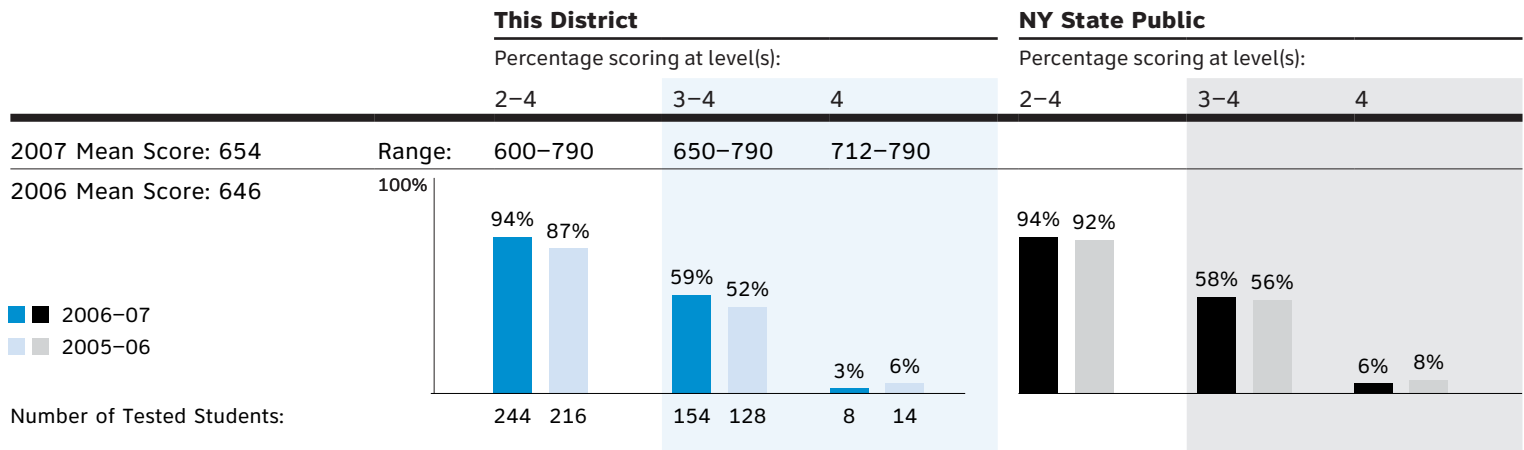
NOTES

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Other Assessments

Other Assessments	2006-07 School Year				2005-06 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				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 7 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	260	94%	59%	3%	247	87%	52%	6%
Female	128	95%	71%	4%	125	90%	54%	6%
Male	132	92%	48%	2%	122	84%	49%	6%
American Indian or Alaska Native	38	89%	53%	0%	43	88%	42%	2%
Black or African American	1	-	-	-	2	-	-	-
Hispanic or Latino	3	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other								
Pacific Islander	4	-	-	-	1	-	-	-
White	214	94%	60%	3%	199	87%	54%	7%
Multiracial								
Small Group Totals	8	100%	75%	13%	5	80%	60%	0%
General-Education Students	217	100%	67%	4%	210	96%	61%	7%
Students with Disabilities	43	63%	21%	0%	37	38%	0%	0%
English Proficient	260	94%	59%	3%	247	87%	52%	6%
Limited English Proficient								
Economically Disadvantaged	114	89%	42%	0%	127	80%	34%	3%
Not Disadvantaged	146	98%	73%	5%	120	95%	71%	8%
Migrant								
Not Migrant	260	94%	59%	3%	247	87%	52%	6%

NOTES

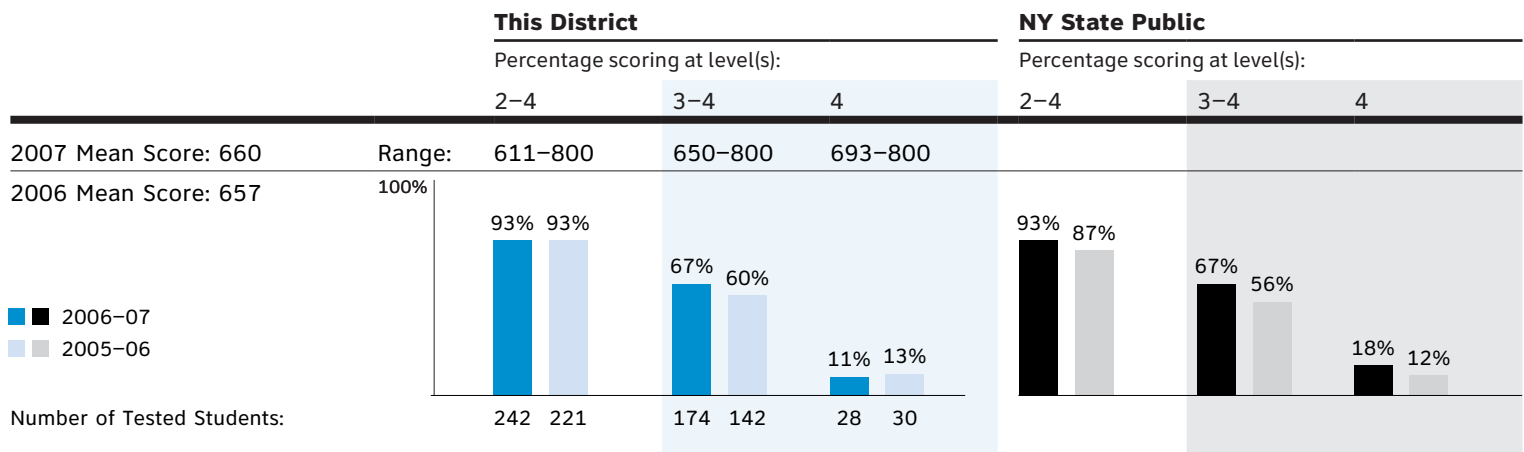
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Other Assessments

	2006-07 School Year				2005-06 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	-	-	-	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 7 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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	261	93%	67%	11%	238	93%	60%	13%
Female	131	95%	70%	13%	118	93%	58%	10%
Male	130	91%	63%	8%	120	93%	62%	15%
American Indian or Alaska Native	38	89%	74%	8%	44	—	—	—
Black or African American	1	—	—	—	1	—	—	—
Hispanic or Latino	3	—	—	—	2	—	—	—
Asian or Native Hawaiian/Other								
Pacific Islander	5	—	—	—	1	—	—	—
White	214	93%	65%	10%	190	94%	62%	14%
Multiracial								
Small Group Totals	9	89%	78%	33%	48	90%	52%	6%
General-Education Students	219	100%	74%	13%	209	97%	65%	14%
Students with Disabilities	42	57%	26%	0%	29	66%	21%	0%
English Proficient	260	—	—	—	237	—	—	—
Limited English Proficient	1	—	—	—	1	—	—	—
Economically Disadvantaged	115	88%	48%	3%	117	91%	47%	6%
Not Disadvantaged	146	97%	82%	17%	121	95%	72%	19%
Migrant								
Not Migrant	261	93%	67%	11%	238	93%	60%	13%

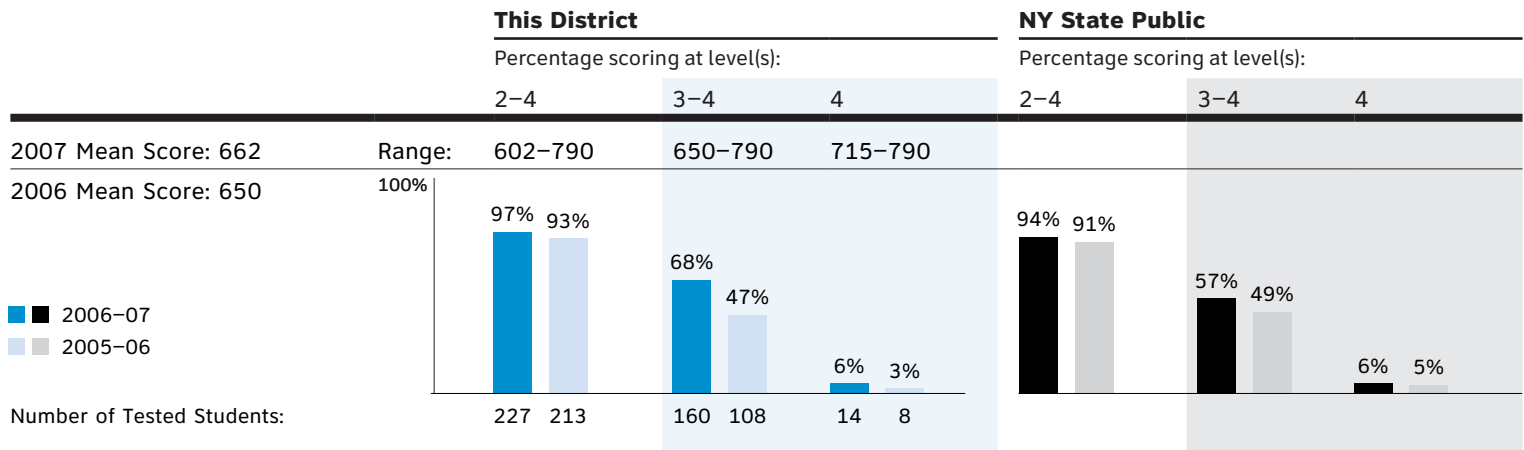
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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	—	—	—	New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 English Language Arts



Results by Student Group

	2006-07 School Year				2005-06 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	234	97%	68%	6%	229	93%	47%	3%
Female	117	96%	69%	3%	105	93%	46%	6%
Male	117	98%	68%	9%	124	93%	48%	2%
American Indian or Alaska Native	47	—	—	—	29	—	—	—
Black or African American					1	—	—	—
Hispanic or Latino	1	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander					2	—	—	—
White	186	96%	70%	6%	197	92%	49%	4%
Multiracial								
Small Group Totals	48	100%	63%	4%	32	97%	34%	3%
General-Education Students	203	99%	76%	7%	204	97%	52%	4%
Students with Disabilities	31	84%	16%	0%	25	60%	8%	0%
English Proficient	234	97%	68%	6%	229	93%	47%	3%
Limited English Proficient								
Economically Disadvantaged	101	94%	55%	5%	99	88%	31%	2%
Not Disadvantaged	133	99%	78%	7%	130	97%	59%	5%
Migrant								
Not Migrant	234	97%	68%	6%	229	93%	47%	3%

NOTES

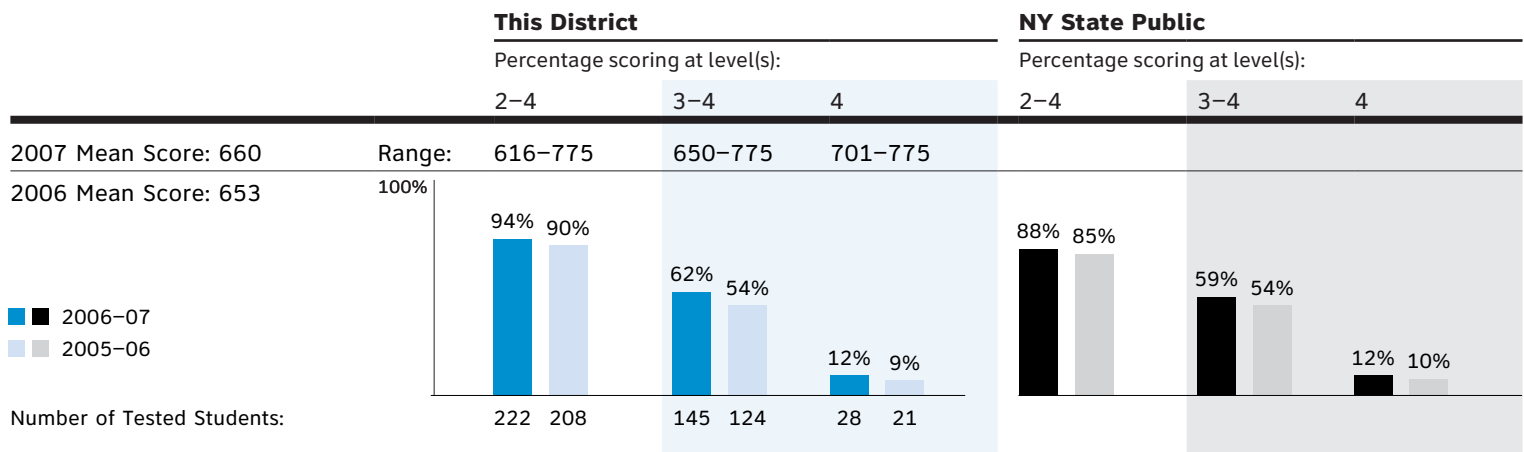
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Other Assessments

	2006-07 School Year				2005-06 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				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

This District's Results in Grade 8 Mathematics



Results by Student Group

	2006-07 School Year				2005-06 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	235	94%	62%	12%	230	90%	54%	9%
Female	119	94%	59%	8%	102	90%	50%	12%
Male	116	95%	65%	16%	128	91%	57%	7%
American Indian or Alaska Native	47	—	—	—	32	—	—	—
Black or African American					1	—	—	—
Hispanic or Latino	1	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander					2	—	—	—
White	187	94%	63%	14%	195	90%	54%	9%
Multiracial								
Small Group Totals	48	98%	56%	4%	35	91%	54%	9%
General-Education Students	205	98%	68%	14%	203	96%	60%	10%
Students with Disabilities	30	73%	20%	0%	27	52%	11%	0%
English Proficient	235	94%	62%	12%	229	—	—	—
Limited English Proficient					1	—	—	—
Economically Disadvantaged	102	92%	47%	3%	98	85%	40%	5%
Not Disadvantaged	133	96%	73%	19%	132	95%	64%	12%
Migrant								
Not Migrant	235	94%	62%	12%	230	90%	54%	9%

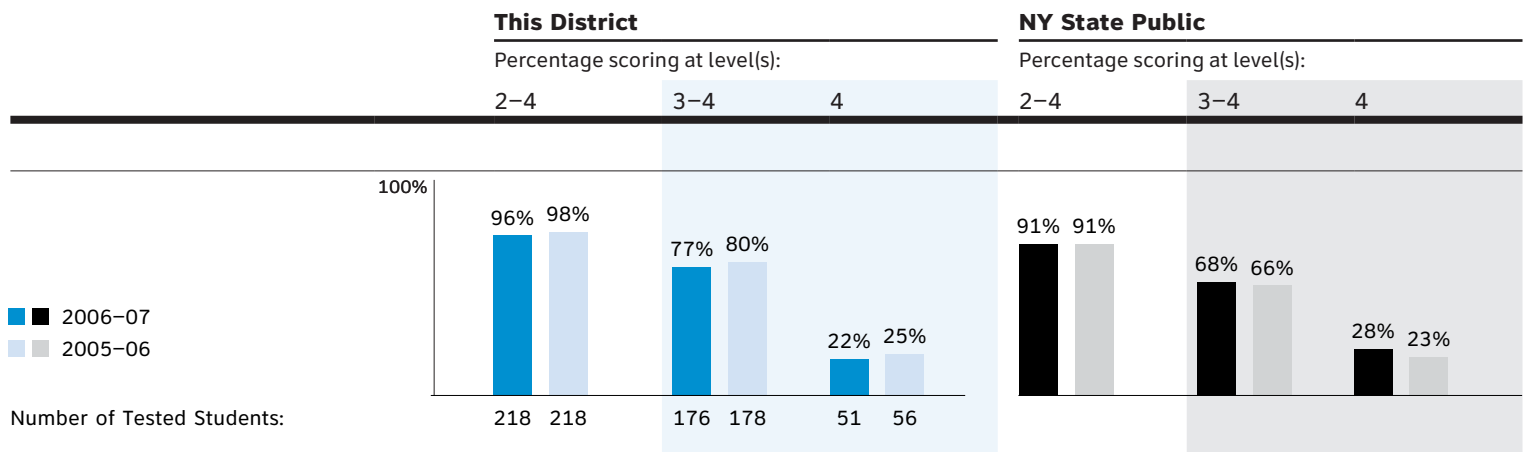
NOTES

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Other Assessments

Other Assessments	2006-07 School Year				2005-06 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				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			

This District's Results in Grade 8 Science



Results by Student Group

	2006-07 School Year				2005-06 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	94%	70%	11%	178	98%	75%	13%
Female	91	93%	68%	7%	76	99%	70%	8%
Male	81	95%	72%	16%	102	97%	79%	17%
American Indian or Alaska Native	44	—	—	—	29	—	—	—
Black or African American					1	—	—	—
Hispanic or Latino	1	—	—	—				
Asian or Native Hawaiian/Other Pacific Islander					1	—	—	—
White	127	93%	68%	12%	147	97%	75%	16%
Multiracial								
Small Group Totals	45	98%	76%	9%	31	100%	77%	0%
General-Education Students	148	96%	75%	13%	150	99%	83%	15%
Students with Disabilities	24	83%	38%	0%	28	89%	36%	0%
English Proficient	172	94%	70%	11%	177	—	—	—
Limited English Proficient					1	—	—	—
Economically Disadvantaged	88	91%	64%	8%	84	96%	64%	6%
Not Disadvantaged	84	98%	76%	14%	94	99%	85%	19%
Migrant								
Not Migrant	172	94%	70%	11%	178	98%	75%	13%

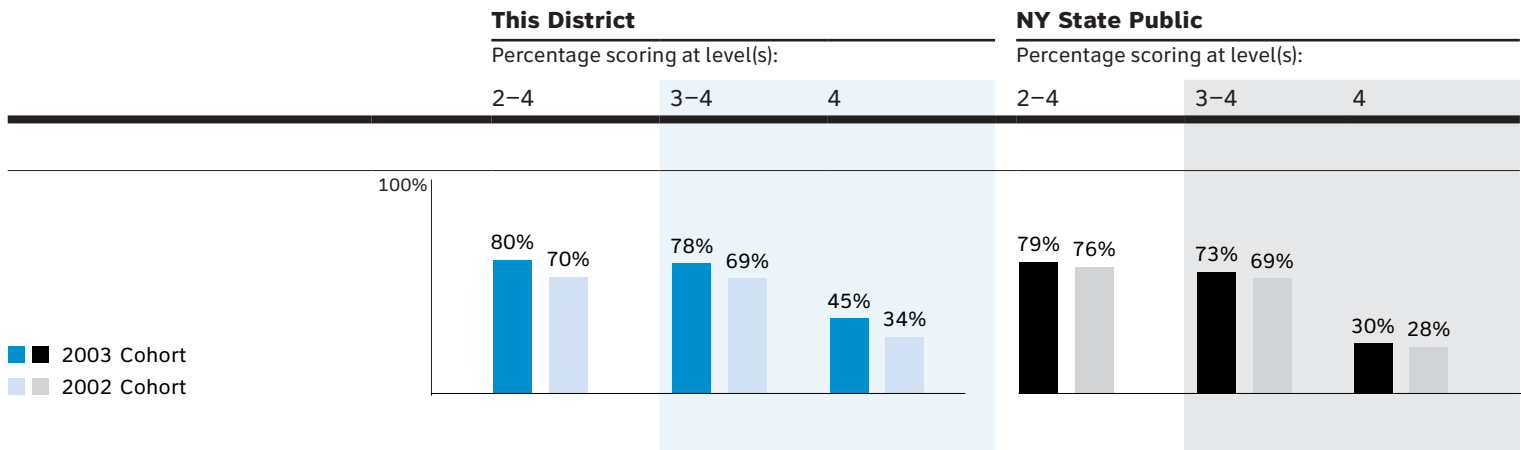
NOTES

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Other Assessments

	2006-07 School Year				2005-06 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				New NYSAA were developed in 2007, so 2006 and 2007 results cannot be compared.			
Regents Science	56	56	56	32	45	44	44	33

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



Results by Student Group

Results by Student Group	2003 Cohort				2002 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	256	80%	78%	45%	257	70%	69%	34%
Female	140	84%	81%	51%	117	79%	77%	44%
Male	116	77%	74%	39%	140	63%	62%	26%
American Indian or Alaska Native	42	–	–	–	40	55%	55%	18%
Black or African American	1	–	–	–	1	–	–	–
Hispanic or Latino					2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	2	–	–	–
White	210	83%	80%	47%	212	72%	71%	36%
Multiracial								
Small Group Totals	46	70%	70%	39%	5	100%	100%	60%
General-Education Students	226	86%	84%	50%	228	77%	76%	38%
Students with Disabilities	30	37%	33%	10%	29	14%	10%	3%
English Proficient	256	80%	78%	45%	257	70%	69%	34%
Limited English Proficient								
Economically Disadvantaged	58	64%	60%	24%	75	56%	53%	17%
Not Disadvantaged	198	85%	83%	52%	182	76%	75%	41%
Migrant					1	–	–	–
Not Migrant					256	–	–	–

NOTES

The — symbol indicates that data for a group of students have 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

Other Assessments	2003 Cohort				2002 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			

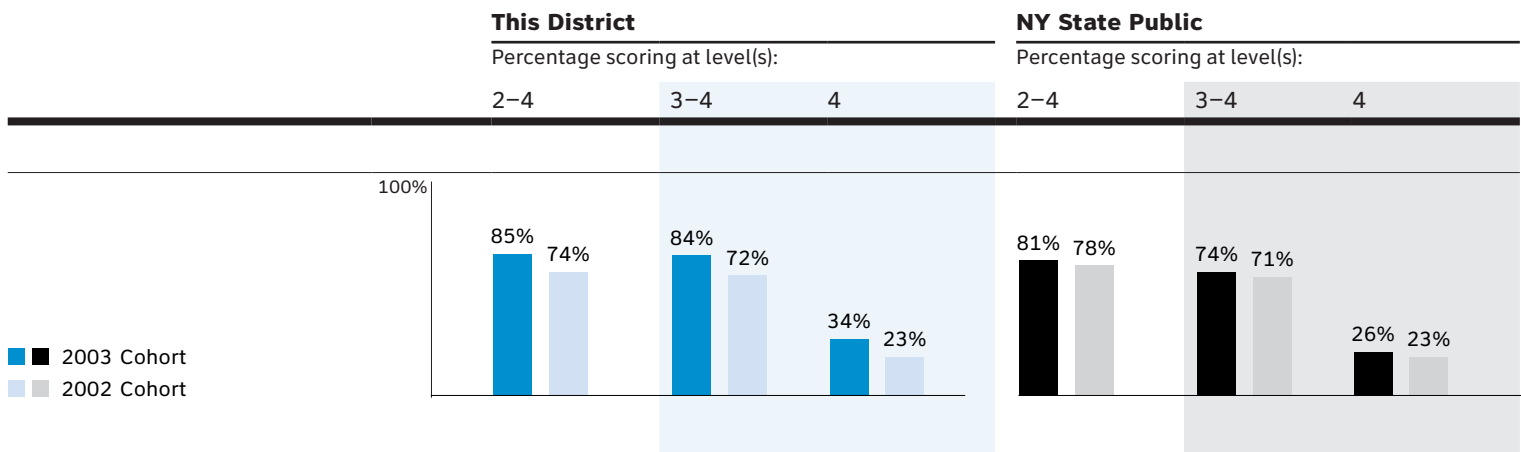
* A total cohort consists of all students who first entered Grade 9 in a particular year, and all ungraded students with disabilities who reached their seventeenth birthday in that year, and were enrolled in the school/district for five months. Students are excluded from the cohort if they transferred 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.

** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.

District **MASSENA CENTRAL SCHOOL DISTRICT**District ID **51-20-01-06-0000**

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



Results by Student Group

Results by Student Group	2003 Cohort				2002 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	256	85%	84%	34%	257	74%	72%	23%
Female	140	87%	86%	36%	117	80%	78%	23%
Male	116	83%	82%	32%	140	69%	67%	22%
American Indian or Alaska Native	42	–	–	–	40	65%	63%	13%
Black or African American	1	–	–	–	1	–	–	–
Hispanic or Latino					2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	2	–	–	–
White	210	85%	84%	37%	212	76%	74%	24%
Multiracial								
Small Group Totals	46	85%	85%	22%	5	80%	80%	40%
General-Education Students	226	90%	89%	37%	228	82%	79%	25%
Students with Disabilities	30	50%	50%	10%	29	17%	17%	0%
English Proficient	256	85%	84%	34%	257	74%	72%	23%
Limited English Proficient								
Economically Disadvantaged	58	74%	72%	22%	75	64%	61%	9%
Not Disadvantaged	198	88%	88%	37%	182	79%	76%	28%
Migrant					1	–	–	–
Not Migrant					256	–	–	–

NOTES

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Other Assessments

Other Assessments	2003 Cohort				2002 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.

** 2002 cohort data are those reported in the 2005-06 *Accountability and Overview Report*.

*** The majority of cohort members took an older version of the NYSAA, developed before 2007.