



# The New York State District Report Card

**Accountability  
and Overview Report  
2008 – 09**

District **MASSENA CENTRAL SCHOOL  
DISTRICT**

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

Superintendent **ROGER CLOUGH**

Telephone **(315) 764-3700**

Grades **PK-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.

### 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 the district's accountability status.

#### **3 Review an Overview of District Performance.**

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

### 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](mailto:RPTCARD@mail.nysed.gov)

## District Profile

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

### Enrollment

	2006-07	2007-08	2008-09
Pre-K	0	0	72
Kindergarten	193	202	192
Grade 1	232	199	222
Grade 2	199	204	180
Grade 3	182	196	208
Grade 4	173	178	193
Grade 5	176	175	179
Grade 6	168	182	175
Ungraded Elementary	0	0	0
Grade 7	270	224	221
Grade 8	239	260	220
Grade 9	222	237	229
Grade 10	264	216	226
Grade 11	268	269	208
Grade 12	224	225	241
Ungraded Secondary	7	7	13
<b>Total K-12</b>	<b>2817</b>	<b>2774</b>	<b>2707</b>

### Average Class Size

	2006-07	2007-08	2008-09
<b>Common Branch</b>	20	20	20
<b>Grade 8</b>			
English	19	18	14
Mathematics	19	20	14
Science	18	20	16
Social Studies	18	20	15
<b>Grade 10</b>			
English	22	22	20
Mathematics	20	20	20
Science	23	18	24
Social Studies	20	19	19

### 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

	2006-07		2007-08		2008-09	
	#	%	#	%	#	%
Eligible for Free Lunch	841	30%	739	27%	887	33%
Reduced-Price Lunch	248	9%	335	12%	280	10%
Student Stability*	N/A		N/A		N/A	
Limited English Proficient	6	0%	8	0%	13	0%
<b>Racial/Ethnic Origin</b>						
American Indian or Alaska Native	315	11%	315	11%	298	11%
Black or African American	21	1%	25	1%	36	1%
Hispanic or Latino	24	1%	22	1%	22	1%
Asian or Native Hawaiian/Other Pacific Islander	36	1%	34	1%	33	1%
White	2421	86%	2378	86%	2318	86%
Multiracial	0	0%	0	0%	0	0%

\* Available only at the school level.

## Attendance and Suspensions

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Annual Attendance Rate	95%		95%		94%	
Student Suspensions	188	7%	191	7%	182	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.

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

## Teacher Qualifications

	2006-07	2007-08	2008-09
<b>Total Number of Teachers</b>	213	224	233
Percent with No Valid Teaching Certificate	1%	1%	1%
Percent Teaching Out of Certification	1%	3%	6%
Percent with Fewer Than Three Years of Experience	13%	12%	12%
Percentage with Master's Degree Plus 30 Hours or Doctorate	9%	11%	12%
<b>Total Number of Core Classes</b>	591	608	649
Percent Not Taught by Highly Qualified Teachers	1%	2%	5%
<b>Total Number of Classes</b>	881	884	890
Percent Taught by Teachers Without Appropriate Certification	3%	4%	7%

## Teacher Turnover Rate

	2005-06	2006-07	2007-08
Turnover Rate of Teachers with Fewer than Five Years of Experience	14%	N/A	12%
Turnover Rate of All Teachers	8%	6%	13%

## Staff Counts

	2006-07	2007-08	2008-09
Total Other Professional Staff	28	30	31
Total Paraprofessionals*	51	60	62
Assistant Principals	2	1	1
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. 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 who 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 2008–09, 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: <http://www.emsc.nysed.gov/irts/accountability/>.



### 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 2008–09 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 2005 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, if it has 30 or more students, 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 group must meet both the participation criterion and the performance criterion in science.

**Secondary-Level Graduation Rate:** For a school to make AYP in graduation rate, the percent of students in the 2004 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2008 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 2004 graduation-rate total cohort earning a local or Regents diploma by August 31, 2008 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 2005 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, who were enrolled on October 1, 2008 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, 2009, are not included in the 2005 school accountability cohort. The 2005 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 AMOs 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](http://www.emsc.nysed.gov/irts).

### Graduation-Rate Total 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:

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

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

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

A list of tests used to measure student performance for accountability is available at [www.emsc.nysed.gov/irts](http://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 2008–09 safe harbor targets were calculated using the following equation:

$$2007-08 \text{ PI} + (200 - \text{the } 2007-08 \text{ PI}) \times 0.10$$

### Science Progress Target

The elementary/middle-level 2008–09 Science Progress Target is calculated by adding one point to the 2007–08 PI. The 2009–10 Science Progress Target is calculated by adding one point to the 2008–09 PI. The 2008–09 target is provided for groups whose PI was below the State Science Standard in 2008–09.

### Science Standard

The criterion value that represents a minimally satisfactory performance in science. In 2008–09, 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: <http://www.emsc.nysed.gov/irts/accountability/>.

For the 2009–10 accountability status of component schools in your district, see <http://www.emsc.nysed.gov/irts/accountability/designations/>.

### 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 (2009–10)

#### 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

2007–08	2008–09	2009–10
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
<b>All Students</b>	✓	✓	✓	✓	✓	✓
<b>Ethnicity</b>						
American Indian or Alaska Native	✓	✓		–	–	
Black or African American	–	–				
Hispanic or Latino	–	–				
Asian or Native Hawaiian/Other Pacific Islander	–	–				
White	✓	✓		✓	✓	
Multiracial						
<b>Other Groups</b>						
Students with Disabilities	✓ <sup>SH</sup>	✓		–	–	
Limited English Proficient	–	–				
Economically Disadvantaged	✓	✓		✗	✗	
<b>Student groups making AYP in each subject</b>	✓ 5 of 5	✓ 5 of 5	✓ 1 of 1	✗ 2 of 3	✗ 2 of 3	✓ 1 of 1

#### AYP Status

- ✓ Made AYP
- ✓<sup>SH</sup> 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 for This Subject (2009–10)



Good Standing

### 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 2010-11. [201]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
<b>All Students</b> (1201:1175)	✓	✓	100%	✓	181	141		
<b>Ethnicity</b>								
American Indian or Alaska Native (128:119)	✓	✓	98%	✓	182	134		
Black or African American (24:24)	–	–	–	–	–	–		–
Hispanic or Latino (15:14)	–	–	–	–	–	–		–
Asian or Native Hawaiian/Other Pacific Islander (14:14)	–	–	–	–	–	–		–
White (1020:1004)	✓	✓	100%	✓	180	141		
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (169:166)	✓ <sup>SH</sup>	✓	99%	✓ <sup>SH</sup>	133	136	119	140
Limited English Proficient <sup>5</sup> (6:2)	–	–	–	–	–	–		–
Economically Disadvantaged (576:563)	✓	✓	100%	✓	175	139		
<b>Final AYP Determination</b>	✓ 5 of 5							

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> 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.

<sup>5</sup> 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 (2009–10)



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 2010-11. [201]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
<b>All Students</b> (1197:1168)	✓	✓	100%	✓	186	116	
<b>Ethnicity</b>							
American Indian or Alaska Native (129:124)	✓	✓	99%	✓	183	110	
Black or African American (24:24)	–	–	–	–	–	–	–
Hispanic or Latino (15:13)	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander (14:14)	–	–	–	–	–	–	–
White (1015:993)	✓	✓	100%	✓	186	116	
Multiracial (0:0)							
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (167:164)	✓	✓	100%	✓	138	111	
Limited English Proficient <sup>5</sup> (6:6)	–	–	–	–	–	–	–
Economically Disadvantaged (572:553)	✓	✓	99%	✓	181	114	
<b>Final AYP Determination</b>	✓ 5 of 5						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 continuously enrolled tested students in the All Students group in 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and PIs. For districts with 30 or more continuously enrolled students in the All Students group in 2008–09, student groups with fewer than 30 continuously enrolled tested students are not required to meet the performance criterion.

<sup>4</sup> 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.

<sup>5</sup> 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**  
**(2009–10)**

**Accountability Measures** 1 of 1 Student groups making AYP in science  
 Made AYP

**Prospective Status** This district will be in good standing in 2010-11. [201]

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

Student Group (Total: Continuous Enrollment) <sup>1</sup>	AYP		Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target 2008–09 2009–10
<b>All Students</b> (409:349)		Qualified		87%		184	100	
<b>Ethnicity</b>								
American Indian or Alaska Native (52:43)		Qualified		85%		184	100	
Black or African American (13:11)		—	—	—	—	—	—	—
Hispanic or Latino (3:2)		—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (4:3)		—	—	—	—	—	—	—
White (337:290)		Qualified		88%		183	100	
Multiracial (0:0)		—	—	—	—	—	—	—
<b>Other Groups</b>								
Students with Disabilities (66:59)		Qualified		92%		142	100	
Limited English Proficient <sup>4</sup> (1:1)		—	—	—	—	—	—	—
Economically Disadvantaged (193:176)		Qualified		94%		182	100	
<b>Final AYP Determination</b>		1 of 1						

#### NOTES

<sup>1</sup> 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.

<sup>2</sup> 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> 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 2008–09, data for 2007–08 and 2008–09 were combined to determine counts and performance indices.

<sup>4</sup> 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 (2009–10)



Good Standing

### Accountability Measures

2 of 3

Student groups making AYP in English language arts



Did not make AYP

### Prospective Status

This district will be in good standing in 2010-11. [201]

### How did students in each accountability group perform on secondary-level English language arts accountability measures?

Student Group (12th Graders: 2005 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09	2009–10
<b>All Students</b> (452:218)	✓	✓	96%	✓	182	163		
<b>Ethnicity</b>								
American Indian or Alaska Native (36:29)	–	–	–	–	–	–		–
Black or African American (0:0)								
Hispanic or Latino (0:0)								
Asian or Native Hawaiian/Other Pacific Islander (0:0)								
White (383:189)	✓	✓	96%	✓	186	163		
Multiracial (0:0)								
<b>Other Groups</b>								
Students with Disabilities <sup>4</sup> (25:24)	–	–	–	–	–	–		–
Limited English Proficient <sup>5</sup> (0:0)								
Economically Disadvantaged (129:69)	✗	✗	90%	✓	164	159		
<b>Final AYP Determination</b>	✗ 2 of 3							

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 cohort (used for Performance).

<sup>2</sup> 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort are not required to meet the performance criterion.

<sup>4</sup> 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.

<sup>5</sup> 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 (2009–10)



Good Standing

### Accountability Measures

2 of 3

Student groups making AYP in mathematics



Did not make AYP

### Prospective Status

This district will be in good standing in 2010-11. [201]

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

Student Group (12th Graders: 2005 Cohort) <sup>1</sup>	AYP	Participation <sup>2</sup>		Test Performance <sup>3</sup>		Performance Objectives	
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2008–09 2009–10
<b>All Students</b> (452:218)	✓	✓	97%	✓	189	158	
<b>Ethnicity</b>							
American Indian or Alaska Native (36:29)	—	—	—	—	—	—	—
Black or African American (0:0)	—	—	—	—	—	—	—
Hispanic or Latino (0:0)	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (0:0)	—	—	—	—	—	—	—
White (383:189)	✓	✓	96%	✓	189	158	
Multiracial (0:0)	—	—	—	—	—	—	—
<b>Other Groups</b>							
Students with Disabilities <sup>4</sup> (25:24)	—	—	—	—	—	—	—
Limited English Proficient <sup>5</sup> (0:0)	—	—	—	—	—	—	—
Economically Disadvantaged (129:69)	✗	✗	93%	✓	186	154	
<b>Final AYP Determination</b>	✗ 2 of 3						

#### NOTES

<sup>1</sup> These data show the count of 12th graders in 2008–09 (used for Participation) followed by the count of students in the 2005 cohort (used for Performance).

<sup>2</sup> 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 2008–09, the enrollment shown is the sum of 2007–08 and 2008–09 Grade 12 enrollments and the percent tested is the weighted average of the participation rates over those two years.

<sup>3</sup> For districts with fewer than 30 students in the 2005 cohort, data for 2004 and 2005 cohort members were combined to determine counts and PIs. For districts with 30 or more students in the 2005 cohort in the All Students group, groups with fewer than 30 students in the 2005 cohort are not required to meet the performance criterion.

<sup>4</sup> 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.

<sup>5</sup> 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**  
**(2009–10)**

**Accountability Measures** 1 of 1 Student groups making AYP in graduation rate  
 Made AYP

**Prospective Status** This district will be in good standing in 2010-11. [201]

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

Student Group (Cohort Count)	Graduation		Objectives		
	AYP	Met Criterion	Graduation Rate <sup>1</sup>	State Standard	Progress Target 2008–09 2009–10
<b>All Students</b> (266)			70%	55%	
<b>Ethnicity</b>					
American Indian or Alaska Native (38)			66%	55%	
Black or African American (0)					
Hispanic or Latino (0)					
Asian or Native Hawaiian/Other Pacific Islander (2)		–	–	–	
White (226)			71%	55%	
Multiracial (0)					
<b>Other Groups</b>					
Students with Disabilities (39)			36%	55%	1% 37%
Limited English Proficient <sup>2</sup> (0)					
Economically Disadvantaged (90)			57%	55%	
<b>Final AYP Determination</b>		1 of 1			

#### NOTES

<sup>1</sup> Percentage of the 2004 cohort that earned a local or Regents diploma by August 31, 2008.

<sup>2</sup> 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 2004 graduation-rate total cohort members earning a local or Regents diploma by August 31, 2008 for the “All Students” group must equal or exceed the Graduation-Rate Standard or the Graduation-Rate Progress Target for 2008–09.







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 2004 cohort is 55 percent. The Commissioner may raise the Graduation-Rate Standard at his discretion in future years.

The 2008–09 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2003 cohort earning a local or Regents diploma by August 31, 2007. The 2009–10 Graduation-Rate Progress Target is calculated by adding one point to the percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008. This target is provided for each group whose percentage earning a local or Regents diploma by August 31, 2008 is below the Graduation-Rate Standard in 2008–09 (55%). Groups with fewer than 30 cohort members are not subject to this criterion.







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

## Summary of 2008–09 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	83%			203
Grade 4	73%			194
Grade 5	87%			175
Grade 6	86%			174
Grade 7	84%			224
Grade 8	77%			214

### Mathematics

Grade 3	95%		204
Grade 4	90%		193
Grade 5	91%		174
Grade 6	90%		174
Grade 7	92%		226
Grade 8	75%		212

### Science

Grade 4	94%		188
Grade 8	77%		165

Secondary Level	Percentage of students that scored at or above Level 3			2005 Total Cohort
	0%	50%	100%	
English	78%			259
Mathematics	83%			259

## About the Performance Level Descriptors

### Level 1: Not Meeting Learning Standards.

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

### Level 2: Partially Meeting Learning Standards.

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

### Level 3: Meeting Learning Standards.

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

### Level 4: Meeting Learning Standards with Distinction.

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

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

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

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

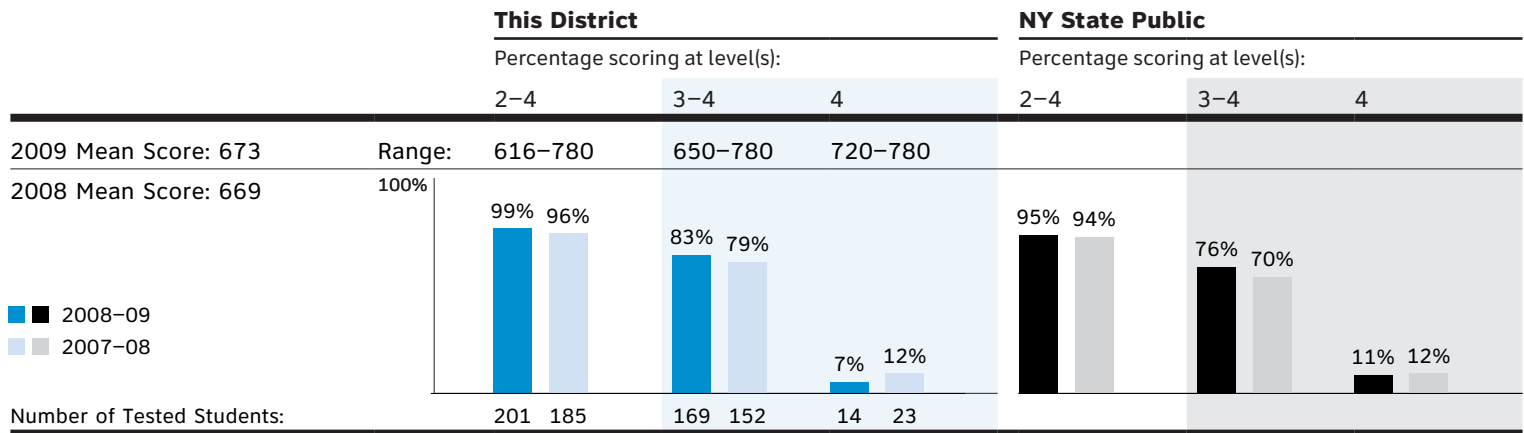
## This District's N/RC Category:

### 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

	2008-09 School Year				2007-08 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
<b>All Students</b>	<b>203</b>	<b>99%</b>	<b>83%</b>	<b>7%</b>	<b>193</b>	<b>96%</b>	<b>79%</b>	<b>12%</b>
Female	108	100%	89%	9%	91	95%	79%	13%
Male	95	98%	77%	4%	102	97%	78%	11%
American Indian or Alaska Native	17	100%	88%	0%	9	89%	67%	0%
Black or African American	4	-	-	-	6	-	-	-
Hispanic or Latino	2	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other	3	-	-	-	1	-	-	-
Pacific Islander	177	99%	82%	7%	176	96%	78%	12%
Multiracial	9	100%	89%	11%	8	100%	100%	25%
Small Group Totals	181	100%	88%	8%	160	100%	89%	14%
General-Education Students	22	91%	41%	0%	33	76%	30%	0%
Students with Disabilities	203	99%	83%	7%	193	96%	79%	12%
English Proficient	110	98%	80%	4%	98	95%	71%	6%
Limited English Proficient	93	100%	87%	11%	95	97%	86%	18%
Economically Disadvantaged	203	99%	83%	7%	193	96%	79%	12%
Not Disadvantaged								
Migrant								
Not Migrant								

### NOTES

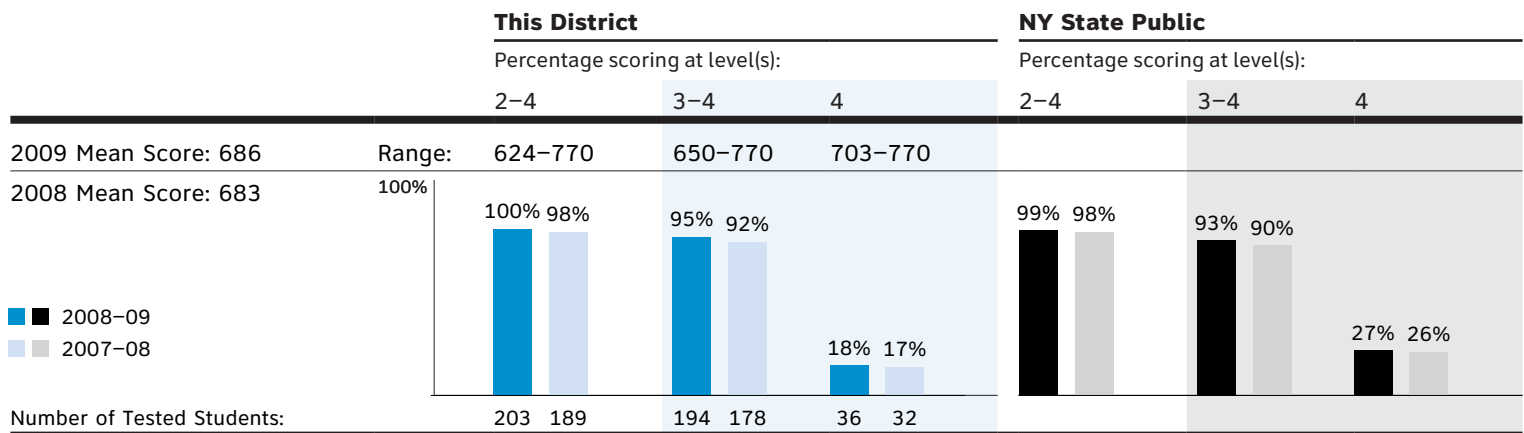
The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

## Other Assessments

	2008-09 School Year				2007-08 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	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	1	N/A	N/A	N/A	0	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

	2008-09 School Year				2007-08 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
<b>All Students</b>	<b>204</b>	<b>100%</b>	<b>95%</b>	<b>18%</b>	<b>193</b>	<b>98%</b>	<b>92%</b>	<b>17%</b>
Female	108	100%	95%	18%	92	98%	92%	13%
Male	96	99%	95%	18%	101	98%	92%	20%
American Indian or Alaska Native	18	100%	100%	28%	9	89%	78%	0%
Black or African American	4	-	-	-	6	-	-	-
Hispanic or Latino	2	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other	3	-	-	-	1	-	-	-
Pacific Islander								
White	177	99%	94%	16%	176	98%	93%	17%
Multiracial								
Small Group Totals	9	100%	100%	22%	8	100%	100%	25%
General-Education Students	183	100%	97%	19%	159	100%	98%	19%
Students with Disabilities	21	95%	76%	10%	34	88%	65%	3%
English Proficient	203	-	-	-	193	98%	92%	17%
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	111	99%	94%	10%	99	98%	89%	10%
Not Disadvantaged	93	100%	97%	27%	94	98%	96%	23%
Migrant								
Not Migrant	204	100%	95%	18%	193	98%	92%	17%

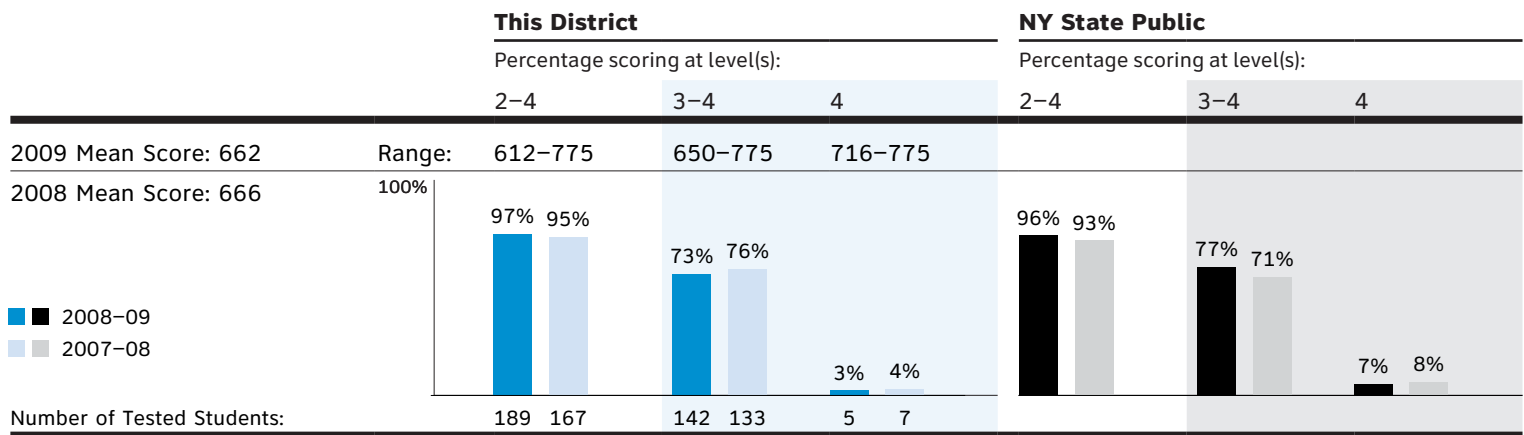
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 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	-	-	-	1	-	-	-

## This District's Results in Grade 4 English Language Arts



## Results by Student Group

	2008-09 School Year				2007-08 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
<b>All Students</b>	<b>194</b>	<b>97%</b>	<b>73%</b>	<b>3%</b>	<b>175</b>	<b>95%</b>	<b>76%</b>	<b>4%</b>
Female	94	97%	77%	3%	87	98%	83%	6%
Male	100	98%	70%	2%	88	93%	69%	2%
American Indian or Alaska Native	10	90%	70%	10%	15	100%	93%	7%
Black or African American	6	—	—	—	3	—	—	—
Hispanic or Latino	1	—	—	—	5	—	—	—
Asian or Native Hawaiian/Other	1	—	—	—				
Pacific Islander	1	—	—	—				
White	176	98%	73%	2%	152	95%	74%	4%
Multiracial								
Small Group Totals	8	100%	88%	13%	8	100%	75%	0%
General-Education Students	161	100%	83%	3%	147	99%	82%	5%
Students with Disabilities	33	85%	27%	0%	28	75%	43%	0%
English Proficient	194	97%	73%	3%	175	95%	76%	4%
Limited English Proficient								
Economically Disadvantaged	98	97%	68%	1%	100	93%	65%	2%
Not Disadvantaged	96	98%	78%	4%	75	99%	91%	7%
Migrant								
Not Migrant	194	97%	73%	3%	175	95%	76%	4%

### NOTES

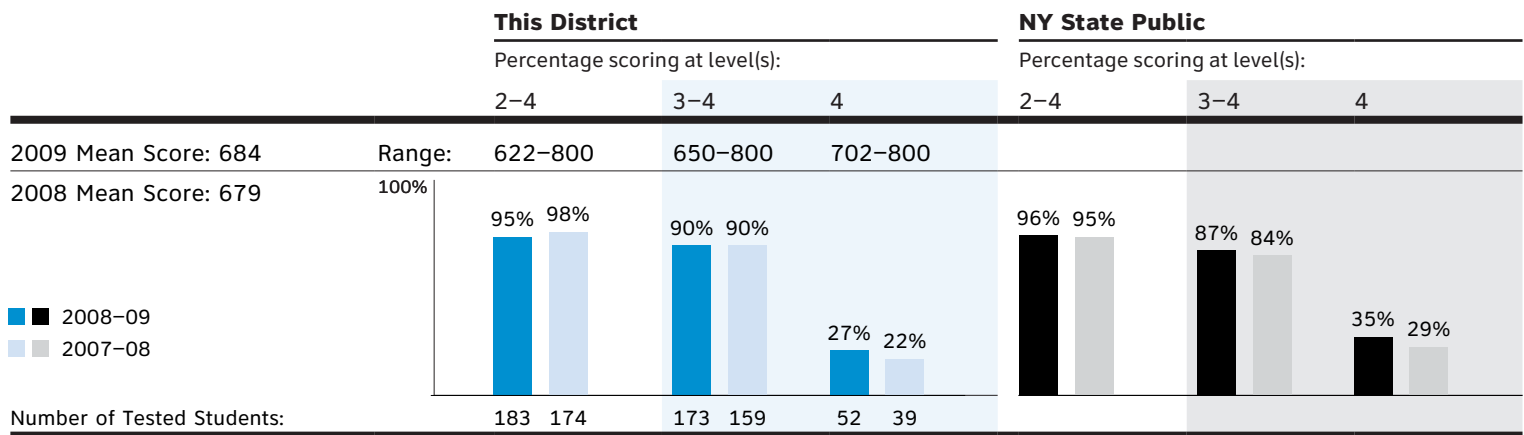
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## Other Assessments

	2008-09 School Year				2007-08 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	—	—	—	2	—	—	—
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	0	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

	2008-09 School Year				2007-08 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
<b>All Students</b>	<b>193</b>	<b>95%</b>	<b>90%</b>	<b>27%</b>	<b>177</b>	<b>98%</b>	<b>90%</b>	<b>22%</b>
Female	92	93%	90%	32%	89	99%	90%	22%
Male	101	96%	89%	23%	88	98%	90%	22%
American Indian or Alaska Native	11	82%	73%	18%	15	100%	100%	13%
Black or African American	6	-	-	-	3	-	-	-
Hispanic or Latino	1	-	-	-	5	-	-	-
Asian or Native Hawaiian/Other								
Pacific Islander	1	-	-	-				
White	174	95%	91%	27%	154	98%	88%	23%
Multiracial								
Small Group Totals	8	100%	88%	38%	8	100%	100%	13%
General-Education Students	158	100%	95%	31%	149	99%	93%	24%
Students with Disabilities	35	71%	66%	9%	28	93%	75%	11%
English Proficient	193	95%	90%	27%	177	98%	90%	22%
Limited English Proficient								
Economically Disadvantaged	96	95%	89%	19%	102	98%	84%	13%
Not Disadvantaged	97	95%	91%	35%	75	99%	97%	35%
Migrant								
Not Migrant	193	95%	90%	27%	177	98%	90%	22%

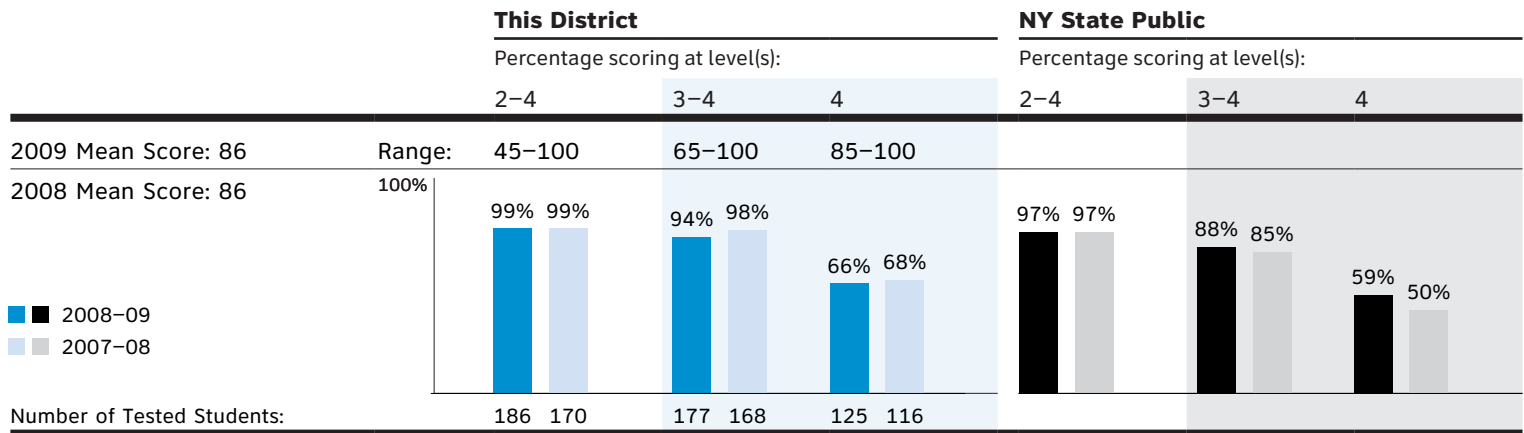
### NOTES

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## Other Assessments

Other Assessments	2008–09 School Year				2007–08 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	–	–	–	2	–	–	–

## This District's Results in Grade 4 Science



## Results by Student Group

	2008-09 School Year				2007-08 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
<b>All Students</b>	<b>188</b>	<b>99%</b>	<b>94%</b>	<b>66%</b>	<b>171</b>	<b>99%</b>	<b>98%</b>	<b>68%</b>
Female	91	99%	95%	66%	87	100%	99%	69%
Male	97	99%	94%	67%	84	99%	98%	67%
American Indian or Alaska Native	9	89%	89%	56%	15	100%	100%	80%
Black or African American	6	—	—	—	3	—	—	—
Hispanic or Latino	1	—	—	—	5	—	—	—
Asian or Native Hawaiian/Other	1	—	—	—				
Pacific Islander	1	—	—	—				
White	171	99%	94%	67%	148	99%	98%	66%
Multiracial								
Small Group Totals	8	100%	100%	63%	8	100%	100%	75%
General-Education Students	157	100%	98%	73%	144	100%	100%	74%
Students with Disabilities	31	94%	74%	32%	27	96%	89%	37%
English Proficient	188	99%	94%	66%	171	99%	98%	68%
Limited English Proficient								
Economically Disadvantaged	94	100%	91%	55%	99	100%	98%	59%
Not Disadvantaged	94	98%	97%	78%	72	99%	99%	81%
Migrant								
Not Migrant	188	99%	94%	66%	171	99%	98%	68%

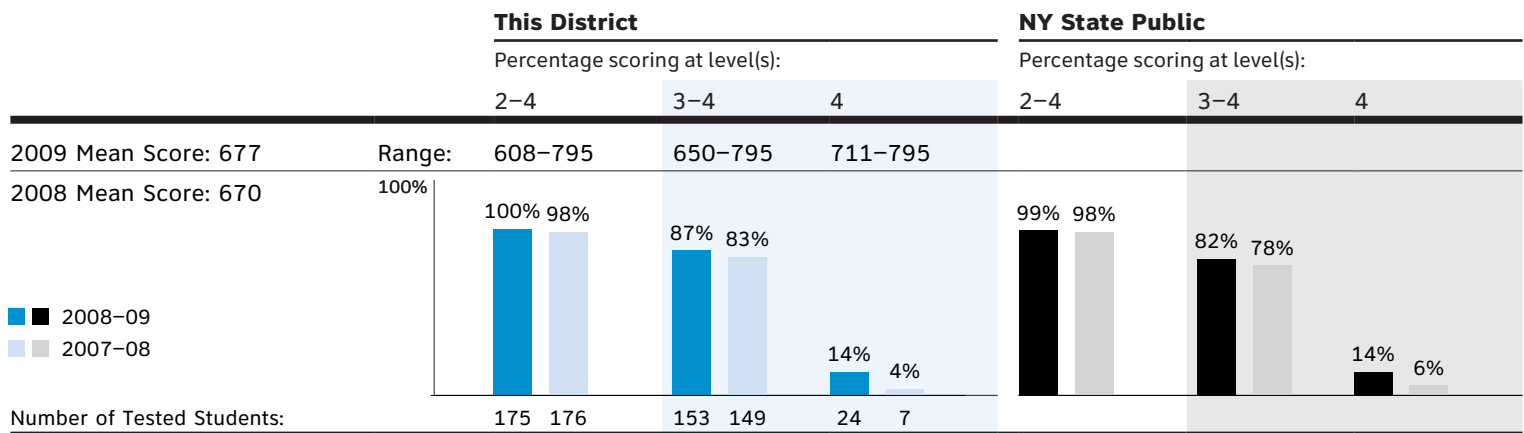
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 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	—	—	—	2	—	—	—

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



## Results by Student Group

	2008-09 School Year				2007-08 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
<b>All Students</b>	<b>175</b>	<b>100%</b>	<b>87%</b>	<b>14%</b>	<b>180</b>	<b>98%</b>	<b>83%</b>	<b>4%</b>
Female	92	100%	89%	15%	94	98%	79%	5%
Male	83	100%	86%	12%	86	98%	87%	2%
American Indian or Alaska Native	16	100%	100%	19%	9	100%	56%	11%
Black or African American	3	-	-	-	2	-	-	-
Hispanic or Latino	5	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander					1	-	-	-
White	151	100%	85%	13%	166	98%	84%	4%
Multiracial								
Small Group Totals	8	100%	100%	13%	5	100%	100%	0%
General-Education Students	147	100%	93%	16%	154	100%	90%	5%
Students with Disabilities	28	100%	57%	0%	26	85%	42%	0%
English Proficient	174	-	-	-	180	98%	83%	4%
Limited English Proficient	1	-	-	-				
Economically Disadvantaged	91	100%	80%	9%	86	97%	73%	2%
Not Disadvantaged	84	100%	95%	19%	94	99%	91%	5%
Migrant								
Not Migrant	175	100%	87%	14%	180	98%	83%	4%

### NOTES

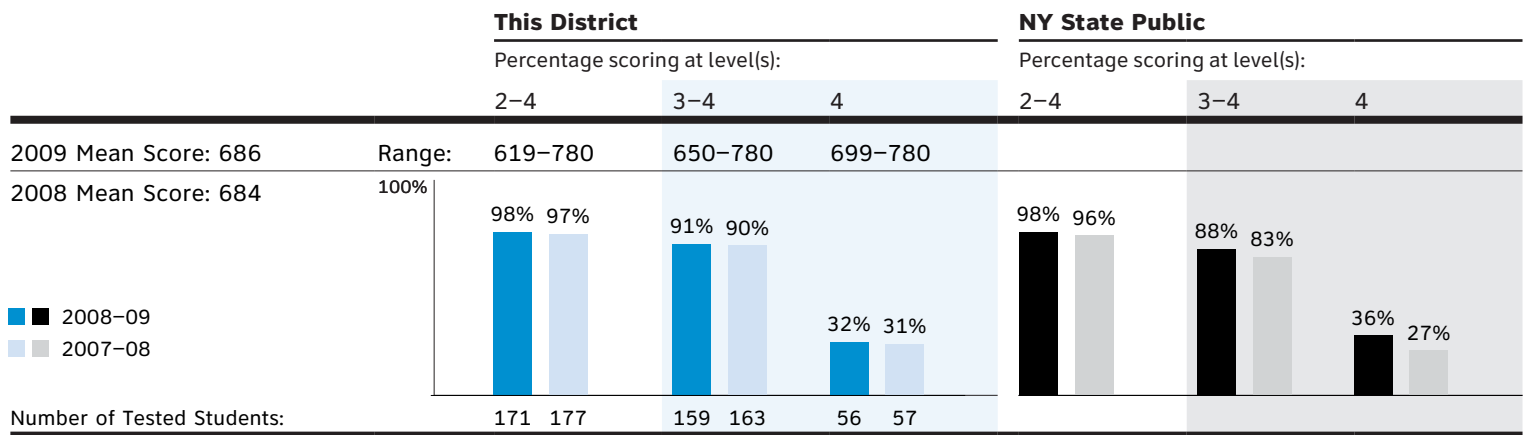
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## Other Assessments

	2008-09 School Year				2007-08 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	3	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	2	N/A	N/A	N/A	0	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

	2008-09 School Year				2007-08 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
<b>All Students</b>	<b>174</b>	<b>98%</b>	<b>91%</b>	<b>32%</b>	<b>182</b>	<b>97%</b>	<b>90%</b>	<b>31%</b>
Female	90	100%	93%	30%	95	97%	88%	31%
Male	84	96%	89%	35%	87	98%	91%	32%
American Indian or Alaska Native	18	94%	83%	28%	9	100%	100%	22%
Black or African American	3	-	-	-	2	-	-	-
Hispanic or Latino	5	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other Pacific Islander					1	-	-	-
White	148	99%	92%	32%	168	97%	90%	33%
Multiracial								
Small Group Totals	8	100%	100%	50%	5	100%	60%	0%
General-Education Students	147	99%	96%	37%	156	100%	95%	36%
Students with Disabilities	27	93%	67%	4%	26	81%	58%	4%
English Proficient	171	-	-	-	182	97%	90%	31%
Limited English Proficient	3	-	-	-				
Economically Disadvantaged	88	99%	91%	27%	88	95%	82%	19%
Not Disadvantaged	86	98%	92%	37%	94	99%	97%	43%
Migrant								
Not Migrant	174	98%	91%	32%	182	97%	90%	31%

### NOTES

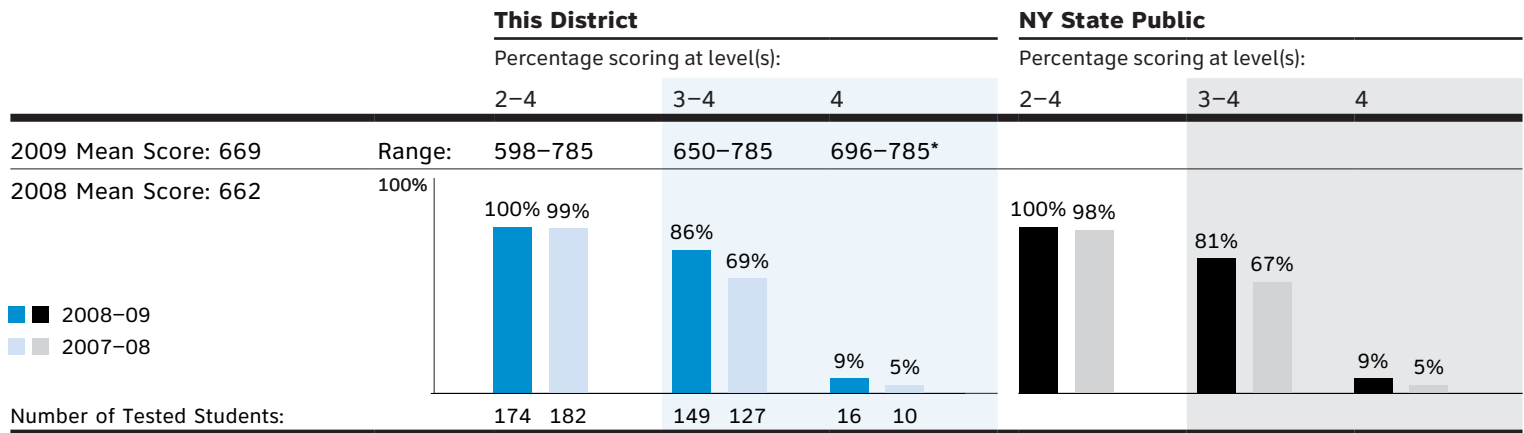
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## Other Assessments

	2008-09 School Year				2007-08 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	3	-	-	-	1	-	-	-



## This District's Results in Grade 6 English Language Arts



## Results by Student Group

	2008-09 School Year				2007-08 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
<b>All Students</b>	<b>174</b>	<b>100%</b>	<b>86%</b>	<b>9%</b>	<b>183</b>	<b>99%</b>	<b>69%</b>	<b>5%</b>
Female	90	100%	89%	16%	93	100%	70%	9%
Male	84	100%	82%	2%	90	99%	69%	2%
American Indian or Alaska Native	11	100%	73%	0%	17	100%	53%	0%
Black or African American	2	-	-	-	2	-	-	-
Hispanic or Latino	2	-	-	-	3	-	-	-
Asian or Native Hawaiian/Other	1	-	-	-	5	100%	100%	40%
Pacific Islander	158	100%	86%	10%	156	99%	69%	5%
White								
Multiracial	5	100%	100%	0%	5	100%	100%	0%
Small Group Totals	152	100%	93%	11%	163	100%	75%	6%
General-Education Students	22	100%	32%	0%	20	95%	20%	0%
Students with Disabilities	174	100%	86%	9%	183	99%	69%	5%
English Proficient								
Limited English Proficient	80	100%	80%	3%	97	99%	55%	2%
Economically Disadvantaged	94	100%	90%	15%	86	100%	86%	9%
Not Disadvantaged								
Migrant	174	100%	86%	9%	183	99%	69%	5%
Not Migrant								

### NOTES

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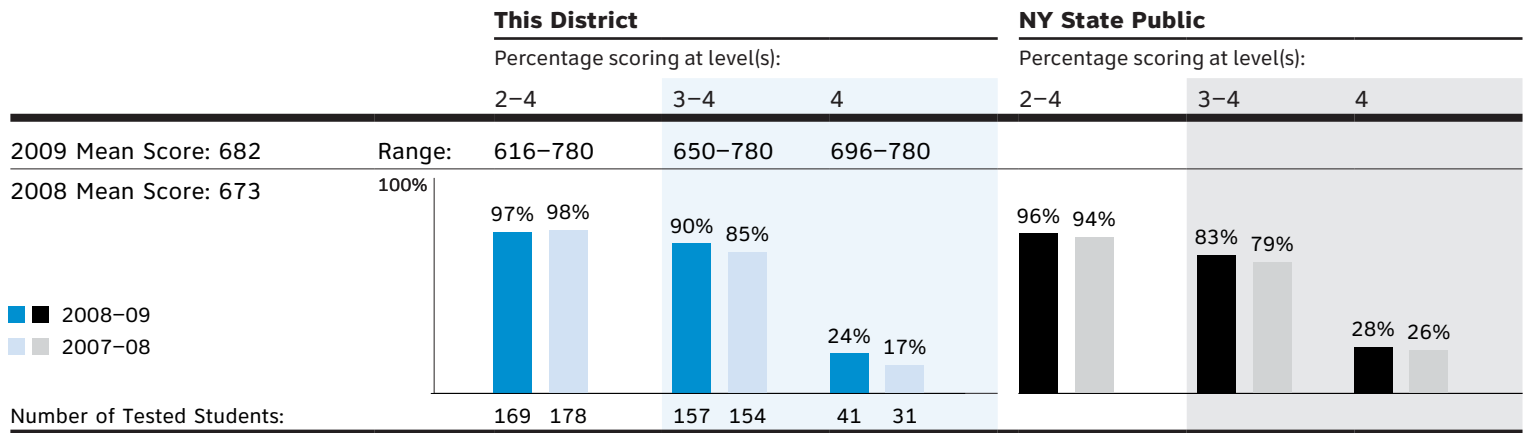
\* Level 4 range is for 2008-09 only. The 2007-08 range is 705-785.

## Other Assessments

	2008-09 School Year				2007-08 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	1	-	-	-	2	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	0	N/A	N/A	N/A	0	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

	2008-09 School Year				2007-08 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
<b>All Students</b>	<b>174</b>	<b>97%</b>	<b>90%</b>	<b>24%</b>	<b>182</b>	<b>98%</b>	<b>85%</b>	<b>17%</b>
Female	90	98%	89%	23%	92	99%	82%	20%
Male	84	96%	92%	24%	90	97%	88%	14%
American Indian or Alaska Native	11	—	—	—	17	94%	76%	0%
Black or African American	2	—	—	—	2	—	—	—
Hispanic or Latino	1	—	—	—	3	—	—	—
Asian or Native Hawaiian/Other	1	—	—	—	5	100%	80%	40%
Pacific Islander	1	—	—	—	5	100%	80%	40%
White	159	97%	90%	25%	155	98%	86%	18%
Multiracial	15	100%	93%	7%	5	100%	80%	20%
Small Group Totals	15	100%	93%	7%	5	100%	80%	20%
General-Education Students	152	100%	95%	27%	163	99%	90%	19%
Students with Disabilities	22	77%	59%	0%	19	84%	37%	0%
English Proficient	174	97%	90%	24%	182	98%	85%	17%
Limited English Proficient								
Economically Disadvantaged	81	95%	84%	14%	95	96%	80%	11%
Not Disadvantaged	93	99%	96%	32%	87	100%	90%	24%
Migrant								
Not Migrant	174	97%	90%	24%	182	98%	85%	17%

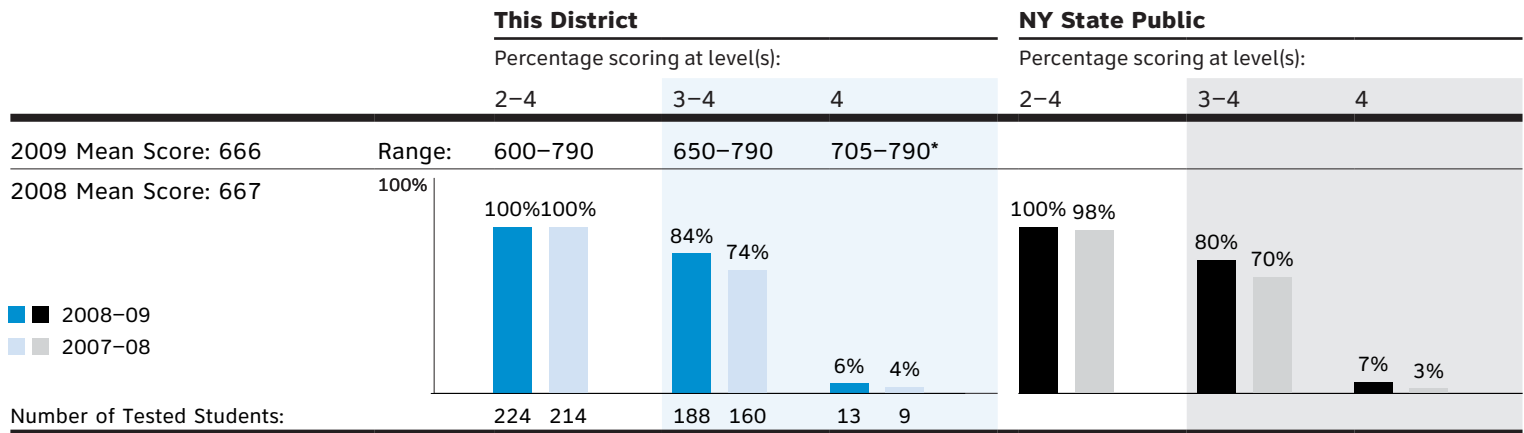
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## Other Assessments

	2008-09 School Year				2007-08 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	1	—	—	—	2	—	—	—

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



## Results by Student Group

	2008-09 School Year				2007-08 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
<b>All Students</b>	<b>224</b>	<b>100%</b>	<b>84%</b>	<b>6%</b>	<b>215</b>	<b>100%</b>	<b>74%</b>	<b>4%</b>
Female	108	100%	88%	7%	105	99%	76%	5%
Male	116	100%	80%	4%	110	100%	73%	4%
American Indian or Alaska Native	29	100%	76%	0%	38	100%	68%	0%
Black or African American	2	-	-	-	7	100%	57%	0%
Hispanic or Latino	3	-	-	-	2	-	-	-
Asian or Native Hawaiian/Other	6	100%	100%	0%	3	-	-	-
Pacific Islander	184	100%	84%	7%	165	99%	76%	5%
White								
Multiracial	5	100%	100%	0%	5	100%	100%	20%
Small Group Totals	203	100%	88%	6%	183	100%	84%	5%
General-Education Students	21	100%	43%	0%	32	97%	22%	0%
Students with Disabilities	224	100%	84%	6%	215	100%	74%	4%
English Proficient								
Limited English Proficient	94	100%	77%	0%	93	99%	62%	0%
Economically Disadvantaged	130	100%	89%	10%	122	100%	84%	7%
Not Disadvantaged								
Migrant	224	100%	84%	6%	215	100%	74%	4%
Not Migrant								

### NOTES

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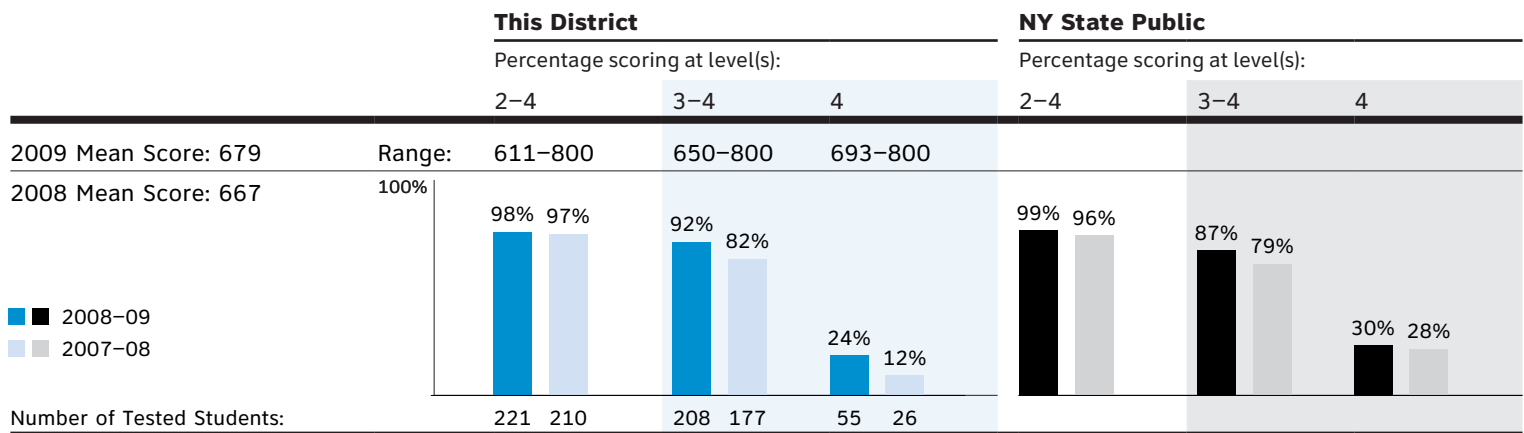
\* Level 4 range is for 2008-09 only. The 2007-08 range is 712-790.

## Other Assessments

	2008-09 School Year				2007-08 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	2	-	-	-	0			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	1	N/A	N/A	N/A	1	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

	2008-09 School Year				2007-08 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
<b>All Students</b>	<b>226</b>	<b>98%</b>	<b>92%</b>	<b>24%</b>	<b>216</b>	<b>97%</b>	<b>82%</b>	<b>12%</b>
Female	108	99%	94%	25%	105	95%	83%	9%
Male	118	97%	90%	24%	111	99%	81%	15%
American Indian or Alaska Native	31	100%	90%	13%	38	100%	87%	8%
Black or African American	2	—	—	—	7	100%	86%	14%
Hispanic or Latino	4	—	—	—	2	—	—	—
Asian or Native Hawaiian/Other	6	100%	100%	33%	3	—	—	—
Pacific Islander	183	97%	92%	26%	166	96%	81%	12%
White	6	100%	100%	17%	5	100%	80%	40%
Multiracial	205	99%	97%	26%	183	100%	91%	14%
Small Group Totals	21	86%	43%	5%	33	82%	30%	3%
General-Education Students	225	—	—	—	215	—	—	—
Students with Disabilities	1	—	—	—	1	—	—	—
English Proficient	93	95%	85%	11%	96	94%	72%	5%
Limited English Proficient	133	100%	97%	34%	120	100%	90%	18%
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant	226	98%	92%	24%	216	97%	82%	12%

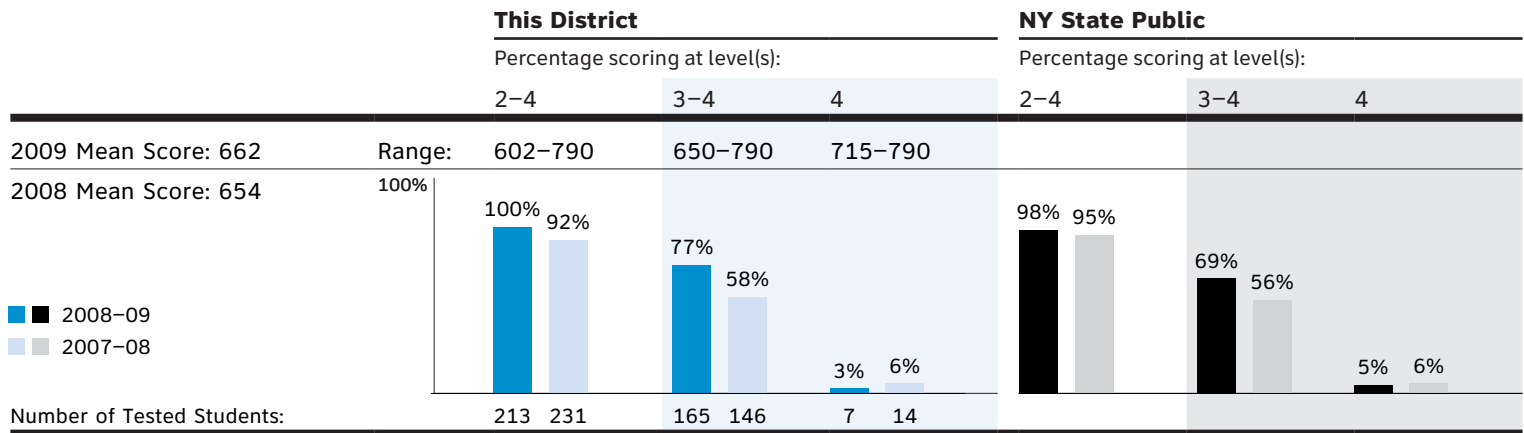
### NOTES

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## Other Assessments

	2008-09 School Year			2007-08 School Year		
	Total Tested	Number scoring at level(s):		Total Tested	Number scoring at level(s):	
		2-4	3-4		2-4	3-4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	2	—	—	0		

## This District's Results in Grade 8 English Language Arts



## Results by Student Group

	2008-09 School Year				2007-08 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
<b>All Students</b>	<b>214</b>	<b>100%</b>	<b>77%</b>	<b>3%</b>	<b>250</b>	<b>92%</b>	<b>58%</b>	<b>6%</b>
Female	103	100%	78%	4%	125	92%	68%	7%
Male	111	99%	77%	3%	125	93%	49%	4%
American Indian or Alaska Native	39	100%	87%	3%	38	92%	47%	0%
Black or African American	7	100%	86%	0%	1	-	-	-
Hispanic or Latino	2	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other	3	-	-	-	5	-	-	-
Pacific Islander								
White	163	99%	74%	3%	205	93%	60%	6%
Multiracial								
Small Group Totals	5	100%	100%	20%	7	86%	71%	14%
General-Education Students	182	100%	87%	4%	218	99%	65%	6%
Students with Disabilities	32	97%	19%	0%	32	50%	13%	0%
English Proficient	213	-	-	-	249	-	-	-
Limited English Proficient	1	-	-	-	1	-	-	-
Economically Disadvantaged	98	99%	67%	1%	124	87%	41%	2%
Not Disadvantaged	116	100%	85%	5%	126	98%	75%	9%
Migrant								
Not Migrant	214	100%	77%	3%	250	92%	58%	6%

### NOTES

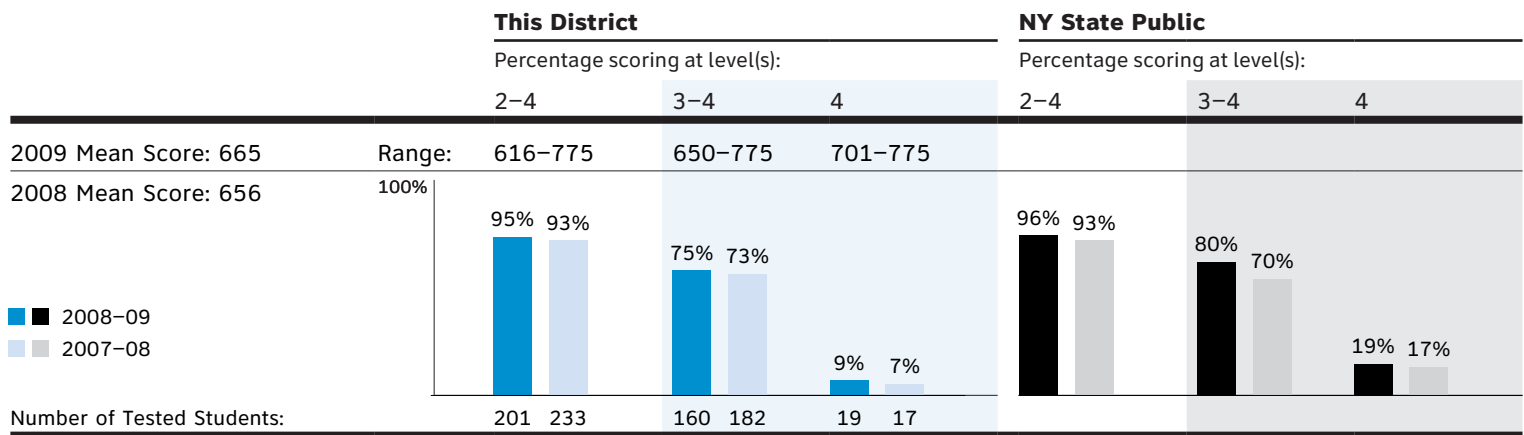
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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	-	-	-	1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	0	N/A	N/A	N/A	0	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

	2008-09 School Year				2007-08 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
<b>All Students</b>	<b>212</b>	<b>95%</b>	<b>75%</b>	<b>9%</b>	<b>251</b>	<b>93%</b>	<b>73%</b>	<b>7%</b>
Female	103	94%	82%	10%	125	94%	77%	7%
Male	109	95%	70%	8%	126	92%	68%	6%
American Indian or Alaska Native	39	97%	82%	3%	37	92%	68%	5%
Black or African American	7	100%	71%	0%	1	-	-	-
Hispanic or Latino	2	-	-	-	1	-	-	-
Asian or Native Hawaiian/Other	3	-	-	-	5	-	-	-
Pacific Islander								
White	161	94%	75%	10%	207	93%	73%	6%
Multiracial								
Small Group Totals	5	100%	60%	40%	7	100%	86%	29%
General-Education Students	181	98%	85%	10%	219	100%	80%	8%
Students with Disabilities	31	74%	19%	0%	32	47%	22%	0%
English Proficient	211	-	-	-	250	-	-	-
Limited English Proficient	1	-	-	-	1	-	-	-
Economically Disadvantaged	96	92%	65%	4%	125	88%	61%	2%
Not Disadvantaged	116	97%	84%	13%	126	98%	84%	11%
Migrant								
Not Migrant	212	95%	75%	9%	251	93%	73%	7%

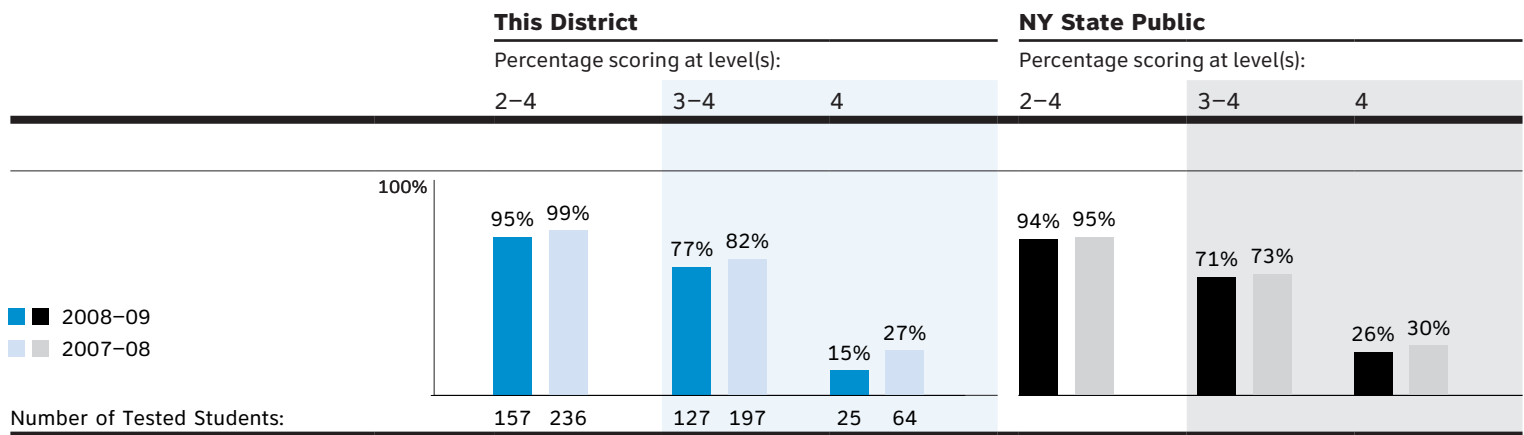
### NOTES

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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	-	-	-	1	-	-	-

## This District's Results in Grade 8 Science



## Results by Student Group

	2008-09 School Year				2007-08 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
<b>All Students</b>	<b>165</b>	<b>95%</b>	<b>77%</b>	<b>15%</b>	<b>177</b>	<b>98%</b>	<b>76%</b>	<b>19%</b>
Female	82	94%	74%	10%	86	99%	69%	9%
Male	83	96%	80%	20%	91	98%	84%	27%
American Indian or Alaska Native	35	100%	83%	11%	33	—	—	—
Black or African American	5	—	—	—	1	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other	2	—	—	—	1	—	—	—
Pacific Islander	2	—	—	—	1	—	—	—
White	122	93%	75%	16%	142	98%	75%	17%
Multiracial	8	100%	88%	25%	35	100%	83%	26%
Small Group Totals	137	99%	85%	18%	147	100%	84%	20%
General-Education Students	28	79%	36%	4%	30	90%	40%	10%
Students with Disabilities	164	—	—	—	176	—	—	—
English Proficient	1	—	—	—	1	—	—	—
Limited English Proficient	87	94%	76%	9%	103	99%	64%	17%
Economically Disadvantaged	78	96%	78%	22%	74	97%	93%	22%
Not Disadvantaged	165	95%	77%	15%	177	98%	76%	19%
Migrant	165	95%	77%	15%	177	98%	76%	19%
Not Migrant	165	95%	77%	15%	177	98%	76%	19%

### NOTES

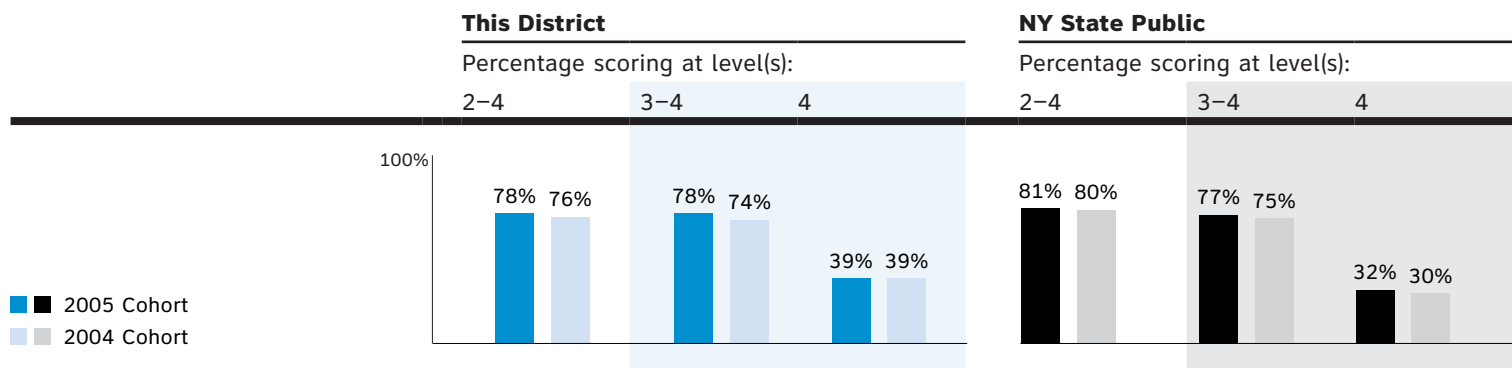
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## Other Assessments

	2008-09 School Year				2007-08 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	1	—	—	—	1	—	—	—
Regents Science	0	62	62	31	62	62	62	31



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



## Results by Student Group

	2005 Cohort				2004 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
<b>All Students</b>	<b>259</b>	<b>78%</b>	<b>78%</b>	<b>39%</b>	<b>266</b>	<b>76%</b>	<b>74%</b>	<b>39%</b>
Female	128	82%	81%	45%	123	81%	81%	45%
Male	131	75%	74%	34%	143	71%	69%	34%
American Indian or Alaska Native	38	–	–	–	38	–	–	–
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other								
Pacific Islander	1	–	–	–	2	–	–	–
White	220	82%	81%	44%	226	76%	75%	39%
Multiracial								
Small Group Totals	39	59%	56%	13%	40	73%	73%	35%
General-Education Students	218	87%	87%	46%	227	82%	81%	45%
Students with Disabilities	41	32%	27%	2%	39	38%	33%	3%
English Proficient	258	–	–	–	266	76%	74%	39%
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	94	63%	61%	18%	90	66%	62%	29%
Not Disadvantaged	165	87%	87%	52%	176	81%	81%	44%
Migrant								
Not Migrant	259	78%	78%	39%	266	76%	74%	39%

### NOTES

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## Other Assessments

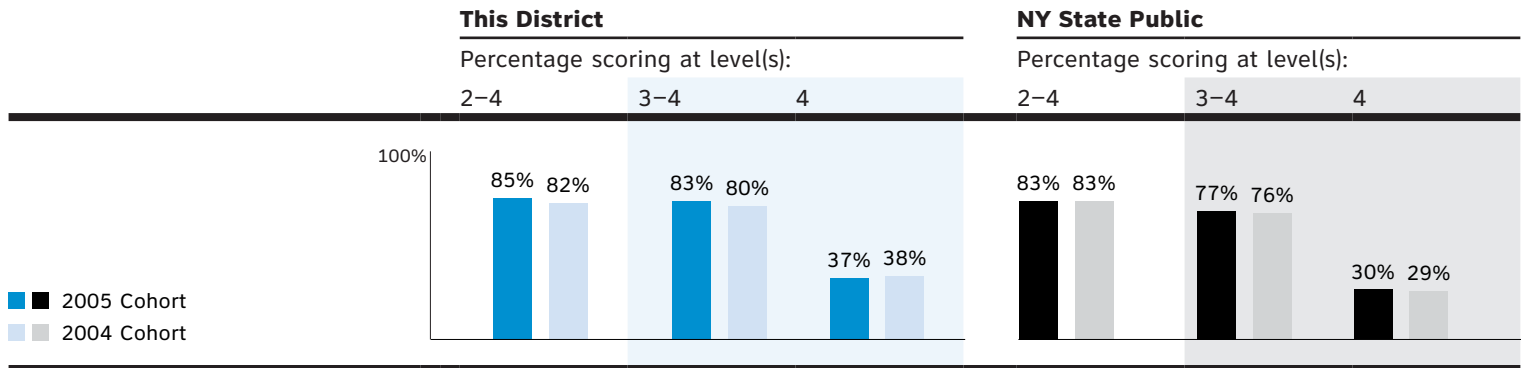
Other Assessments	2005 Cohort				2004 Cohort			
	Number of Students	Number scoring at level(s):			Number of Students	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): High School Equivalent ***								

\* 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.

\*\* 2004 cohort data are those reported in the 2007-08 *Accountability and Overview Report*.

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

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



## Results by Student Group

	2005 Cohort				2004 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
<b>All Students</b>	<b>259</b>	<b>85%</b>	<b>83%</b>	<b>37%</b>	<b>266</b>	<b>82%</b>	<b>80%</b>	<b>38%</b>
Female	128	90%	88%	40%	123	85%	85%	38%
Male	131	80%	78%	35%	143	79%	76%	38%
American Indian or Alaska Native	38	–	–	–	38	–	–	–
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other								
Pacific Islander	1	–	–	–	2	–	–	–
White	220	86%	84%	39%	226	82%	81%	38%
Multiracial								
Small Group Totals	39	79%	77%	28%	40	83%	78%	40%
General-Education Students	218	94%	93%	44%	227	88%	87%	45%
Students with Disabilities	41	37%	32%	2%	39	49%	41%	0%
English Proficient	258	–	–	–	266	82%	80%	38%
Limited English Proficient	1	–	–	–				
Economically Disadvantaged	94	73%	72%	22%	90	76%	72%	32%
Not Disadvantaged	165	92%	89%	46%	176	85%	84%	41%
Migrant								
Not Migrant	259	85%	83%	37%	266	82%	80%	38%

### 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

	2005 Cohort				2004 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 ***								

\* 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.

\*\* 2004 cohort data are those reported in the 2007-08 *Accountability and Overview Report*.

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