

New York State School Report Card Comprehensive Information Report

BEDS Code: 28-05-23-03-0011
 Name: Massapequa High School
 Principal: James J. Maloney

Grade Range : 10-12

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	2	0	0
Tenth	518	542	557
Eleventh	494	522	538
Twelfth	498	511	537
Ungraded Secondary	45	21	8
Total K-12 Enrollment	1557	1596	1640

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	38	2.4%	30	1.9%	13	0.8%
Black (Not Hispanic)	3	0.2%	1	0.1%	1	0.1%
Hispanic	36	2.3%	28	1.8%	8	0.5%
White (Not Hispanic)	1480	95.1%	1537	96.3%	1618	98.7%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	22	21	21
Mathematics Grade 10	22	20	22
Science Grade 10	22	18	18
Social Studies Grade 10	23	21	22

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
52	All schools in this group are secondary level schools in school districts with low student needs in relation to district resource capacity. The schools in this group are in the lower range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	4	0.3%	0	0.0%	2	0.1%
Eligible for Free Lunch	22	1.4%	14	0.9%	13	0.8%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		91.6%		93.0%		93.4%
Student Suspensions	73	4.9%	88	5.7%	123	7.7%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.9%	0.7%	0.9%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	97%	100%	100%

Staff Counts

Staff	2002–2003
Total Teachers	132
Total Other Professional Staff	18
Total Paraprofessionals	NA
Teaching Out of Certification*	3
Teachers with Temporary Licenses	2

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	423	309	73%	481	353	73%	478	393	82%
Students with Disabilities	57	3	5%	15	1	7%	55	11	20%
All Students	480	312	65%	496	354	71%	533	404	76%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	382	119	1	10	19	2
Percent	72%	22%	0%	2%	4%	0%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
55	11	10	65

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			10		9	
	Entered GED Program*			2		1	
	Total Noncompleters			12		10	
Students with Disabilities	Dropped Out			0		1	
	Entered GED Program*			0		0	
	Total Noncompleters			0		1	
All Students	Dropped Out	7	0.4%	10	0.6%	10	0.6%
	Entered GED Program*	0	0.0%	2	0.1%	1	0.1%
	Total Noncompleters	7	0.4%	12	0.8%	11	0.7%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	13	100%	17	100%	0	0%
Spanish	0	0%	0	0%	0	0%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	1	#	0	0%
Spanish	0	0%	0	0%	0	0%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	2	#	2	#
Science	1	#	1	#	0	0%
Reading	0	0%	3	#	1	#
Writing	0	0%	2	#	1	#
Global Studies	5	60%	9	67%	6	83%
U.S. Hist & Gov't	30	77%	13	69%	3	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	16	62%	11	55%	16	75%
Science	9	89%	18	39%	10	80%
Reading	14	71%	6	83%	26	85%
Writing	13	92%	6	100%	25	56%
Global Studies	25	64%	36	44%	49	55%
U.S. Hist & Gov't	39	51%	13	69%	28	57%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	539	556	559	46	54	79
Number Scoring 55–100	523	545	537	38	49	62
Number Scoring 65–100	478	520	523	23	43	50
Number Scoring 85–100	163	330	390	1	4	10
Percentage of Tested Scoring 55–100	97%	98%	96%	83%	91%	78%
Percentage of Tested Scoring 65–100	89%	94%	94%	50%	80%	63%
Percentage of Tested Scoring 85–100	30%	59%	70%	2%	7%	13%
Mathematics A						
Number Tested	15	15	519	1	4	54
Number Scoring 55–100	6	10	474	#	#	35
Number Scoring 65–100	5	5	454	#	#	30
Number Scoring 85–100	1	0	239	#	#	4
Percentage of Tested Scoring 55–100	40%	67%	91%	#	#	65%
Percentage of Tested Scoring 65–100	33%	33%	87%	#	#	56%
Percentage of Tested Scoring 85–100	7%	0%	46%	#	#	7%
Mathematics B (first administered June 2001)						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Global History and Geography						
Number Tested	575	582	589	71	73	66
Number Scoring 55–100	560	537	563	64	44	52
Number Scoring 65–100	526	495	516	53	27	31
Number Scoring 85–100	217	187	252	3	1	3
Percentage of Tested Scoring 55–100	97%	92%	96%	90%	60%	79%
Percentage of Tested Scoring 65–100	91%	85%	88%	75%	37%	47%
Percentage of Tested Scoring 85–100	38%	32%	43%	4%	1%	5%
U.S. History and Government (first administered June 2001)						
Number Tested	504	574	530	39	60	63
Number Scoring 55–100	468	543	520	27	44	56
Number Scoring 65–100	423	475	504	19	26	45
Number Scoring 85–100	231	149	303	4	1	6
Percentage of Tested Scoring 55–100	93%	95%	98%	69%	73%	89%
Percentage of Tested Scoring 65–100	84%	83%	95%	49%	43%	71%
Percentage of Tested Scoring 85–100	46%	26%	57%	10%	2%	10%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	439	462	479	45	69	60
Number Scoring 55–100	435	456	476	43	65	58
Number Scoring 65–100	422	437	450	37	51	40
Number Scoring 85–100	83	114	145	3	1	2
Percentage of Tested Scoring 55–100	99%	99%	99%	96%	94%	97%
Percentage of Tested Scoring 65–100	96%	95%	94%	82%	74%	67%
Percentage of Tested Scoring 85–100	19%	25%	30%	7%	1%	3%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	80	139	73	8	33	22
Number Scoring 55–100	71	111	59	2	17	16
Number Scoring 65–100	64	72	47	1	12	9
Number Scoring 85–100	10	4	3	0	0	0
Percentage of Tested Scoring 55–100	89%	80%	81%	25%	52%	73%
Percentage of Tested Scoring 65–100	80%	52%	64%	12%	36%	41%
Percentage of Tested Scoring 85–100	12%	3%	4%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		352	372		6	8
Number Scoring 55–100		348	366		6	8
Number Scoring 65–100		308	322		4	5
Number Scoring 85–100		27	58		2	0
Percentage of Tested Scoring 55–100		99%	98%		100%	100%
Percentage of Tested Scoring 65–100		88%	87%		67%	62%
Percentage of Tested Scoring 85–100		8%	16%		33%	0%
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	82	87	109	0	1	0
Number Scoring 55–100	81	87	109	0	#	0
Number Scoring 65–100	81	86	108	0	#	0
Number Scoring 85–100	55	49	88	0	#	0
Percentage of Tested Scoring 55–100	99%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	99%	99%	99%	0%	#	0%
Percentage of Tested Scoring 85–100	67%	56%	81%	0%	#	0%
Comprehensive Italian						
Number Tested	17	26	18	1	0	0
Number Scoring 55–100	17	25	18	#	0	0
Number Scoring 65–100	16	25	18	#	0	0
Number Scoring 85–100	5	12	10	#	0	0
Percentage of Tested Scoring 55–100	100%	96%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	94%	96%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	29%	46%	56%	#	0%	0%
Comprehensive German						
Number Tested	10	22	14	0	0	1
Number Scoring 55–100	10	22	14	0	0	#
Number Scoring 65–100	10	22	14	0	0	#
Number Scoring 85–100	7	7	4	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	70%	32%	29%	0%	0%	#
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	317	337	306	2	9	4
Number Scoring 55–100	310	334	304	#	8	#
Number Scoring 65–100	300	333	301	#	8	#
Number Scoring 85–100	190	217	211	#	2	#
Percentage of Tested Scoring 55–100	98%	99%	99%	#	89%	#
Percentage of Tested Scoring 65–100	95%	99%	98%	#	89%	#
Percentage of Tested Scoring 85–100	60%	64%	69%	#	22%	#
Comprehensive Latin						
Number Tested	0	1	2	0	0	0
Number Scoring 55–100	0	#	#	0	0	0
Number Scoring 65–100	0	#	#	0	0	0
Number Scoring 85–100	0	#	#	0	0	0
Percentage of Tested Scoring 55–100	0%	#	#	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	#	#	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	#	#	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	511	459	100	37	37	9
Number Scoring 55–100	428	383	82	27	28	7
Number Scoring 65–100	382	325	60	24	22	4
Number Scoring 85–100	147	104	8	5	2	0
Percentage of Tested Scoring 55–100	84%	83%	82%	73%	76%	78%
Percentage of Tested Scoring 65–100	75%	71%	60%	65%	59%	44%
Percentage of Tested Scoring 85–100	29%	23%	8%	14%	5%	0%
Sequential Mathematics, Course III						
Number Tested	427	451	403	9	6	15
Number Scoring 55–100	371	422	331	5	6	10
Number Scoring 65–100	328	385	288	4	5	7
Number Scoring 85–100	159	188	119	0	2	2
Percentage of Tested Scoring 55–100	87%	94%	82%	56%	100%	67%
Percentage of Tested Scoring 65–100	77%	85%	71%	44%	83%	47%
Percentage of Tested Scoring 85–100	37%	42%	30%	0%	33%	13%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	81	100%	0	0%	37	97%
Students with Disabilities	22	95%	0	0%	11	82%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	468	468	468	57	57	57	525	525	525
Number Scoring 55–64	5	37	0	7	16	7	12	53	7
Number Scoring 65–84	242	270	281	38	24	38	280	294	319
Number Scoring 85–100	214	139	182	4	1	6	218	140	188
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)