

New York State District Report Card Comprehensive Information Report

BEDS Code: 51-20-01-06-0000
 Name: Massena Central School District
 Superintendent: Douglas W. Huntley

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	170	175	187
First	191	186	200
Second	194	172	173
Third	166	188	174
Fourth	191	175	204
Fifth	218	184	181
Sixth	193	211	187
Ungraded Elementary	0	0	0
Seventh	294	282	295
Eighth	288	286	285
Ninth	316	297	327
Tenth	237	238	221
Eleventh	196	198	218
Twelfth	210	212	209
Ungraded Secondary	34	35	0
Total K-12 Enrollment	2898	2839	2861

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	291	10.0%	334	11.8%	349	12.2%
Black (Not Hispanic)	10	0.3%	18	0.6%	19	0.7%
Hispanic	9	0.3%	13	0.5%	24	0.8%
White (Not Hispanic)	2588	89.3%	2474	87.1%	2469	86.3%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	19	19	21
Common Branch	21	20	21
English Grade 8	16	17	21
Mathematics Grade 8	19	22	22
Science Grade 8	21	22	22
Social Studies Grade 8	20	22	22
English Grade 10	22	24	21
Mathematics Grade 10	23	25	20
Science Grade 10	20	20	21
Social Studies Grade 10	22	18	19

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
NA	NA

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

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	12	0.4%	5	0.2%	7	0.2%
Eligible for Free Lunch	863	29.8%	933	32.9%	1023	35.8%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.1%		96.1%		96.9%
Student Suspensions	125	4.3%	133	4.6%	134	4.7%

**Student Socioeconomic and Stability Indicators
(Percent of Enrollment)**

	2001-02	2002-03	2003-04
Reduced Lunch	9.0%	11.5%	12.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	213
Total Other Professional Staff	32
Total Paraprofessionals	49
Teaching Out of Certification*	8

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	153	101	66%	179	99	55%	175	114	65%
Students with Disabilities	14	2	14%	17	1	6%	18	2	11%
All Students	167	103	62%	196	100	51%	193	116	60%

*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	104	48	2	13	26	0
Percent	54%	25%	1%	7%	13%	0%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
18	2	4	22

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	45		19		43	4.7%
	Entered GED Program*	5		0		3	0.3%
	Total Noncompleters	50		19		46	5.0%
Students with Disabilities	Dropped Out	1		0		11	8.6%
	Entered GED Program*	1		0		1	0.8%
	Total Noncompleters	2		0		12	9.4%
All Students	Dropped Out	46	4.6%	19	1.9%	54	5.1%
	Entered GED Program*	6	0.6%	0	0.0%	4	0.4%
	Total Noncompleters	52	5.2%	19	1.9%	58	5.5%

*The number and percentage of students who left a program leading to a high school diploma and entered a 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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	217	244	276
	Number of Students with Disabilities	77	42	19
	Number of All Students	294	286	295
	Percent of Enrollment	37%	36%	38%
9-12	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	97	99%	91	91%	97	94%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	126	74%	146	88%	131	80%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	7	71%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	2	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	11	100%	1	#
Science	3	#	3	#	1	#
Reading	0	0%	2	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	5	60%	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	89%	12	100%	0	0%
Science	11	91%	0	0%	0	0%
Reading	2	#	14	86%	3	#
Writing	2	#	9	89%	1	#
Global Studies	5	80%	3	#	0	0%
U.S. Hist & Gov't	5	80%	2	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	211	221	209	21	21	16
Number Scoring 55-100	188	211	199	10	17	11
Number Scoring 65-100	159	193	184	5	12	10
Number Scoring 85-100	80	98	101	0	1	3
Percentage of Tested Scoring 55-100	89%	95%	95%	48%	81%	69%
Percentage of Tested Scoring 65-100	75%	87%	88%	24%	57%	62%
Percentage of Tested Scoring 85-100	38%	44%	48%	0%	5%	19%
Mathematics A						
Number Tested	256	276	246	19	23	14
Number Scoring 55-100	206	238	245	4	17	14
Number Scoring 65-100	170	202	227	3	10	12
Number Scoring 85-100	60	39	84	0	0	2
Percentage of Tested Scoring 55-100	80%	86%	100%	21%	74%	100%
Percentage of Tested Scoring 65-100	66%	73%	92%	16%	43%	86%
Percentage of Tested Scoring 85-100	23%	14%	34%	0%	0%	14%
Mathematics B						
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	238	247	220	27	17	12
Number Scoring 55-100	225	236	212	21	15	11
Number Scoring 65-100	211	227	192	13	13	8
Number Scoring 85-100	58	95	89	1	0	1
Percentage of Tested Scoring 55-100	95%	96%	96%	78%	88%	92%
Percentage of Tested Scoring 65-100	89%	92%	87%	48%	76%	67%
Percentage of Tested Scoring 85-100	24%	38%	40%	4%	0%	8%
U.S. History and Government						
Number Tested	238	186	179	28	17	21
Number Scoring 55-100	230	184	171	27	16	16
Number Scoring 65-100	205	173	162	21	13	16
Number Scoring 85-100	72	77	82	4	3	6
Percentage of Tested Scoring 55-100	97%	99%	96%	96%	94%	76%
Percentage of Tested Scoring 65-100	86%	93%	91%	75%	76%	76%
Percentage of Tested Scoring 85-100	30%	41%	46%	14%	18%	29%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	240	229	196	21	18	10
Number Scoring 55-100	236	229	194	20	18	10
Number Scoring 65-100	229	225	193	18	16	10
Number Scoring 85-100	79	56	62	0	1	2
Percentage of Tested Scoring 55-100	98%	100%	99%	95%	100%	100%
Percentage of Tested Scoring 65-100	95%	98%	98%	86%	89%	100%
Percentage of Tested Scoring 85-100	33%	24%	32%	0%	6%	20%
Physical Setting/Earth Science						
Number Tested	240	245	194	22	5	7
Number Scoring 55-100	228	222	181	18	4	7
Number Scoring 65-100	198	193	163	10	3	6
Number Scoring 85-100	60	65	49	0	0	0
Percentage of Tested Scoring 55-100	95%	91%	93%	82%	80%	100%
Percentage of Tested Scoring 65-100	82%	79%	84%	45%	60%	86%
Percentage of Tested Scoring 85-100	25%	27%	25%	0%	0%	0%
Physical Setting/Chemistry						
Number Tested	133	210	171	4	3	1
Number Scoring 55-100	112	196	164	#	#	#
Number Scoring 65-100	66	151	120	#	#	#
Number Scoring 85-100	8	24	22	#	#	#
Percentage of Tested Scoring 55-100	84%	93%	96%	#	#	#
Percentage of Tested Scoring 65-100	50%	72%	70%	#	#	#
Percentage of Tested Scoring 85-100	6%	11%	13%	#	#	#
Physical Setting/Physics						
Number Tested			34			0
Number Scoring 55-100			34			0
Number Scoring 65-100			30			0
Number Scoring 85-100			8			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			88%			0%
Percentage of Tested Scoring 85-100			24%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	69	48	42	3	3	1
Number Scoring 55-100	65	46	38	#	#	#
Number Scoring 65-100	58	46	37	#	#	#
Number Scoring 85-100	14	16	15	#	#	#
Percentage of Tested Scoring 55-100	94%	96%	90%	#	#	#
Percentage of Tested Scoring 65-100	84%	96%	88%	#	#	#
Percentage of Tested Scoring 85-100	20%	33%	36%	#	#	#
Comprehensive Italian						
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 German						
Number Tested	1	0	0	1	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%
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	88	67	52	1	1	0
Number Scoring 55-100	86	66	52	#	#	0
Number Scoring 65-100	80	59	50	#	#	0
Number Scoring 85-100	38	25	24	#	#	0
Percentage of Tested Scoring 55-100	98%	99%	100%	#	#	0%
Percentage of Tested Scoring 65-100	91%	88%	96%	#	#	0%
Percentage of Tested Scoring 85-100	43%	37%	46%	#	#	0%
Comprehensive Latin						
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%

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	104	110	10	2	0	0
Number Scoring 55-100	93	106	10	#	0	0
Number Scoring 65-100	91	98	10	#	0	0
Number Scoring 85-100	54	54	1	#	0	0
Percentage of Tested Scoring 55-100	89%	96%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	88%	89%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	52%	49%	10%	#	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	65	95%	70	90%	64	91%
Students with Disabilities	15	87%	14	79%	9	89%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	155	4%	5%	61%	30%
	Students with Disabilities	31	45%	6%	45%	3%
	All Students	186	11%	5%	59%	26%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	250	3%	36%	50%	11%
	Students with Disabilities	36	36%	39%	25%	0%
	All Students	286	7%	36%	47%	9%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

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

2000 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	204	204	204	27	27	27	231	231	231
Number Scoring 55–64	3	2	4	4	2	1	7	4	5
Number Scoring 65–84	120	60	104	13	12	19	133	72	123
Number Scoring 85–100	55	71	79	1	2	1	56	73	80
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade K-1)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 2-4)						
Number Tested			7			1
Beginning (0-18)			0			#
Intermediate (19-31)			0			#
Advanced (32-36)			0			#
Proficient (37-39)			7			#
Reading and Writing (Grade 2-4)						
Number Tested			7			1
Beginning (0-14)			0			#
Intermediate (15-24)			4			#
Advanced (25-32)			2			#
Proficient (33-35)			1			#
Listening and Speaking (Grade 5-6)						
Number Tested			6			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			6			0
Reading and Writing (Grade 5-6)						
Number Tested			6			0
Beginning (0-14)			0			0
Intermediate (15-24)			1			0
Advanced (25-32)			4			0
Proficient (33-35)			1			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			2			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			2			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)