

New York State District Report Card Comprehensive Information Report

BEDS Code: 51-20-01-06-0000

Name: Massena Central School District

Superintendent: Mr. Douglas W. Huntley

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	172	170	175
First	209	191	186
Second	166	194	172
Third	181	166	188
Fourth	222	191	175
Fifth	189	218	184
Sixth	199	193	211
Ungraded Elementary	0	0	0
Seventh	274	294	282
Eighth	286	288	286
Ninth	325	316	297
Tenth	224	237	238
Eleventh	216	196	198
Twelfth	196	210	212
Ungraded Secondary	25	34	35
Total K-12 Enrollment	2884	2898	2839

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	229	7.9%	291	10.0%	334	11.8%
Black (Not Hispanic)	6	0.2%	10	0.3%	18	0.6%
Hispanic	15	0.5%	9	0.3%	13	0.5%
White (Not Hispanic)	2634	91.3%	2588	89.3%	2474	87.1%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	22	19	19
Common Branch	21	21	20
English Grade 8	19	16	17
Mathematics Grade 8	19	19	22
Science Grade 8	22	21	22
Social Studies Grade 8	23	20	22
English Grade 10	22	22	24
Mathematics Grade 10	20	23	25
Science Grade 10	19	20	20
Social Studies Grade 10	22	22	18

(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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	10	0.4%	12	0.4%	5	0.2%
Eligible for Free Lunch	897	31.1%	863	29.8%	933	32.9%

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		95.7%		96.1%		96.1%
Student Suspensions	300	10.3%	125	4.3%	133	4.6%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	9.3%	9.0%	11.5%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	215
Total Other Professional Staff	34
Total Paraprofessionals	61
Teaching Out of Certification*	12
Teachers with Temporary Licenses	5

*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	154	85	55%	153	101	66%	179	99	55%
Students with Disabilities	19	1	5%	14	2	14%	17	1	6%
All Students	173	86	50%	167	103	62%	196	100	51%

*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	84	71	0	13	24	4
Percent	43%	36%	0%	7%	12%	2%

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)
17	1	6	23

*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			45		19	
	Entered GED Program*			5		0	
	Total Noncompleters			50		19	
Students with Disabilities	Dropped Out			1		0	
	Entered GED Program*			1		0	
	Total Noncompleters			2		0	
All Students	Dropped Out	36	3.7%	46	4.6%	19	1.9%
	Entered GED Program*	8	0.8%	6	0.6%	0	0.0%
	Total Noncompleters	44	4.5%	52	5.2%	19	1.9%

*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		217	244
	Number of Students with Disabilities		77	42
	Number of All Students		294	286
	Percent of Enrollment		37%	36%
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	95	89%	97	99%	91	91%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	128	80%	126	74%	146	88%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	9	67%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	11	27%	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	1	#	1	#	11	100%
Science	0	0%	3	#	3	#
Reading	0	0%	0	0%	2	#
Writing	0	0%	0	0%	1	#
Global Studies	2	#	0	0%	5	60%
U.S. Hist & Gov't	17	88%	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	9	89%	12	100%
Science	7	100%	11	91%	0	0%
Reading	0	0%	2	#	14	86%
Writing	0	0%	2	#	9	89%
Global Studies	0	0%	5	80%	3	#
U.S. Hist & Gov't	2	#	5	80%	2	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	210	211	221	15	21	21
Number Scoring 55–100	208	188	211	14	10	17
Number Scoring 65–100	187	159	193	8	5	12
Number Scoring 85–100	66	80	98	1	0	1
Percentage of Tested Scoring 55–100	99%	89%	95%	93%	48%	81%
Percentage of Tested Scoring 65–100	89%	75%	87%	53%	24%	57%
Percentage of Tested Scoring 85–100	31%	38%	44%	7%	0%	5%
Mathematics A						
Number Tested	0	256	276	0	19	23
Number Scoring 55–100	0	206	238	0	4	17
Number Scoring 65–100	0	170	202	0	3	10
Number Scoring 85–100	0	60	39	0	0	0
Percentage of Tested Scoring 55–100	0%	80%	86%	0%	21%	74%
Percentage of Tested Scoring 65–100	0%	66%	73%	0%	16%	43%
Percentage of Tested Scoring 85–100	0%	23%	14%	0%	0%	0%
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	268	238	247	28	27	17
Number Scoring 55–100	262	225	236	28	21	15
Number Scoring 65–100	225	211	227	18	13	13
Number Scoring 85–100	70	58	95	3	1	0
Percentage of Tested Scoring 55–100	98%	95%	96%	100%	78%	88%
Percentage of Tested Scoring 65–100	84%	89%	92%	64%	48%	76%
Percentage of Tested Scoring 85–100	26%	24%	38%	11%	4%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	205	238	186	14	28	17
Number Scoring 55–100	188	230	184	10	27	16
Number Scoring 65–100	168	205	173	7	21	13
Number Scoring 85–100	94	72	77	1	4	3
Percentage of Tested Scoring 55–100	92%	97%	99%	71%	96%	94%
Percentage of Tested Scoring 65–100	82%	86%	93%	50%	75%	76%
Percentage of Tested Scoring 85–100	46%	30%	41%	7%	14%	18%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	206	240	229	15	21	18
Number Scoring 55–100	204	236	229	14	20	18
Number Scoring 65–100	195	229	225	12	18	16
Number Scoring 85–100	46	79	56	0	0	1
Percentage of Tested Scoring 55–100	99%	98%	100%	93%	95%	100%
Percentage of Tested Scoring 65–100	95%	95%	98%	80%	86%	89%
Percentage of Tested Scoring 85–100	22%	33%	24%	0%	0%	6%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	266	240	245	21	22	5
Number Scoring 55–100	242	228	222	15	18	4
Number Scoring 65–100	223	198	193	11	10	3
Number Scoring 85–100	68	60	65	0	0	0
Percentage of Tested Scoring 55–100	91%	95%	91%	71%	82%	80%
Percentage of Tested Scoring 65–100	84%	82%	79%	52%	45%	60%
Percentage of Tested Scoring 85–100	26%	25%	27%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		133	210		4	3
Number Scoring 55–100		112	196		#	#
Number Scoring 65–100		66	151		#	#
Number Scoring 85–100		8	24		#	#
Percentage of Tested Scoring 55–100		84%	93%		#	#
Percentage of Tested Scoring 65–100		50%	72%		#	#
Percentage of Tested Scoring 85–100		6%	11%		#	#
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	56	69	48	1	3	3
Number Scoring 55–100	53	65	46	#	#	#
Number Scoring 65–100	51	58	46	#	#	#
Number Scoring 85–100	16	14	16	#	#	#
Percentage of Tested Scoring 55–100	95%	94%	96%	#	#	#
Percentage of Tested Scoring 65–100	91%	84%	96%	#	#	#
Percentage of Tested Scoring 85–100	29%	20%	33%	#	#	#
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	0	1	0	0	1	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	103	88	67	0	1	1
Number Scoring 55–100	102	86	66	0	#	#
Number Scoring 65–100	98	80	59	0	#	#
Number Scoring 85–100	50	38	25	0	#	#
Percentage of Tested Scoring 55–100	99%	98%	99%	0%	#	#
Percentage of Tested Scoring 65–100	95%	91%	88%	0%	#	#
Percentage of Tested Scoring 85–100	49%	43%	37%	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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	182	5	2	4	1	0
Number Scoring 55–100	171	5	#	#	#	0
Number Scoring 65–100	162	5	#	#	#	0
Number Scoring 85–100	74	2	#	#	#	0
Percentage of Tested Scoring 55–100	94%	100%	#	#	#	0%
Percentage of Tested Scoring 65–100	89%	100%	#	#	#	0%
Percentage of Tested Scoring 85–100	41%	40%	#	#	#	0%
Sequential Mathematics, Course III						
Number Tested	111	104	110	2	2	0
Number Scoring 55–100	106	93	106	#	#	0
Number Scoring 65–100	100	91	98	#	#	0
Number Scoring 85–100	55	54	54	#	#	0
Percentage of Tested Scoring 55–100	95%	89%	96%	#	#	0%
Percentage of Tested Scoring 65–100	90%	88%	89%	#	#	0%
Percentage of Tested Scoring 85–100	50%	52%	49%	#	#	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	66	97%	65	95%	70	90%
Students with Disabilities	10	90%	15	87%	14	79%

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	155	2%	11%	70%	17%
	Students with Disabilities	26	23%	31%	42%	4%
	All Students	181	5%	14%	66%	15%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	252	2%	28%	53%	17%
	Students with Disabilities	5	0%	80%	20%	0%
	All Students	257	2%	29%	53%	17%

(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	1	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	203	203	203	22	22	22	225	225	225
Number Scoring 55–64	3	10	3	3	2	1	6	12	4
Number Scoring 65–84	118	107	127	12	9	15	130	116	142
Number Scoring 85–100	65	61	63	4	4	1	69	65	64
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)