

The New York State School District Report Card for Massena Central School District

An Overview of Academic Performance



February 2000



The University of the State of New York
The State Education Department

March 6, 2000

THE UNIVERSITY OF THE STATE OF NEW YORK
Regents of The University

| | |
|---|---------------|
| CARL T. HAYDEN, <i>Chancellor</i> , A.B., J.D. | Elmira |
| DIANE O’NEILL MCGIVERN, <i>Vice Chancellor</i> , B.S.N., M.A., Ph.D. | Staten Island |
| J. EDWARD MEYER, B.A., LL.B. | Chappaqua |
| ADELAIDE L. SANFORD, B.A., M.A., P.D. | Hollis |
| SAUL B. COHEN, B.A., M.A., Ph.D. | New Rochelle |
| JAMES C. DAWSON, A.A., B.A., M.S., Ph.D. | Peru |
| ROBERT M. BENNETT, B.A., M.S. | Tonawanda |
| ROBERT M. JOHNSON, B.S., J.D. | Lloyd Harbor |
| ANTHONY S. BOTTAR, B.A., J.D. | Syracuse |
| MERRYL H. TISCH, B.A., M.A. | New York |
| HAROLD O. LEVY, B.S., M.A. (Oxon.), J.D. | New York |
| ENA L. FARLEY, B.A., M.A., Ph.D. | Brockport |
| GERALDINE D. CHAPEY, B.A., M.A., Ed.D. | Belle Harbor |
| RICARDO E. OQUENDO, B.A., J.D. | Bronx |
| ELEANOR P. BARTLETT, B.A., M.A. | Albany |
| ARNOLD B. GARDNER, B.A., LL.B. | Buffalo |

President of The University and Commissioner of Education

RICHARD P. MILLS

Chief Operating Officer

RICHARD H. CATE

Deputy Commissioner for Elementary, Middle, Secondary and Continuing Education

JAMES A. KADAMUS

Coordinator, Facilities, Management and Information Services

CHARLES SZUBERLA

Coordinator, Information, Reporting and Technology Services

MARTHA P. MUSSER

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, genetic predisposition or carrier status, or sexual orientation in its educational programs, services and activities. Portions of this publication can be made available in a variety of formats, including Braille, large print or audiotape, upon request. Inquiries concerning this policy of nondiscrimination should be directed to the Department’s Office for Diversity, Ethics, and Access, Room 152, Education Building, Albany, N.Y.

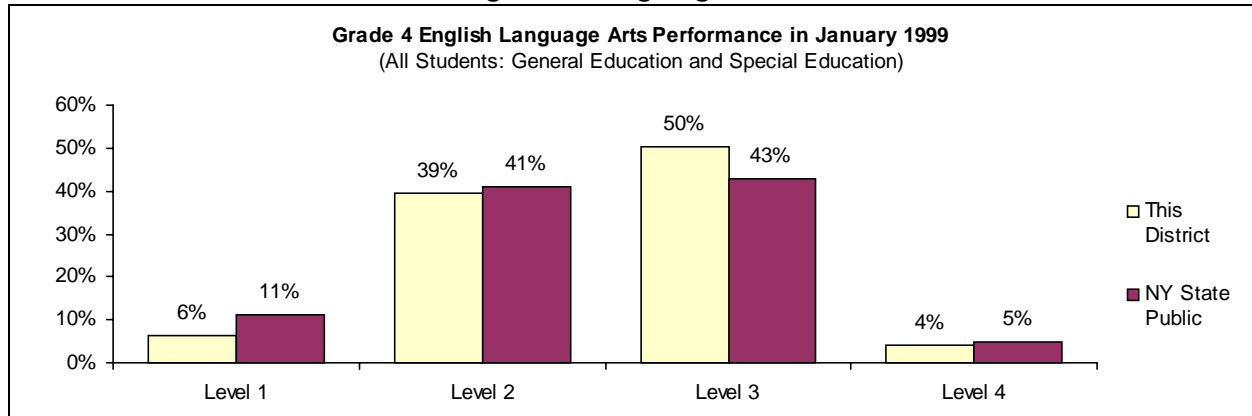
Please address all correspondence about this report that is not related to data corrections to:

*School Report Card Coordinator
Information, Reporting, and Technology Services Team
Room 863 Education Building Annex
New York State Education Department
Albany, NY 12234*

e-mail: RPTCARD@mail.nysed.gov

Grade 4

English Language Arts



| Performance in This District | | Counts of Students | | | | | | | Mean Score | |
|---------------------------------|-------------------|--------------------|------------------|---------------------|---------|---------|---------|---------|---------------|-------|
| | | Not Tested | | | Tested | | | | | |
| | | IEP ¹ | ELL ² | Absent ³ | Level 1 | Level 2 | Level 3 | Level 4 | | Total |
| Jan 1999 | General Education | | 0 | 0 | 7 | 69 | 95 | 7 | 178 | 650 |
| | Special Education | 0 | 0 | 0 | 5 | 7 | 2 | 1 | 15 | 620 |
| | All Students | 0 | 0 | 0 | 12 | 76 | 97 | 8 | 193 | 647 |

Grade 4 English Language Arts Levels - Listening, Reading, and Writing Standards

| | |
|-----------------------------|---|
| Level 4 (692-800) | These students exceed the standards and are moving toward high performance on the Regents examination. They show superior knowledge and skill for each standard for elementary students, and proficient intermediate-level skills in listening, reading and writing. Students show thorough understanding of written and oral text. Students' writing is well organized, with minor errors that do not interfere with readability. |
| Level 3 (645-691) | These students meet the standards and, with continued steady growth, should pass the Regents examination. They show knowledge and skill for each standard for elementary students, and show some intermediate-level skills in listening, reading and writing. Students show understanding of written and oral text. Students' writing is generally focused and organized, with minor errors that do not interfere with readability. |
| Level 2 (603-644) | These students need extra help to meet the standards and pass the Regents examination. They show some knowledge and skill for each standard for elementary students, but none of the intermediate-level skills in listening, reading and writing. Students show partial understanding of written and oral text. Students' writing has some focus and basic organization and uses simple sentences and vocabulary. Errors sometimes interfere with readability. |
| Level 1 (455-602) | These students have serious academic deficiencies. They show no evidence of any proficiency in one or more of the elementary standards and incomplete proficiency in all three of the standards. Students show minimal understanding of written and oral text. Students' writing is brief, general, or uses repetitive statements, and reveals difficulty in organizing thoughts. Errors interfere with readability. |

Performance of English Language Learners (ELL)

English language learners (ELL), formerly referred to as limited English proficient (LEP), are students for whom English is a second language. Schools assist these students in learning English so they can participate effectively in the academic program. ELL students without sufficient proficiency in English are not required to take the grade 4 ELA test.² Their progress in learning English is measured, using standardized tests, and reported.

| Grade 4 | English Proficiency Below Effective Participation Level | Making Appropriate Progress |
|--------------|---|-----------------------------|
| January 1999 | 0 | 0 |

¹ These students with disabilities were exempt from this test because of their disability. This exemption is stated in their Individualized Educational Program (IEP).

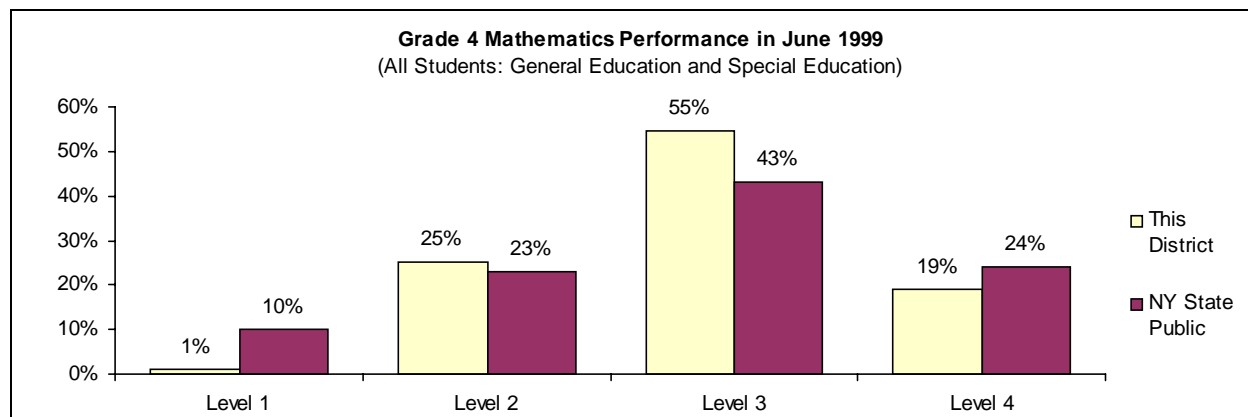
² These students were not required to take the grade 4 ELA test because they were English Language Learners (ELL) who perform below the 30th percentile on another appropriate English reading assessment. Other grade 4 ELL students must take this test.

³ These students were enrolled at the time of testing, but were not present to complete some part of the ELA assessment.

To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Grade 4

Mathematics



| Performance in This District | | Counts of Students | | | | | | | | Mean Score |
|---------------------------------|-------------------|--------------------|------------------|---------------------|---------|---------|---------|---------|-------|---------------|
| | | Not Tested | | | Tested | | | | | |
| | | IEP ¹ | ELL ² | Absent ³ | Level 1 | Level 2 | Level 3 | Level 4 | Total | |
| June 1999 | General Education | | 0 | 0 | 1 | 41 | 101 | 35 | 178 | 655 |
| | Special Education | 8 | 0 | 1 | 1 | 6 | 2 | 1 | 10 | 630 |
| | All Students | 8 | 0 | 1 | 2 | 47 | 103 | 36 | 188 | 654 |

Grade 4 Mathematics Levels – Knowledge, Reasoning, and Problem Solving Standards

| | |
|-----------------------------|--|
| Level 4 (678-810) | These students exceed the standards and are moving toward high performance on the Regents examination. They show superior knowledge and skill for each key idea for elementary students, and proficient knowledge and skills for each key idea for intermediate students. They work with decimals and use percentages; measure length, area, and volume; and apply concepts of probability. They analyze situations, explain reasoning, and draw conclusions. |
| Level 3 (637-677) | These students meet the standards and, with continued steady growth, should pass the Regents examination. They show knowledge and skill for each key idea for elementary students, and some knowledge and skills for each key idea for intermediate students. They have a basic understanding of real world data, use appropriate units of measure, and understand fundamentals of geometry. They can justify a reasonable solution. |
| Level 2 (602-636) | These students need extra help to meet the standards and pass the Regents examination. They show some knowledge and skill for each key idea for elementary students, but no knowledge and skills for the key ideas for intermediate students. They use basic mathematics facts, work with whole numbers, and identify units of measurement. They can use manipulatives to solve for an unknown. |
| Level 1 (448-601) | These students have serious academic deficiencies. They show no evidence of any proficiency in one or more of the elementary key ideas and incomplete proficiency in all seven key ideas. They know some basic addition and subtraction, how to count to find answers, and understand that some events are more likely than others. |

1 These students with disabilities were exempt from this test because of their disability. This exemption is stated in their Individualized Educational Program (IEP).

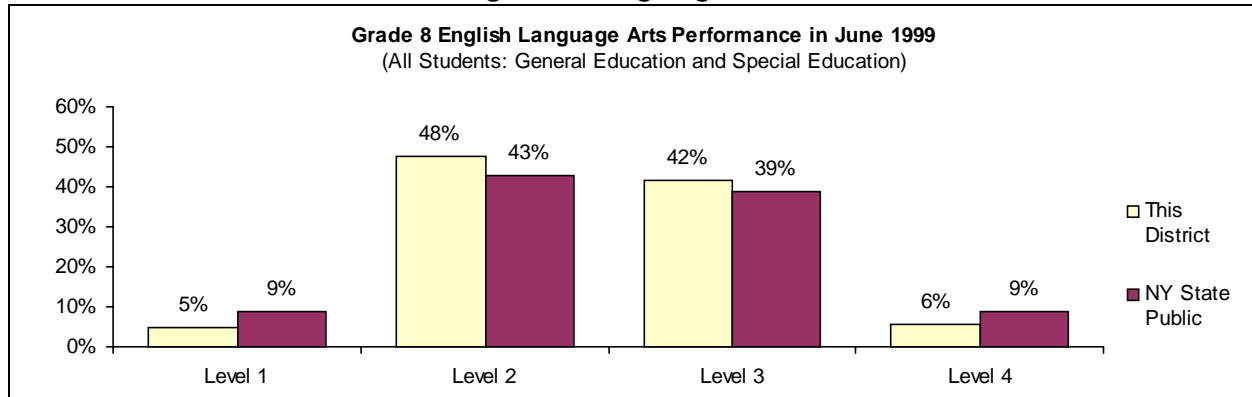
2 These students were not required to take this test because they were English language learners (ELL) who performed below the 30th percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.

3 These students were enrolled at the time of testing, but were not present to complete some part of the mathematics assessment.

To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Grade 8

English Language Arts



| Performance in This District | | Counts of Students | | | | | | | Mean Score | |
|---------------------------------|-------------------|--------------------|------------------|---------------------|---------|---------|---------|---------|---------------|-------|
| | | Not Tested | | | Tested | | | | | |
| | | IEP ¹ | ELL ² | Absent ³ | Level 1 | Level 2 | Level 3 | Level 4 | | Total |
| June 1999 | General Education | | 0 | 4 | 4 | 102 | 107 | 15 | 228 | 704 |
| | Special Education | 0 | 0 | 1 | 9 | 24 | 3 | 0 | 36 | 670 |
| | All Students | 0 | 0 | 5 | 13 | 126 | 110 | 15 | 264 | 699 |

Grade 8 English Language Arts Levels - Listening, Reading, and Writing Standards

| | |
|-----------------------------|--|
| Level 4 (739-830) | These students exceed the standards and are moving toward high performance on the Regents examination. They show superior knowledge and skill for each standard for intermediate students, and proficient commencement-level skills in listening, reading and writing. Students show thorough understanding of intermediate written and oral text. Students' writing is consistently well organized, insightful, and thoroughly developed, with sophisticated and effective language and few or no errors in spelling, grammar, or punctuation. |
| Level 3 (701-738) | These students meet the standards and, with continued steady growth, should pass the Regents examination. They show knowledge and skill for each standard for intermediate students, and some commencement-level skills in listening, reading and writing. Students show general understanding of intermediate level written and oral text. Students' writing is generally organized and developed, with minor errors that do not interfere with readability. |
| Level 2 (662-700) | These students need extra help to meet the standards and pass the Regents examination. They show some knowledge and skill for each standard for intermediate students. Students show partial understanding of intermediate-level written and oral text. Students' writing has some focus and basic organization and uses simple sentences and vocabulary. Errors sometimes interfere with comprehension. |
| Level 1 (527-661) | These students have serious academic deficiencies. They show no evidence of any proficiency in one or more of the standards for intermediate students and incomplete proficiency in all three of the standards. Students show minimal understanding of intermediate-level written and oral text. Students' writing is brief, general, or uses repetitive statements, and reveals difficulty in organizing thoughts. Errors interfere with both readability and comprehension. |

Performance of English Language Learners (ELL)

English language learners (ELL), formerly referred to as limited English proficient (LEP), are students for whom English is a second language. Schools assist these students in learning English so they can participate effectively in the academic program. ELL students without sufficient proficiency in English are not required to take the grade 4 ELA test.² Their progress in learning English is measured, using standardized tests, and reported.

| Grade 8 | English Proficiency Below Effective Participation Level | Making Appropriate Progress |
|-----------|---|-----------------------------|
| June 1999 | 0 | 0 |

1 These students with disabilities were exempt from this test because of their disability. This exemption is stated in their Individualized Educational Program (IEP).

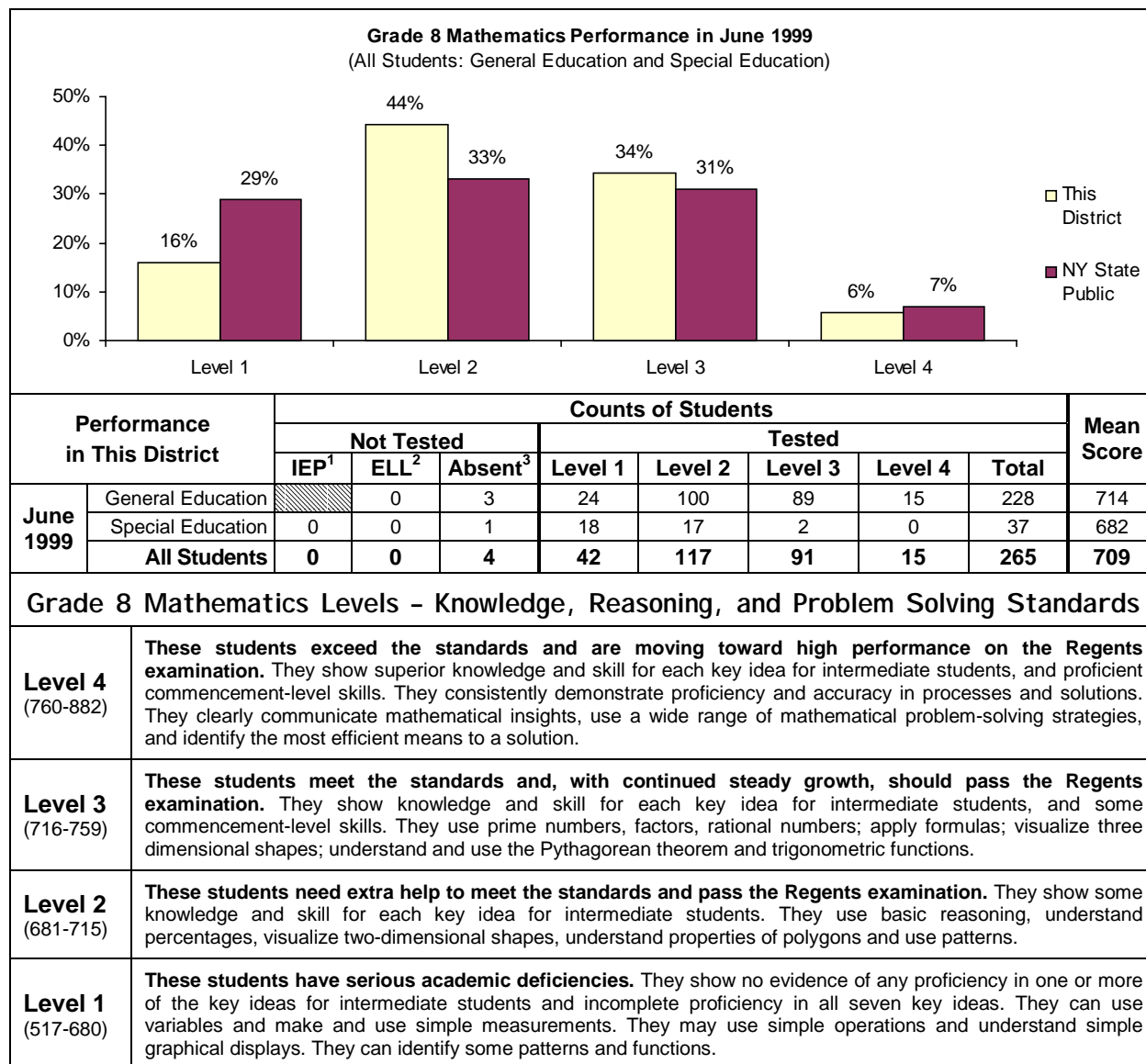
2 These students were not required to take the grade 4 ELA test because they were English Language Learners (ELL) who performed below the 30th percentile on another appropriate English reading assessment. Other grade 4 ELL students must take this test.

3 These students were enrolled at the time of testing, but were not present to complete some part of the ELA assessment.

To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Grade 8

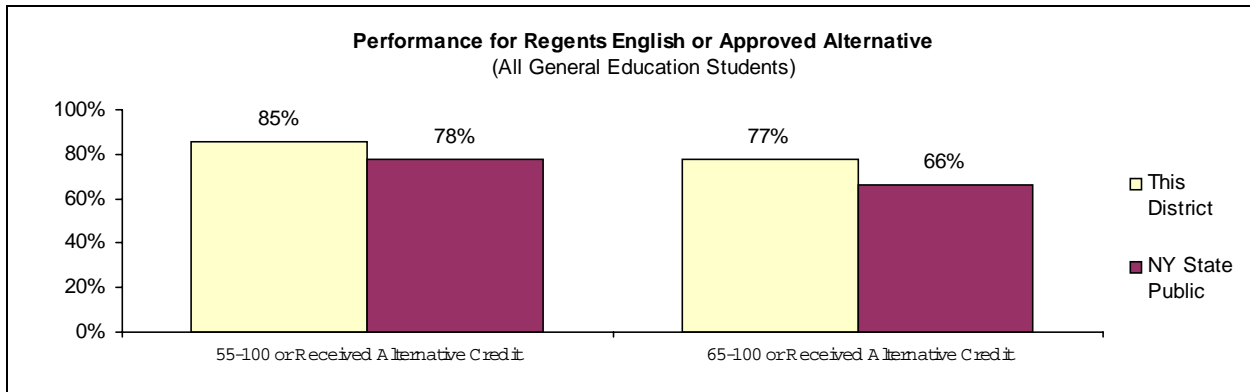
Mathematics



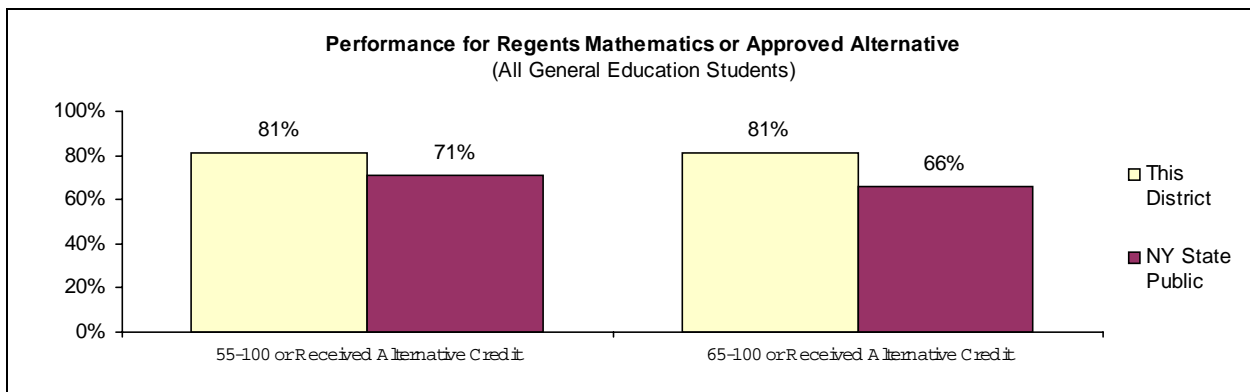
- 1 These students with disabilities were exempt from this test because of their disability. This exemption is stated in their Individualized Educational Program (IEP).
- 2 These students were not required to take this test because they are English language learners (ELL) who perform below the 30th percentile on an appropriate English reading assessment and there was no test form available in their native language. Other ELL students must take this test, but may take an alternative language form if such is available.
- 3 These students were enrolled at the time of testing, but were not present to complete some part of the mathematics assessment.
- # To protect student confidentiality, the pound character (#) appears when fewer than five students in a group were tested. If fewer than five were tested in one subgroup, then counts appear only in the "All Students" category.

Cohort Performance

This cohort includes all students enrolled in this district in June 1999 who first entered grade 9 in September 1996. General education students in this cohort must pass the Regents English examination to earn a high school diploma.¹ Special education students who do not pass the Regents English examination may meet this graduation requirement by passing the Regents Competency Tests in both reading and writing. Students in this cohort are not required to pass a Regents mathematics examination to earn a local diploma.



| Counts of Students | General Education | Special Education | All Students |
|--|-------------------|-------------------|--------------|
| September 1996 Grade 9 First-Time Students | 199 | 13 | 212 |
| Students Tested | 172 | 4 | 176 |
| Students with High Score From 55 To 100 | 170 | 3 | 173 |
| Students with High Score From 65 To 100 | 154 | 1 | 155 |
| Received Credit For An Approved Alternative Assessment | 0 | 0 | 0 |



| Counts Of Students In Secondary Program for Three Years | General Education | Special Education | All Students |
|---|-------------------|-------------------|--------------|
| September 1996 Grade 9 First-Time Students | 199 | 13 | 212 |
| Students Tested | 161 | 2 | 163 |
| Students with High Score From 55 To 100 | 161 | 2 | 163 |
| Students with High Score From 65 To 100 | 161 | 2 | 163 |
| Received Credit For An Approved Alternative Assessment | 0 | 0 | 0 |

¹ Students who score 55 to 64 may earn a local diploma with the approval of the local school board. Only the highest score of each student is counted, regardless of how many times or in which years the student may have taken the examination.

To protect student confidentiality, the pound character (#) appears when there are fewer than five students in a group. If fewer than five special-education students were reported, then counts appear only in the "General-Education" category.

School District Profile

| | | | | |
|--|--------------------|---|------------------------------|----------------------------|
| Superintendent: Mr. Douglas W. Huntley | | | Phone: (315)764-3700 | |
| Organization 1998-99 | | School Staff (both full- and part-time) | | |
| Grade Range | Student Enrollment | Count of Teachers | Count of Other Professionals | Count of Paraprofessionals |
| K-12 | 2,924 | 211 | 23 | 50 |

| | |
|---|---------|
| Public Total Expenditure per Pupil | 1997-98 |
| This School District | \$8,353 |
| New York State | \$9,810 |

| District Student Enrollment | | | |
|-----------------------------|--------------|---------------------------------------|--------------|
| Grade Levels | October 1998 | Grade Levels | October 1998 |
| Pre-Kindergarten | 0 | Grade 7 | 269 |
| Kindergarten | 191 | Grade 8 | 272 |
| Grade 1 | 178 | Grade 9 | 326 |
| Grade 2 | 210 | Grade 10 | 212 |
| Grade 3 | 180 | Grade 11 | 231 |
| Grade 4 | 183 | Grade 12 | 188 |
| Grade 5 | 200 | Ungraded Elementary with Disabilities | 31 |
| Grade 6 | 197 | Ungraded Secondary with Disabilities | 56 |

| Student Demographics | 1996-97 | | 1997-98 | | 1998-99 | | |
|---------------------------|---------|---------|---------|---------|---------|---------|-----------------------------|
| | Count | Percent | Count | Percent | Count | Percent | NY Statewide Public Percent |
| English Language Learners | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 7.5% |
| Eligible For Free Lunch | 816 | 28.9% | 752 | 25.9% | 775 | 26.5% | 38.5% |

| | |
|---------------------------------------|---|
| Need / Resource Capacity Group | The Education Department groups school districts for policy analysis based on certain demographic factors. This is a rural school district with high student needs in relation to district resource capacity. |
|---------------------------------------|---|

