

# 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	2002-03	2003-04	2004-05
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	0	1	0
Tenth	557	604	589
Eleventh	538	546	607
Twelfth	537	535	539
Ungraded Secondary	8	20	22
Total K-12 Enrollment	1640	1706	1757

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	13	0.8%	12	0.7%	11	0.6%
Black (Not Hispanic)	1	0.1%	1	0.1%	2	0.1%
Hispanic	8	0.5%	11	0.6%	11	0.6%
White (Not Hispanic)	1618	98.7%	1682	98.6%	1733	98.6%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	21	22	21
Mathematics Grade 10	22	21	22
Science Grade 10	18	19	18
Social Studies Grade 10	22	23	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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	2	0.1%	1	0.1%	1	0.1%
Eligible for Free Lunch	13	0.8%	12	0.7%	4	0.2%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.4%		94.2%		92.9%
Student Suspensions	123	7.7%	89	5.4%	89	5.2%

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

	2002-03	2003-04	2004-05
Reduced Lunch	0.9%	0.9%	0.5%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	100%	100%	100%

### Staff Counts

Staff	2004-05
Total Teachers	134
Total Other Professional Staff	18
Total Paraprofessionals	NA
Teaching Out of Certification*	0

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

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	478	471	493
	Regents Diplomas	393	404	448
	% Regents Diplomas	82%	86%	91%
	Regents Diplomas with Advanced Designation**			308
	% Regents Diplomas with Advanced Designation			62%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	55	64	32
	Regents Diplomas	11	12	13
	% Regents Diplomas	20%	19%	41%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	10	5	4
<b>All Students</b>	Total Graduates*	533	535	525
	Regents Diplomas	404	416	461
	% Regents Diplomas	76%	78%	88%
	Regents Diplomas with Advanced Designation**			308
	% Regents Diplomas with Advanced Designation			59%
	IEP Diplomas or Local Certificates	10	5	4

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	366	92	3	3	25	0	3	1
	<b>Percent</b>	74%	19%	1%	1%	5%	0%	1%	0%
<b>Students with Disabilities</b>	<b>Number</b>	5	17	1	0	9	0	0	0
	<b>Percent</b>	16%	53%	3%	0%	28%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	371	109	4	3	34	0	3	1
	<b>Percent</b>	71%	21%	1%	1%	6%	0%	1%	0%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	9		12	0.8%	6	0.4%
	Entered GED Program*	1		0	0.0%	1	0.1%
	Total Noncompleters	10		12	0.8%	7	0.4%
<b>Students with Disabilities</b>	Dropped Out	1		4	2.1%	0	0.0%
	Entered GED Program*	0		0	0.0%	0	0.0%
	Total Noncompleters	1		4	2.1%	0	0.0%
<b>All Students</b>	Dropped Out	10	0.6%	16	0.9%	6	0.3%
	Entered GED Program*	1	0.1%	0	0.0%	1	0.1%
	Total Noncompleters	11	0.7%	16	0.9%	7	0.4%

\*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)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	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%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	5	100%	1	#
Science	0	0%	1	#	1	#
Reading	1	#	0	0%	0	0%
Writing	1	#	1	#	2	#
Global Studies	6	83%	2	#	1	#
U.S. Hist & Gov't	3	#	1	#	1	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	16	75%	20	95%	14	93%
Science	10	80%	4	#	3	#
Reading	26	85%	5	80%	6	83%
Writing	25	56%	3	#	4	#
Global Studies	49	55%	1	#	2	#
U.S. Hist & Gov't	28	57%	1	#	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	559	540	621	79	44	52
Number Scoring 55-100	537	534	614	62	40	47
Number Scoring 65-100	523	524	597	50	34	37
Number Scoring 85-100	390	402	375	10	13	3
Percentage of Tested Scoring 55-100	96%	99%	99%	78%	91%	90%
Percentage of Tested Scoring 65-100	94%	97%	96%	63%	77%	71%
Percentage of Tested Scoring 85-100	70%	74%	60%	13%	30%	6%
<b>Mathematics A</b>						
Number Tested	519	559	544	54	63	77
Number Scoring 55-100	474	545	533	35	54	69
Number Scoring 65-100	454	524	502	30	45	54
Number Scoring 85-100	239	134	127	4	3	4
Percentage of Tested Scoring 55-100	91%	97%	98%	65%	86%	90%
Percentage of Tested Scoring 65-100	87%	94%	92%	56%	71%	70%
Percentage of Tested Scoring 85-100	46%	24%	23%	7%	5%	5%
<b>Mathematics B</b>						
Number Tested	0	335	448	0	1	10
Number Scoring 55-100	0	323	378	0	#	5
Number Scoring 65-100	0	310	333	0	#	4
Number Scoring 85-100	0	112	88	0	#	1
Percentage of Tested Scoring 55-100	0%	96%	84%	0%	#	50%
Percentage of Tested Scoring 65-100	0%	93%	74%	0%	#	40%
Percentage of Tested Scoring 85-100	0%	33%	20%	0%	#	10%
<b>Global History and Geography</b>						
Number Tested	589	639	626	66	54	73
Number Scoring 55-100	563	614	607	52	42	65
Number Scoring 65-100	516	584	575	31	36	53
Number Scoring 85-100	252	342	271	3	6	6
Percentage of Tested Scoring 55-100	96%	96%	97%	79%	78%	89%
Percentage of Tested Scoring 65-100	88%	91%	92%	47%	67%	73%
Percentage of Tested Scoring 85-100	43%	54%	43%	5%	11%	8%
<b>U.S. History and Government</b>						
Number Tested	530	531	626	63	44	55
Number Scoring 55-100	520	518	601	56	36	40
Number Scoring 65-100	504	500	575	45	28	34
Number Scoring 85-100	303	327	384	6	4	5
Percentage of Tested Scoring 55-100	98%	98%	96%	89%	82%	73%
Percentage of Tested Scoring 65-100	95%	94%	92%	71%	64%	62%
Percentage of Tested Scoring 85-100	57%	62%	61%	10%	9%	9%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	479	517	501	60	45	62
Number Scoring 55-100	476	513	489	58	44	54
Number Scoring 65-100	450	496	451	40	41	40
Number Scoring 85-100	145	145	132	2	3	6
Percentage of Tested Scoring 55-100	99%	99%	98%	97%	98%	87%
Percentage of Tested Scoring 65-100	94%	96%	90%	67%	91%	65%
Percentage of Tested Scoring 85-100	30%	28%	26%	3%	7%	10%
<b>Physical Setting/Earth Science</b>						
Number Tested	73	71	107	22	8	32
Number Scoring 55-100	59	61	92	16	6	21
Number Scoring 65-100	47	40	67	9	2	11
Number Scoring 85-100	3	5	0	0	0	0
Percentage of Tested Scoring 55-100	81%	86%	86%	73%	75%	66%
Percentage of Tested Scoring 65-100	64%	56%	63%	41%	25%	34%
Percentage of Tested Scoring 85-100	4%	7%	0%	0%	0%	0%
<b>Physical Setting/Chemistry</b>						
Number Tested	372	376	431	8	3	4
Number Scoring 55-100	366	370	421	8	#	#
Number Scoring 65-100	322	319	371	5	#	#
Number Scoring 85-100	58	62	78	0	#	#
Percentage of Tested Scoring 55-100	98%	98%	98%	100%	#	#
Percentage of Tested Scoring 65-100	87%	85%	86%	62%	#	#
Percentage of Tested Scoring 85-100	16%	16%	18%	0%	#	#
<b>Physical Setting/Physics</b>						
Number Tested		97	141		0	0
Number Scoring 55-100		97	140		0	0
Number Scoring 65-100		94	136		0	0
Number Scoring 85-100		35	67		0	0
Percentage of Tested Scoring 55-100		100%	99%		0%	0%
Percentage of Tested Scoring 65-100		97%	96%		0%	0%
Percentage of Tested Scoring 85-100		36%	48%		0%	0%

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	109	91	77	0	1	0
Number Scoring 55-100	109	91	77	0	#	0
Number Scoring 65-100	108	91	77	0	#	0
Number Scoring 85-100	88	75	53	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	99%	100%	100%	0%	#	0%
Percentage of Tested Scoring 85-100	81%	82%	69%	0%	#	0%
<b>Comprehensive Italian</b>						
Number Tested	18	32	24	0	0	0
Number Scoring 55-100	18	32	24	0	0	0
Number Scoring 65-100	18	32	23	0	0	0
Number Scoring 85-100	10	22	9	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	96%	0%	0%	0%
Percentage of Tested Scoring 85-100	56%	69%	38%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	14	10	13	1	1	0
Number Scoring 55-100	14	10	13	#	#	0
Number Scoring 65-100	14	10	13	#	#	0
Number Scoring 85-100	4	5	10	#	#	0
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	#	#	0%
Percentage of Tested Scoring 85-100	29%	50%	77%	#	#	0%
<b>Comprehensive Hebrew</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%
<b>Comprehensive Spanish</b>						
Number Tested	306	330	298	4	4	5
Number Scoring 55-100	304	329	297	#	#	5
Number Scoring 65-100	301	322	293	#	#	5
Number Scoring 85-100	211	237	223	#	#	2
Percentage of Tested Scoring 55-100	99%	100%	100%	#	#	100%
Percentage of Tested Scoring 65-100	98%	98%	98%	#	#	100%
Percentage of Tested Scoring 85-100	69%	72%	75%	#	#	40%
<b>Comprehensive Latin</b>						
Number Tested	2	3	8	0	0	0
Number Scoring 55-100	#	#	8	0	0	0
Number Scoring 65-100	#	#	8	0	0	0
Number Scoring 85-100	#	#	6	0	0	0
Percentage of Tested Scoring 55-100	#	#	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	#	#	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	#	#	75%	0%	0%	0%

(Form - H)

## New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
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

### 2001 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	495	495	495	36	36	36	531	531	531
Number Scoring 55–64	14	12	3	7	3	5	21	15	8
Number Scoring 65–84	219	145	240	18	19	27	237	164	267
Number Scoring 85–100	245	325	245	4	3	2	249	328	247
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		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		1	1		1	0
Beginning		#	#		#	0
Intermediate		#	#		#	0
Advanced		#	#		#	0
Proficient		#	#		#	0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		1	1		1	0
Beginning		#	#		#	0
Intermediate		#	#		#	0
Advanced		#	#		#	0
Proficient		#	#		#	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)