

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	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	175	187	188
First	186	200	199
Second	172	173	175
Third	188	174	184
Fourth	175	204	171
Fifth	184	181	205
Sixth	211	187	190
Ungraded Elementary	0	0	0
Seventh	282	295	245
Eighth	286	285	288
Ninth	297	327	276
Tenth	238	221	315
Eleventh	198	218	199
Twelfth	212	209	202
Ungraded Secondary	35	0	10
Total K-12 Enrollment	2839	2861	2847

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	334	11.8%	349	12.2%	357	12.5%
Black (Not Hispanic)	18	0.6%	19	0.7%	21	0.7%
Hispanic	13	0.5%	24	0.8%	22	0.8%
White (Not Hispanic)	2474	87.1%	2469	86.3%	2447	86.0%

Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	19	21	21
Common Branch	20	21	21
English Grade 8	17	21	21
Mathematics Grade 8	22	22	20
Science Grade 8	22	22	21
Social Studies Grade 8	22	22	21
English Grade 10	24	21	19
Mathematics Grade 10	25	20	18
Science Grade 10	20	21	21
Social Studies Grade 10	18	19	21

(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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	5	0.2%	7	0.2%	15	0.5%
Eligible for Free Lunch	933	32.9%	1023	35.8%	964	33.9%

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		96.1%		96.9%		96.8%
Student Suspensions	133	4.6%	134	4.7%	148	5.2%

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

	2002-03	2003-04	2004-05
Reduced Lunch	11.5%	12.8%	11.9%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2004-05
Total Teachers	214
Total Other Professional Staff	35
Total Paraprofessionals	50
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 and Completers		2002-03	2003-04	2004-05
General-Education Students	Total Graduates*	179	175	160
	Regents Diplomas	99	114	134
	% Regents Diplomas	55%	65%	84%
	Regents Diplomas with Advanced Designation**			67
	% Regents Diplomas with Advanced Designation			42%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	17	18	15
	Regents Diplomas	1	2	9
	% Regents Diplomas	6%	11%	60%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	6	4	12
All Students	Total Graduates*	196	193	175
	Regents Diplomas	100	116	143
	% Regents Diplomas	51%	60%	82%
	Regents Diplomas with Advanced Designation**			67
	% Regents Diplomas with Advanced Designation			38%
	IEP Diplomas or Local Certificates	6	4	12

* 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
General-Education Students	Number	92	37	0	2	19	0	7	3
	Percent	57%	23%	0%	1%	12%	0%	4%	2%
Students with Disabilities	Number	2	9	0	0	4	0	0	0
	Percent	13%	60%	0%	0%	27%	0%	0%	0%
All Students	Number	94	46	0	2	23	0	7	3
	Percent	54%	26%	0%	1%	13%	0%	4%	2%

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.
General-Education Students	Dropped Out	19		43	4.7%	35	4.0%
	Entered GED Program*	0		3	0.3%	7	0.8%
	Total Noncompleters	19		46	5.0%	42	4.8%
Students with Disabilities	Dropped Out	0		11	8.6%	12	9.1%
	Entered GED Program*	0		1	0.8%	0	0.0%
	Total Noncompleters	0		12	9.4%	12	9.1%
All Students	Dropped Out	19	1.9%	54	5.1%	47	4.6%
	Entered GED Program*	0	0.0%	4	0.4%	7	0.7%
	Total Noncompleters	19	1.9%	58	5.5%	54	5.3%

*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	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
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	244	276	235
	Number of Students with Disabilities	42	19	38
	Number of All Students	286	295	273
	Percent of Enrollment	36%	38%	38%
9-12	Number of General-Education Students	0	0	240
	Number of Students with Disabilities	0	0	45
	Number of All Students	0	0	285
	Percent of Enrollment	0%	0%	29%

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 2004-2005 school year; completion data are as of June 2004.

Blank cells indicate that either the district did not have a CTE program or did not report data. These data are reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	91	91%	97	94%	87	95%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	146	88%	131	80%	131	90%

Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	7	71%	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%	2	#	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	11	100%	1	#	0	0%
Science	3	#	1	#	0	0%
Reading	2	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	5	60%	1	#	0	0%
U.S. Hist & Gov't	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
Mathematics	12	100%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	14	86%	3	#	0	0%
Writing	9	89%	1	#	0	0%
Global Studies	3	#	0	0%	0	0%
U.S. Hist & Gov't	2	#	1	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Comprehensive English						
Number Tested	221	209	192	21	16	10
Number Scoring 55-100	211	199	185	17	11	9
Number Scoring 65-100	193	184	176	12	10	7
Number Scoring 85-100	98	101	85	1	3	1
Percentage of Tested Scoring 55-100	95%	95%	96%	81%	69%	90%
Percentage of Tested Scoring 65-100	87%	88%	92%	57%	62%	70%
Percentage of Tested Scoring 85-100	44%	48%	44%	5%	19%	10%
Mathematics A						
Number Tested	276	246	298	23	14	11
Number Scoring 55-100	238	245	294	17	14	10
Number Scoring 65-100	202	227	292	10	12	9
Number Scoring 85-100	39	84	124	0	2	3
Percentage of Tested Scoring 55-100	86%	100%	99%	74%	100%	91%
Percentage of Tested Scoring 65-100	73%	92%	98%	43%	86%	82%
Percentage of Tested Scoring 85-100	14%	34%	42%	0%	14%	27%
Mathematics B						
Number Tested	0	0	80	0	0	0
Number Scoring 55-100	0	0	76	0	0	0
Number Scoring 65-100	0	0	74	0	0	0
Number Scoring 85-100	0	0	29	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	95%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	93%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	36%	0%	0%	0%
Global History and Geography						
Number Tested	247	220	260	17	12	19
Number Scoring 55-100	236	212	246	15	11	18
Number Scoring 65-100	227	192	227	13	8	14
Number Scoring 85-100	95	89	113	0	1	3
Percentage of Tested Scoring 55-100	96%	96%	95%	88%	92%	95%
Percentage of Tested Scoring 65-100	92%	87%	87%	76%	67%	74%
Percentage of Tested Scoring 85-100	38%	40%	43%	0%	8%	16%
U.S. History and Government						
Number Tested	186	179	200	17	21	12
Number Scoring 55-100	184	171	196	16	16	11
Number Scoring 65-100	173	162	183	13	16	9
Number Scoring 85-100	77	82	110	3	6	1
Percentage of Tested Scoring 55-100	99%	96%	98%	94%	76%	92%
Percentage of Tested Scoring 65-100	93%	91%	92%	76%	76%	75%
Percentage of Tested Scoring 85-100	41%	46%	55%	18%	29%	8%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Living Environment						
Number Tested	229	196	206	18	10	18
Number Scoring 55-100	229	194	198	18	10	16
Number Scoring 65-100	225	193	185	16	10	12
Number Scoring 85-100	56	62	58	1	2	1
Percentage of Tested Scoring 55-100	100%	99%	96%	100%	100%	89%
Percentage of Tested Scoring 65-100	98%	98%	90%	89%	100%	67%
Percentage of Tested Scoring 85-100	24%	32%	28%	6%	20%	6%
Physical Setting/Earth Science						
Number Tested	245	194	261	5	7	15
Number Scoring 55-100	222	181	241	4	7	13
Number Scoring 65-100	193	163	214	3	6	11
Number Scoring 85-100	65	49	76	0	0	1
Percentage of Tested Scoring 55-100	91%	93%	92%	80%	100%	87%
Percentage of Tested Scoring 65-100	79%	84%	82%	60%	86%	73%
Percentage of Tested Scoring 85-100	27%	25%	29%	0%	0%	7%
Physical Setting/Chemistry						
Number Tested	210	171	157	3	1	3
Number Scoring 55-100	196	164	145	#	#	#
Number Scoring 65-100	151	120	123	#	#	#
Number Scoring 85-100	24	22	19	#	#	#
Percentage of Tested Scoring 55-100	93%	96%	92%	#	#	#
Percentage of Tested Scoring 65-100	72%	70%	78%	#	#	#
Percentage of Tested Scoring 85-100	11%	13%	12%	#	#	#
Physical Setting/Physics						
Number Tested		34	42		0	0
Number Scoring 55-100		34	40		0	0
Number Scoring 65-100		30	39		0	0
Number Scoring 85-100		8	18		0	0
Percentage of Tested Scoring 55-100		100%	95%		0%	0%
Percentage of Tested Scoring 65-100		88%	93%		0%	0%
Percentage of Tested Scoring 85-100		24%	43%		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
Comprehensive French						
Number Tested	48	42	52	3	1	0
Number Scoring 55-100	46	38	51	#	#	0
Number Scoring 65-100	46	37	50	#	#	0
Number Scoring 85-100	16	15	23	#	#	0
Percentage of Tested Scoring 55-100	96%	90%	98%	#	#	0%
Percentage of Tested Scoring 65-100	96%	88%	96%	#	#	0%
Percentage of Tested Scoring 85-100	33%	36%	44%	#	#	0%
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	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 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	67	52	88	1	0	1
Number Scoring 55-100	66	52	86	#	0	#
Number Scoring 65-100	59	50	83	#	0	#
Number Scoring 85-100	25	24	46	#	0	#
Percentage of Tested Scoring 55-100	99%	100%	98%	#	0%	#
Percentage of Tested Scoring 65-100	88%	96%	94%	#	0%	#
Percentage of Tested Scoring 85-100	37%	46%	52%	#	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)

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2004	General-Education Students	178	4%	6%	63%	26%
	Students with Disabilities	28	39%	11%	46%	4%
	All Students	206	9%	7%	61%	23%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2005	General-Education Students	245	0%	17%	66%	17%
	Students with Disabilities	38	21%	47%	26%	5%
	All Students	283	3%	21%	60%	16%

(Form – I)

New York State Alternate Assessments (NYSAA) 2004–05

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

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	186	186	186	27	27	27	213	213	213
Number Scoring 55–64	4	6	2	3	1	0	7	7	2
Number Scoring 65–84	87	55	99	10	7	17	97	62	116
Number Scoring 85–100	78	100	73	4	6	2	82	106	75
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
Listening and Speaking (Grade K-1)						
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
Reading and Writing (Grade K-1)						
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
Listening and Speaking (Grade 2-4)						
Number Tested		7	7		1	0
Beginning		0	0		#	0
Intermediate		0	0		#	0
Advanced		0	2		#	0
Proficient		7	5		#	0
Reading and Writing (Grade 2-4)						
Number Tested		7	7		1	0
Beginning		0	0		#	0
Intermediate		4	1		#	0
Advanced		2	2		#	0
Proficient		1	4		#	0
Listening and Speaking (Grade 5-6)						
Number Tested		6	4		0	1
Beginning		0	#		0	#
Intermediate		0	#		0	#
Advanced		0	#		0	#
Proficient		6	#		0	#
Reading and Writing (Grade 5-6)						
Number Tested		6	4		0	1
Beginning		0	#		0	#
Intermediate		1	#		0	#
Advanced		4	#		0	#
Proficient		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		
	2002–03	2003–04	2004–05	2002–03	2003–04	2004–05
Listening and Speaking (Grade 7–8)						
Number Tested		2	4		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 7–8)						
Number Tested		2	4		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Listening and Speaking (Grade 9–12)						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	0
Reading and Writing (Grade 9–12)						
Number Tested		1	1		0	0
Beginning		#	#		0	0
Intermediate		#	#		0	0
Advanced		#	#		0	0
Proficient		#	#		0	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)