

New York State District Report Card

Comprehensive Information Report

BEDS Code: 58-02-11-06-0000
 Name: Middle Country Central School District
 Superintendent: Leonard Adler

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	584	546	518
Kindergarten	824	840	804
First	794	878	819
Second	798	778	829
Third	803	802	741
Fourth	767	802	793
Fifth	812	787	793
Sixth	892	839	858
Ungraded Elementary	363	253	265
Seventh	825	924	908
Eighth	793	842	946
Ninth	854	882	909
Tenth	816	844	886
Eleventh	718	741	810
Twelfth	710	738	721
Ungraded Secondary	341	95	30
Total K-12 Enrollment	11110	11045	11112

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	328	3.0%	373	3.4%	398	3.6%
Black (Not Hispanic)	234	2.1%	299	2.7%	306	2.8%
Hispanic	758	6.8%	770	7.0%	869	7.8%
White (Not Hispanic)	9790	88.1%	9603	86.9%	9539	85.8%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	23	22	23
Common Branch	20	21	22
English Grade 8	24	26	24
Mathematics Grade 8	25	26	24
Science Grade 8	26	26	25
Social Studies Grade 8	25	26	24
English Grade 10	25	25	25
Mathematics Grade 10	22	24	24
Science Grade 10	22	24	26
Social Studies Grade 10	26	27	25

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average 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	229	2.0%	225	1.9%	310	2.7%
Eligible for Free Lunch	840	7.6%	765	6.9%	805	7.2%

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		94.1%		94.2%		94.8%
Student Suspensions	353	3.3%	434	3.9%	542	4.9%

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

	2001-02	2002-03	2003-04
Reduced Lunch	5.2%	4.7%	4.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	720
Total Other Professional Staff	109
Total Paraprofessionals	295
Teaching Out of Certification*	32

*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	619	333	54%	643	366	57%	666	427	64%
Students with Disabilities	51	3	6%	60	3	5%	53	2	4%
All Students	670	336	50%	703	369	52%	719	429	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	287	317	18	14	81	2
Percent	40%	44%	3%	2%	11%	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)
53	2	7	60

*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	11		53		55	1.8%
	Entered GED Program*	2		3		1	0.0%
	Total Noncompleters	13		56		56	1.9%
Students with Disabilities	Dropped Out	12		6		15	3.5%
	Entered GED Program*	0		1		0	0.0%
	Total Noncompleters	12		7		15	3.5%
All Students	Dropped Out	23	0.7%	59	1.8%	70	2.0%
	Entered GED Program*	2	0.1%	4	0.1%	1	0.0%
	Total Noncompleters	25	0.8%	63	1.9%	71	2.1%

*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	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9–12	Number of General-Education Students	1500	1494	0
	Number of Students with Disabilities	163	161	0
	Number of All Students	1663	1655	0
	Percent of Enrollment	50%	51%	0%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program	1411		
Completed and Passed Regents Exams	1408	100%	77%
Completed and had Course Average of 75% or More	1408	100%	81%
Completed and Attained a HS Diploma or Equivalent	1408	100%	96%
Completed and Whose Status is Known	1411		
Completed and Were Successfully Placed	1411	100%	96%
Nontraditional Programs			
Underrepresented Gender Members Enrolled	1	5%	30%
Underrepresented Gender Members Who Completed	4	2%	19%

Enrollment data are for the 2003-2004 school year; completion 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	45	76%	0	0%	54	98%
German	0	0%	0	0%	0	0%
Italian	183	67%	0	0%	205	89%
Latin	1	#	0	0%	0	0%
Spanish	394	75%	426	96%	429	79%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	3	#
German	0	0%	0	0%	0	0%
Italian	9	44%	0	0%	7	57%
Latin	0	0%	0	0%	0	0%
Spanish	37	46%	42	76%	33	55%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	56%	6	100%	19	100%
Science	20	30%	5	80%	2	#
Reading	6	33%	6	83%	2	#
Writing	6	33%	5	80%	1	#
Global Studies	8	25%	8	13%	3	#
U.S. Hist & Gov't	7	43%	14	50%	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	40	15%	71	87%	46	80%
Science	25	24%	51	49%	37	54%
Reading	30	20%	41	76%	15	67%
Writing	34	12%	38	82%	10	70%
Global Studies	29	17%	71	32%	45	29%
U.S. Hist & Gov't	12	25%	50	36%	43	47%

(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	742	779	764	76	79	84
Number Scoring 55–100	661	694	713	33	40	60
Number Scoring 65–100	570	636	662	15	29	33
Number Scoring 85–100	232	271	312	1	1	2
Percentage of Tested Scoring 55–100	89%	89%	93%	43%	51%	71%
Percentage of Tested Scoring 65–100	77%	82%	87%	20%	37%	39%
Percentage of Tested Scoring 85–100	31%	35%	41%	1%	1%	2%
Mathematics A						
Number Tested	483	756	883	15	28	87
Number Scoring 55–100	372	585	839	8	9	55
Number Scoring 65–100	276	454	758	3	5	35
Number Scoring 85–100	98	72	212	0	0	2
Percentage of Tested Scoring 55–100	77%	77%	95%	53%	32%	63%
Percentage of Tested Scoring 65–100	57%	60%	86%	20%	18%	40%
Percentage of Tested Scoring 85–100	20%	10%	24%	0%	0%	2%
Mathematics B						
Number Tested	0	213	329	0	3	3
Number Scoring 55–100	0	169	296	0	#	#
Number Scoring 65–100	0	144	257	0	#	#
Number Scoring 85–100	0	25	64	0	#	#
Percentage of Tested Scoring 55–100	0%	79%	90%	0%	#	#
Percentage of Tested Scoring 65–100	0%	68%	78%	0%	#	#
Percentage of Tested Scoring 85–100	0%	12%	19%	0%	#	#
Global History and Geography						
Number Tested	817	915	848	89	122	103
Number Scoring 55–100	763	795	790	69	66	67
Number Scoring 65–100	656	721	719	32	39	51
Number Scoring 85–100	136	272	278	0	4	1
Percentage of Tested Scoring 55–100	93%	87%	93%	78%	54%	65%
Percentage of Tested Scoring 65–100	80%	79%	85%	36%	32%	50%
Percentage of Tested Scoring 85–100	17%	30%	33%	0%	3%	1%
U.S. History and Government						
Number Tested	811	804	749	105	82	87
Number Scoring 55–100	715	735	686	54	58	51
Number Scoring 65–100	582	660	606	24	39	31
Number Scoring 85–100	157	241	279	1	1	5
Percentage of Tested Scoring 55–100	88%	91%	92%	51%	71%	59%
Percentage of Tested Scoring 65–100	72%	82%	81%	23%	48%	36%
Percentage of Tested Scoring 85–100	19%	30%	37%	1%	1%	6%

(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	1103	903	816	74	106	92
Number Scoring 55–100	1071	812	764	63	65	68
Number Scoring 65–100	1010	709	659	43	43	35
Number Scoring 85–100	239	102	139	1	0	1
Percentage of Tested Scoring 55–100	97%	90%	94%	85%	61%	74%
Percentage of Tested Scoring 65–100	92%	79%	81%	58%	41%	38%
Percentage of Tested Scoring 85–100	22%	11%	17%	1%	0%	1%
Physical Setting/Earth Science						
Number Tested	296	587	688	12	13	45
Number Scoring 55–100	282	558	630	9	10	26
Number Scoring 65–100	257	517	564	8	9	15
Number Scoring 85–100	79	228	203	0	1	2
Percentage of Tested Scoring 55–100	95%	95%	92%	75%	77%	58%
Percentage of Tested Scoring 65–100	87%	88%	82%	67%	69%	33%
Percentage of Tested Scoring 85–100	27%	39%	30%	0%	8%	4%
Physical Setting/Chemistry						
Number Tested	361	341	382	0	2	2
Number Scoring 55–100	343	298	366	0	#	#
Number Scoring 65–100	272	223	279	0	#	#
Number Scoring 85–100	25	31	42	0	#	#
Percentage of Tested Scoring 55–100	95%	87%	96%	0%	#	#
Percentage of Tested Scoring 65–100	75%	65%	73%	0%	#	#
Percentage of Tested Scoring 85–100	7%	9%	11%	0%	#	#
Physical Setting/Physics						
Number Tested			109			1
Number Scoring 55–100			106			#
Number Scoring 65–100			99			#
Number Scoring 85–100			34			#
Percentage of Tested Scoring 55–100			97%			#
Percentage of Tested Scoring 65–100			91%			#
Percentage of Tested Scoring 85–100			31%			#

* 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	57	7	34	0	0	0
Number Scoring 55–100	53	7	34	0	0	0
Number Scoring 65–100	48	6	34	0	0	0
Number Scoring 85–100	13	4	24	0	0	0
Percentage of Tested Scoring 55–100	93%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	84%	86%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	23%	57%	71%	0%	0%	0%
Comprehensive Italian						
Number Tested	122	7	103	0	0	0
Number Scoring 55–100	119	7	103	0	0	0
Number Scoring 65–100	113	7	101	0	0	0
Number Scoring 85–100	46	4	67	0	0	0
Percentage of Tested Scoring 55–100	98%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	93%	100%	98%	0%	0%	0%
Percentage of Tested Scoring 85–100	38%	57%	65%	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	359	71	264	20	4	7
Number Scoring 55–100	346	69	262	17	#	7
Number Scoring 65–100	326	65	253	16	#	6
Number Scoring 85–100	164	51	132	10	#	1
Percentage of Tested Scoring 55–100	96%	97%	99%	85%	#	100%
Percentage of Tested Scoring 65–100	91%	92%	96%	80%	#	86%
Percentage of Tested Scoring 85–100	46%	72%	50%	50%	#	14%
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	432	41	0	1	0	0
Number Scoring 55–100	389	24	0	#	0	0
Number Scoring 65–100	359	17	0	#	0	0
Number Scoring 85–100	147	0	0	#	0	0
Percentage of Tested Scoring 55–100	90%	59%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	83%	41%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	34%	0%	0%	#	0%	0%

Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	314	94%	321	92%	157	97%
Students with Disabilities	85	67%	68	49%	40	65%

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	700	2%	3%	56%	40%
	Students with Disabilities	148	34%	14%	45%	7%
	All Students	848	7%	5%	54%	34%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	926	3%	45%	46%	6%
	Students with Disabilities	13	38%	54%	8%	0%
	All Students	939	4%	45%	46%	6%

(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	3	0	#	#	#	#
Middle Level						
Social Studies	6	0	0	1	2	3
Secondary Level						
English Language Arts	9	1	1	3	0	5
Social Studies	9	1	1	2	1	5
Mathematics	10	0	0	4	1	5
Science	10	0	2	2	2	4

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	674	674	674	69	69	69	743	743	743
Number Scoring 55–64	34	27	26	14	8	19	48	35	45
Number Scoring 65–84	467	337	404	21	30	24	488	367	428
Number Scoring 85–100	134	237	217	0	1	0	134	238	217
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			76			0
Beginning (0-18)			5			0
Intermediate (19-31)			4			0
Advanced (32-36)			15			0
Proficient (37-39)			52			0
Reading and Writing (Grade K-1)						
Number Tested			76			0
Beginning (0-14)			18			0
Intermediate (15-24)			25			0
Advanced (25-32)			20			0
Proficient (33-35)			13			0
Listening and Speaking (Grade 2-4)						
Number Tested			66			2
Beginning (0-18)			2			#
Intermediate (19-31)			4			#
Advanced (32-36)			18			#
Proficient (37-39)			42			#
Reading and Writing (Grade 2-4)						
Number Tested			66			2
Beginning (0-14)			18			#
Intermediate (15-24)			26			#
Advanced (25-32)			14			#
Proficient (33-35)			8			#
Listening and Speaking (Grade 5-6)						
Number Tested			21			0
Beginning (0-18)			0			0
Intermediate (19-31)			4			0
Advanced (32-36)			7			0
Proficient (37-39)			10			0
Reading and Writing (Grade 5-6)						
Number Tested			21			0
Beginning (0-14)			4			0
Intermediate (15-24)			6			0
Advanced (25-32)			10			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			29			0
Beginning (0-18)			2			0
Intermediate (19-31)			4			0
Advanced (32-36)			10			0
Proficient (37-39)			13			0
Reading and Writing (Grade 7-8)						
Number Tested			29			0
Beginning (0-14)			0			0
Intermediate (15-24)			14			0
Advanced (25-32)			9			0
Proficient (33-35)			6			0
Listening and Speaking (Grade 9-12)						
Number Tested			66			2
Beginning (0-18)			4			#
Intermediate (19-31)			20			#
Advanced (32-36)			35			#
Proficient (37-39)			7			#
Reading and Writing (Grade 9-12)						
Number Tested			66			2
Beginning (0-14)			9			#
Intermediate (15-24)			27			#
Advanced (25-32)			27			#
Proficient (33-35)			3			#

*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)