

# New York State School Report Card Comprehensive Information Report

BEDS Code: 44-10-00-01-0009  
 Name: Middletown High School  
 Principal: Larry Ashley

Grade Range : 9-12

## 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	546	702	610
Tenth	426	433	626
Eleventh	424	379	444
Twelfth	349	386	386
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1745	1900	2066

## 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	42	2.4%	57	3.0%	56	2.7%
Black (Not Hispanic)	431	24.7%	479	25.2%	546	26.4%
Hispanic	506	29.0%	588	30.9%	680	32.9%
White (Not Hispanic)	766	43.9%	776	40.8%	784	37.9%

## 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	26	24
Mathematics Grade 10	25	21	21
Science Grade 10	21	25	22
Social Studies Grade 10	23	26	25

(Form - A)

### District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
44	All schools in this group are secondary level schools in urban or suburban school districts with high student needs in relation to district resources. The schools in this group are in the middle 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	72	4.1%	89	4.7%	92	4.5%
Eligible for Free Lunch	512	29.3%	646	34.0%	753	36.5%

### 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		88.9%		89.9%		90.6%
Student Suspensions	194	10.9%	137	7.9%	250	13.2%

### Student Socioeconomic and Stability Indicators

#### (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	11.6%	14.9%	15.1%
Public Assistance	11-20%	11-20%	21-30%
Student Stability	94%	96%	96%

### Staff Counts

Staff	2004-05
Total Teachers	137
Total Other Professional Staff	18
Total Paraprofessionals	NA
Teaching Out of Certification*	4

\*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*	251	288	279
	Regents Diplomas	132	151	193
	% Regents Diplomas	53%	52%	69%
	Regents Diplomas with Advanced Designation**			42
	% Regents Diplomas with Advanced Designation			15%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	10	27	1
	Regents Diplomas	1	1	0
	% Regents Diplomas	10%	4%	0%
	Regents Diplomas with Advanced Designation**			0
	% Regents Diplomas with Advanced Designation			0%
	IEP Diplomas or Local Certificates	9	6	2
<b>All Students</b>	Total Graduates*	261	315	280
	Regents Diplomas	133	152	193
	% Regents Diplomas	51%	48%	69%
	Regents Diplomas with Advanced Designation**			42
	% Regents Diplomas with Advanced Designation			15%
	IEP Diplomas or Local Certificates	9	6	2

\* 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>	87	145	0	5	10	0	26	6
	<b>Percent</b>	31%	52%	0%	2%	4%	0%	9%	2%
<b>Students with Disabilities</b>	<b>Number</b>	0	1	0	0	0	0	0	0
	<b>Percent</b>	0%	100%	0%	0%	0%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	87	146	0	5	10	0	26	6
	<b>Percent</b>	31%	52%	0%	2%	4%	0%	9%	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.
<b>General-Education Students</b>	Dropped Out	67		54	3.2%	36	2.1%
	Entered GED Program*	54		52	3.1%	25	1.4%
	Total Noncompleters	121		106	6.3%	61	3.5%
<b>Students with Disabilities</b>	Dropped Out	23		12	6.7%	9	3.2%
	Entered GED Program*	8		6	3.4%	10	3.6%
	Total Noncompleters	31		18	10.1%	19	6.8%
<b>All Students</b>	Dropped Out	90	5.2%	66	3.5%	45	2.2%
	Entered GED Program*	62	3.6%	58	3.1%	35	1.7%
	Total Noncompleters	152	8.7%	124	6.6%	80	3.9%

\*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%	2	#

## 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	24	88%	0	0%	4	#
Science	10	80%	0	0%	4	#
Reading	11	82%	0	0%	6	67%
Writing	8	38%	0	0%	3	#
Global Studies	10	70%	0	0%	8	25%
U.S. Hist & Gov't	19	53%	0	0%	12	42%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	78	64%	0	0%	10	50%
Science	85	46%	0	0%	7	43%
Reading	41	80%	0	0%	14	86%
Writing	40	83%	0	0%	14	93%
Global Studies	43	33%	0	0%	13	31%
U.S. Hist & Gov't	26	50%	0	0%	11	64%

(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	339	244	338	38	31	26
Number Scoring 55-100	278	213	302	18	14	13
Number Scoring 65-100	232	187	260	5	7	4
Number Scoring 85-100	82	75	74	0	0	1
Percentage of Tested Scoring 55-100	82%	87%	89%	47%	45%	50%
Percentage of Tested Scoring 65-100	68%	77%	77%	13%	23%	15%
Percentage of Tested Scoring 85-100	24%	31%	22%	0%	0%	4%
<b>Mathematics A</b>						
Number Tested	343	253	406	22	9	19
Number Scoring 55-100	226	245	390	6	9	16
Number Scoring 65-100	167	219	353	2	8	12
Number Scoring 85-100	22	41	102	0	1	2
Percentage of Tested Scoring 55-100	66%	97%	96%	27%	100%	84%
Percentage of Tested Scoring 65-100	49%	87%	87%	9%	89%	63%
Percentage of Tested Scoring 85-100	6%	16%	25%	0%	11%	11%
<b>Mathematics B</b>						
Number Tested	187	167	95	2	2	2
Number Scoring 55-100	135	153	76	#	#	#
Number Scoring 65-100	106	132	62	#	#	#
Number Scoring 85-100	25	42	19	#	#	#
Percentage of Tested Scoring 55-100	72%	92%	80%	#	#	#
Percentage of Tested Scoring 65-100	57%	79%	65%	#	#	#
Percentage of Tested Scoring 85-100	13%	25%	20%	#	#	#
<b>Global History and Geography</b>						
Number Tested	391	370	472	40	47	62
Number Scoring 55-100	320	300	398	16	24	26
Number Scoring 65-100	264	251	330	9	11	14
Number Scoring 85-100	66	75	73	2	2	2
Percentage of Tested Scoring 55-100	82%	81%	84%	40%	51%	42%
Percentage of Tested Scoring 65-100	68%	68%	70%	23%	23%	23%
Percentage of Tested Scoring 85-100	17%	20%	15%	5%	4%	3%
<b>U.S. History and Government</b>						
Number Tested	380	274	358	33	32	23
Number Scoring 55-100	327	226	294	19	11	11
Number Scoring 65-100	258	193	232	5	7	9
Number Scoring 85-100	61	57	89	0	2	4
Percentage of Tested Scoring 55-100	86%	82%	82%	58%	34%	48%
Percentage of Tested Scoring 65-100	68%	70%	65%	15%	22%	39%
Percentage of Tested Scoring 85-100	16%	21%	25%	0%	6%	17%

(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	307	339	465	19	44	46
Number Scoring 55-100	291	312	436	15	34	38
Number Scoring 65-100	251	278	354	11	25	25
Number Scoring 85-100	36	45	61	0	2	0
Percentage of Tested Scoring 55-100	95%	92%	94%	79%	77%	83%
Percentage of Tested Scoring 65-100	82%	82%	76%	58%	57%	54%
Percentage of Tested Scoring 85-100	12%	13%	13%	0%	5%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	211	238	332	7	8	16
Number Scoring 55-100	190	210	299	4	5	13
Number Scoring 65-100	160	164	228	2	3	10
Number Scoring 85-100	26	32	41	0	0	1
Percentage of Tested Scoring 55-100	90%	88%	90%	57%	62%	81%
Percentage of Tested Scoring 65-100	76%	69%	69%	29%	38%	62%
Percentage of Tested Scoring 85-100	12%	13%	12%	0%	0%	6%
<b>Physical Setting/Chemistry</b>						
Number Tested	159	122	142	2	2	3
Number Scoring 55-100	145	118	134	#	#	#
Number Scoring 65-100	105	98	102	#	#	#
Number Scoring 85-100	14	17	23	#	#	#
Percentage of Tested Scoring 55-100	91%	97%	94%	#	#	#
Percentage of Tested Scoring 65-100	66%	80%	72%	#	#	#
Percentage of Tested Scoring 85-100	9%	14%	16%	#	#	#
<b>Physical Setting/Physics</b>						
Number Tested		53	43		0	0
Number Scoring 55-100		46	34		0	0
Number Scoring 65-100		34	28		0	0
Number Scoring 85-100		3	10		0	0
Percentage of Tested Scoring 55-100		87%	79%		0%	0%
Percentage of Tested Scoring 65-100		64%	65%		0%	0%
Percentage of Tested Scoring 85-100		6%	23%		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	17	14	7	1	0	0
Number Scoring 55-100	17	13	7	#	0	0
Number Scoring 65-100	15	13	7	#	0	0
Number Scoring 85-100	8	4	3	#	0	0
Percentage of Tested Scoring 55-100	100%	93%	100%	#	0%	0%
Percentage of Tested Scoring 65-100	88%	93%	100%	#	0%	0%
Percentage of Tested Scoring 85-100	47%	29%	43%	#	0%	0%
<b>Comprehensive Italian</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 German</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 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	171	144	144	2	2	1
Number Scoring 55-100	169	142	141	#	#	#
Number Scoring 65-100	166	141	137	#	#	#
Number Scoring 85-100	98	95	92	#	#	#
Percentage of Tested Scoring 55-100	99%	99%	98%	#	#	#
Percentage of Tested Scoring 65-100	97%	98%	95%	#	#	#
Percentage of Tested Scoring 85-100	57%	66%	64%	#	#	#
<b>Comprehensive Latin</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%

(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	326	326	326	21	21	21	347	347	347
Number Scoring 55–64	47	38	24	1	0	0	48	38	24
Number Scoring 65–84	154	142	201	0	1	5	154	143	206
Number Scoring 85–100	68	59	68	0	0	0	68	59	68
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		0	89		0	6
Beginning		0	3		0	0
Intermediate		0	29		0	0
Advanced		0	38		0	6
Proficient		0	19		0	0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		0	93		0	6
Beginning		0	6		0	1
Intermediate		0	41		0	4
Advanced		0	27		0	1
Proficient		0	19		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)