

# 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	2002-03	2003-04	2004-05
Pre-K	546	518	537
Kindergarten	840	804	769
First	878	819	795
Second	778	829	813
Third	802	741	862
Fourth	802	793	771
Fifth	787	793	863
Sixth	839	858	847
Ungraded Elementary	253	265	76
Seventh	924	908	835
Eighth	842	946	877
Ninth	882	909	997
Tenth	844	886	874
Eleventh	741	810	826
Twelfth	738	721	756
Ungraded Secondary	95	30	22
Total K-12 Enrollment	11045	11112	10983

### 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	373	3.4%	398	3.6%	443	4.0%
Black (Not Hispanic)	299	2.7%	306	2.8%	313	2.8%
Hispanic	770	7.0%	869	7.8%	940	8.6%
White (Not Hispanic)	9603	86.9%	9539	85.8%	9287	84.6%

### Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	22	23	23
Common Branch	21	22	23
English Grade 8	26	24	23
Mathematics Grade 8	26	24	24
Science Grade 8	26	25	23
Social Studies Grade 8	26	24	23
English Grade 10	25	25	25
Mathematics Grade 10	24	24	22
Science Grade 10	24	26	21
Social Studies Grade 10	27	25	24

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
5	This is a school district with average student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
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**

	<b>2002-03</b>		<b>2003-04</b>		<b>2004-05</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	225	1.9%	310	2.7%	347	3.0%
<b>Eligible for Free Lunch</b>	765	6.9%	805	7.2%	1054	9.6%

**Attendance and Suspension**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		94.2%		94.8%		94.8%
<b>Student Suspensions</b>	434	3.9%	542	4.9%	507	4.6%

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

	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>Reduced Lunch</b>	4.7%	4.8%	6.3%
<b>Public Assistance</b>	NA	NA	NA
<b>Student Stability</b>	NA	NA	NA

**Staff Counts**

<b>Staff</b>	<b>2004-05</b>
Total Teachers	723
Total Other Professional Staff	113
Total Paraprofessionals	239
Teaching Out of Certification*	34

\*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*	643	666	660
	Regents Diplomas	366	427	555
	% Regents Diplomas	57%	64%	84%
	Regents Diplomas with Advanced Designation**			250
	% Regents Diplomas with Advanced Designation			38%
	IEP Diplomas or Local Certificates			
Students with Disabilities	Total Graduates*	60	53	71
	Regents Diplomas	3	2	21
	% Regents Diplomas	5%	4%	30%
	Regents Diplomas with Advanced Designation**			2
	% Regents Diplomas with Advanced Designation			3%
	IEP Diplomas or Local Certificates	14	7	4
All Students	Total Graduates*	703	719	731
	Regents Diplomas	369	429	576
	% Regents Diplomas	52%	60%	79%
	Regents Diplomas with Advanced Designation**			252
	% Regents Diplomas with Advanced Designation			34%
	IEP Diplomas or Local Certificates	14	7	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
General-Education Students	Number	289	301	7	7	42	0	10	4
	Percent	44%	46%	1%	1%	6%	0%	2%	1%
Students with Disabilities	Number	12	38	3	1	16	0	0	1
	Percent	17%	54%	4%	1%	23%	0%	0%	1%
All Students	Number	301	339	10	8	58	0	10	5
	Percent	41%	46%	1%	1%	8%	0%	1%	1%

## 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	53		55	1.8%	65	2.1%
	Entered GED Program*	3		1	0.0%	0	0.0%
	Total Noncompleters	56		56	1.9%	65	2.1%
Students with Disabilities	Dropped Out	6		15	3.5%	17	3.5%
	Entered GED Program*	1		0	0.0%	1	0.2%
	Total Noncompleters	7		15	3.5%	18	3.7%
All Students	Dropped Out	59	1.8%	70	2.0%	82	2.3%
	Entered GED Program*	4	0.1%	1	0.0%	1	0.0%
	Total Noncompleters	63	1.9%	71	2.1%	83	2.3%

\*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)

# 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%	54	98%	45	98%
German	0	0%	0	0%	0	0%
Italian	0	0%	205	89%	214	80%
Latin	0	0%	0	0%	0	0%
Spanish	426	96%	429	79%	516	90%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	3	#	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	7	57%	7	71%
Latin	0	0%	0	0%	0	0%
Spanish	42	76%	33	55%	49	71%

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	100%	19	100%	7	71%
Science	5	80%	2	#	0	0%
Reading	6	83%	2	#	1	#
Writing	5	80%	1	#	1	#
Global Studies	8	13%	3	#	3	#
U.S. Hist & Gov't	14	50%	2	#	1	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	71	87%	46	80%	36	83%
Science	51	49%	37	54%	18	44%
Reading	41	76%	15	67%	24	71%
Writing	38	82%	10	70%	19	95%
Global Studies	71	32%	45	29%	48	23%
U.S. Hist & Gov't	50	36%	43	47%	22	55%

(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	779	764	837	79	84	83
Number Scoring 55-100	694	713	792	40	60	57
Number Scoring 65-100	636	662	717	29	33	31
Number Scoring 85-100	271	312	302	1	2	2
Percentage of Tested Scoring 55-100	89%	93%	95%	51%	71%	69%
Percentage of Tested Scoring 65-100	82%	87%	86%	37%	39%	37%
Percentage of Tested Scoring 85-100	35%	41%	36%	1%	2%	2%
<b>Mathematics A</b>						
Number Tested	756	883	846	28	87	77
Number Scoring 55-100	585	839	804	9	55	54
Number Scoring 65-100	454	758	726	5	35	33
Number Scoring 85-100	72	212	177	0	2	0
Percentage of Tested Scoring 55-100	77%	95%	95%	32%	63%	70%
Percentage of Tested Scoring 65-100	60%	86%	86%	18%	40%	43%
Percentage of Tested Scoring 85-100	10%	24%	21%	0%	2%	0%
<b>Mathematics B</b>						
Number Tested	213	329	367	3	3	5
Number Scoring 55-100	169	296	322	#	#	4
Number Scoring 65-100	144	257	260	#	#	2
Number Scoring 85-100	25	64	59	#	#	1
Percentage of Tested Scoring 55-100	79%	90%	88%	#	#	80%
Percentage of Tested Scoring 65-100	68%	78%	71%	#	#	40%
Percentage of Tested Scoring 85-100	12%	19%	16%	#	#	20%
<b>Global History and Geography</b>						
Number Tested	915	848	879	122	103	118
Number Scoring 55-100	795	790	788	66	67	74
Number Scoring 65-100	721	719	693	39	51	42
Number Scoring 85-100	272	278	210	4	1	2
Percentage of Tested Scoring 55-100	87%	93%	90%	54%	65%	63%
Percentage of Tested Scoring 65-100	79%	85%	79%	32%	50%	36%
Percentage of Tested Scoring 85-100	30%	33%	24%	3%	1%	2%
<b>U.S. History and Government</b>						
Number Tested	804	749	865	82	87	91
Number Scoring 55-100	735	686	771	58	51	45
Number Scoring 65-100	660	606	660	39	31	29
Number Scoring 85-100	241	279	296	1	5	2
Percentage of Tested Scoring 55-100	91%	92%	89%	71%	59%	49%
Percentage of Tested Scoring 65-100	82%	81%	76%	48%	36%	32%
Percentage of Tested Scoring 85-100	30%	37%	34%	1%	6%	2%

(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	903	816	915	106	92	75
Number Scoring 55-100	812	764	831	65	68	46
Number Scoring 65-100	709	659	705	43	35	24
Number Scoring 85-100	102	139	149	0	1	0
Percentage of Tested Scoring 55-100	90%	94%	91%	61%	74%	61%
Percentage of Tested Scoring 65-100	79%	81%	77%	41%	38%	32%
Percentage of Tested Scoring 85-100	11%	17%	16%	0%	1%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	587	688	709	13	45	45
Number Scoring 55-100	558	630	646	10	26	32
Number Scoring 65-100	517	564	550	9	15	19
Number Scoring 85-100	228	203	186	1	2	2
Percentage of Tested Scoring 55-100	95%	92%	91%	77%	58%	71%
Percentage of Tested Scoring 65-100	88%	82%	78%	69%	33%	42%
Percentage of Tested Scoring 85-100	39%	30%	26%	8%	4%	4%
<b>Physical Setting/Chemistry</b>						
Number Tested	341	382	420	2	2	10
Number Scoring 55-100	298	366	398	#	#	8
Number Scoring 65-100	223	279	308	#	#	5
Number Scoring 85-100	31	42	35	#	#	0
Percentage of Tested Scoring 55-100	87%	96%	95%	#	#	80%
Percentage of Tested Scoring 65-100	65%	73%	73%	#	#	50%
Percentage of Tested Scoring 85-100	9%	11%	8%	#	#	0%
<b>Physical Setting/Physics</b>						
Number Tested		109	127		1	0
Number Scoring 55-100		106	123		#	0
Number Scoring 65-100		99	111		#	0
Number Scoring 85-100		34	48		#	0
Percentage of Tested Scoring 55-100		97%	97%		#	0%
Percentage of Tested Scoring 65-100		91%	87%		#	0%
Percentage of Tested Scoring 85-100		31%	38%		#	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	7	34	51	0	0	2
Number Scoring 55-100	7	34	51	0	0	#
Number Scoring 65-100	6	34	51	0	0	#
Number Scoring 85-100	4	24	27	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65-100	86%	100%	100%	0%	0%	#
Percentage of Tested Scoring 85-100	57%	71%	53%	0%	0%	#
<b>Comprehensive Italian</b>						
Number Tested	7	103	103	0	0	1
Number Scoring 55-100	7	103	97	0	0	#
Number Scoring 65-100	7	101	95	0	0	#
Number Scoring 85-100	4	67	44	0	0	#
Percentage of Tested Scoring 55-100	100%	100%	94%	0%	0%	#
Percentage of Tested Scoring 65-100	100%	98%	92%	0%	0%	#
Percentage of Tested Scoring 85-100	57%	65%	43%	0%	0%	#
<b>Comprehensive German</b>						
Number Tested	0	0	1	0	0	0
Number Scoring 55-100	0	0	#	0	0	0
Number Scoring 65-100	0	0	#	0	0	0
Number Scoring 85-100	0	0	#	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	#	0%	0%	0%
Percentage of Tested Scoring 85-100	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	71	264	257	4	7	6
Number Scoring 55-100	69	262	243	#	7	6
Number Scoring 65-100	65	253	234	#	6	6
Number Scoring 85-100	51	132	117	#	1	2
Percentage of Tested Scoring 55-100	97%	99%	95%	#	100%	100%
Percentage of Tested Scoring 65-100	92%	96%	91%	#	86%	100%
Percentage of Tested Scoring 85-100	72%	50%	46%	#	14%	33%
<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)

## Elementary-Level Social Studies

		<b>Number Tested</b>	<b>% at Level 1</b>	<b>% at Level 2</b>	<b>% at Level 3</b>	<b>% at Level 4</b>
<b>Nov 2004</b>	General-Education Students	720	1%	3%	43%	53%
	Students with Disabilities	156	26%	15%	47%	12%
	All Students	876	6%	5%	44%	46%

## Middle-Level Social Studies

		<b>Number Tested</b>	<b>% at Level 1</b>	<b>% at Level 2</b>	<b>% at Level 3</b>	<b>% at Level 4</b>
<b>June 2005</b>	General-Education Students	779	0%	21%	66%	12%
	Students with Disabilities	118	13%	69%	18%	0%
	All Students	897	2%	27%	60%	11%

(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
<b>Elementary Level</b>						
Social Studies	7	0	1	3	1	2
<b>Middle Level</b>						
Social Studies	10	0	0	3	2	5
<b>Secondary Level</b>						
English Language Arts	4	0	#	#	#	#
Social Studies	4	0	#	#	#	#
Mathematics	4	0	#	#	#	#
Science	3	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	670	670	670	97	97	97	767	767	767
Number Scoring 55–64	41	65	33	25	21	17	66	86	50
Number Scoring 65–84	344	301	373	33	29	33	377	330	406
Number Scoring 85–100	253	264	236	4	4	2	257	268	238
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 K–1)</b>						
Number Tested		76	77		0	4
Beginning		5	1		0	#
Intermediate		4	7		0	#
Advanced		15	15		0	#
Proficient		52	54		0	#
<b>Reading and Writing (Grade K–1)</b>						
Number Tested		76	79		0	4
Beginning		18	3		0	#
Intermediate		25	29		0	#
Advanced		20	15		0	#
Proficient		13	32		0	#
<b>Listening and Speaking (Grade 2–4)</b>						
Number Tested		66	74		2	4
Beginning		2	1		#	#
Intermediate		4	13		#	#
Advanced		18	41		#	#
Proficient		42	19		#	#
<b>Reading and Writing (Grade 2–4)</b>						
Number Tested		66	74		2	4
Beginning		18	14		#	#
Intermediate		26	21		#	#
Advanced		14	20		#	#
Proficient		8	19		#	#
<b>Listening and Speaking (Grade 5–6)</b>						
Number Tested		21	25		0	2
Beginning		0	3		0	#
Intermediate		4	7		0	#
Advanced		7	9		0	#
Proficient		10	6		0	#
<b>Reading and Writing (Grade 5–6)</b>						
Number Tested		21	25		0	2
Beginning		4	4		0	#
Intermediate		6	4		0	#
Advanced		10	8		0	#
Proficient		1	9		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
<b>Listening and Speaking (Grade 7–8)</b>						
Number Tested		29	30		0	2
Beginning		2	0		0	#
Intermediate		4	5		0	#
Advanced		10	17		0	#
Proficient		13	8		0	#
<b>Reading and Writing (Grade 7–8)</b>						
Number Tested		29	30		0	2
Beginning		0	0		0	#
Intermediate		14	8		0	#
Advanced		9	12		0	#
Proficient		6	10		0	#
<b>Listening and Speaking (Grade 9–12)</b>						
Number Tested		66	57		2	3
Beginning		4	2		#	#
Intermediate		20	23		#	#
Advanced		35	19		#	#
Proficient		7	13		#	#
<b>Reading and Writing (Grade 9–12)</b>						
Number Tested		66	58		2	3
Beginning		9	5		#	#
Intermediate		27	25		#	#
Advanced		27	17		#	#
Proficient		3	11		#	#

\*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)