

New York State School Report Card Comprehensive Information Report

BEDS Code: 43-13-01-06-0004

Grade Range : 9-12

Name: Midlakes High School

Principal: L. Rick Bley

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
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	214	203	191
Tenth	179	180	192
Eleventh	165	160	172
Twelfth	152	165	156
Ungraded Secondary	0	0	0
Total K-12 Enrollment	710	708	711

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	4	0.6%	9	1.3%	9	1.3%
Black (Not Hispanic)	3	0.4%	6	0.8%	5	0.7%
Hispanic	6	0.8%	10	1.4%	9	1.3%
White (Not Hispanic)	697	98.2%	683	96.5%	688	96.8%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
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	24
Social Studies Grade 8	0	0	0
English Grade 10	25	23	23
Mathematics Grade 10	18	23	17
Science Grade 10	20	22	24
Social Studies Grade 10	19	20	24

(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
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	2	0.3%	0	0.0%	0	0.0%
Eligible for Free Lunch	91	12.8%	116	16.4%	84	11.8%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.0%		95.7%		95.0%
Student Suspensions	39	5.5%	46	6.5%	43	6.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	11.1%	9.2%	7.3%
Public Assistance	11-20%	11-20%	1-10%
Student Stability	99%	98%	99%

Staff Counts

Staff	2002–2003
Total Teachers	50
Total Other Professional Staff	5
Total Paraprofessionals	NA
Teaching Out of Certification*	3
Teachers with Temporary Licenses	1

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	122	81	66%	122	100	82%	136	108	79%
Students with Disabilities	11	2	18%	12	5	42%	10	3	30%
All Students	133	83	62%	134	105	78%	146	111	76%

*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 during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	60	41	3	8	7	27
Percent	41%	28%	2%	5%	5%	18%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
10	3	3	13

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			3		24	
	Entered GED Program*			1		3	
	Total Noncompleters			4		27	
Students with Disabilities	Dropped Out			0		8	
	Entered GED Program*			0		1	
	Total Noncompleters			0		9	
All Students	Dropped Out	36	5.1%	3	0.4%	32	4.5%
	Entered GED Program*	18	2.5%	1	0.1%	4	0.6%
	Total Noncompleters	54	7.6%	4	0.6%	36	5.1%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		156	641
	Number of Students with Disabilities		4	70
	Number of All Students		160	711
	Percent of Enrollment		23%	100%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	45	98%	54	94%	33	97%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	108	86%	104	83%	99	93%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	4	#	3	#	4	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	9	56%	22	36%	15	53%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	5	80%
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	1	#
Global Studies	3	#	0	0%	3	#
U.S. Hist & Gov't	4	#	0	0%	1	#

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	12	67%	4	#	9	67%
Science	8	62%	2	#	2	#
Reading	2	#	2	#	11	91%
Writing	1	#	2	#	8	88%
Global Studies	8	38%	5	20%	15	73%
U.S. Hist & Gov't	6	67%	1	#	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	153	154	183	18	12	21
Number Scoring 55–100	147	144	167	15	6	13
Number Scoring 65–100	139	125	149	11	3	9
Number Scoring 85–100	56	55	51	0	0	0
Percentage of Tested Scoring 55–100	96%	94%	91%	83%	50%	62%
Percentage of Tested Scoring 65–100	91%	81%	81%	61%	25%	43%
Percentage of Tested Scoring 85–100	37%	36%	28%	0%	0%	0%
Mathematics A						
Number Tested	0	162	196	0	5	17
Number Scoring 55–100	0	134	172	0	2	11
Number Scoring 65–100	0	120	156	0	1	10
Number Scoring 85–100	0	66	30	0	0	0
Percentage of Tested Scoring 55–100	0%	83%	88%	0%	40%	65%
Percentage of Tested Scoring 65–100	0%	74%	80%	0%	20%	59%
Percentage of Tested Scoring 85–100	0%	41%	15%	0%	0%	0%
Mathematics B (first administered June 2001)						
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%
Global History and Geography						
Number Tested	210	184	200	15	21	22
Number Scoring 55–100	206	168	167	12	18	16
Number Scoring 65–100	185	151	144	8	12	8
Number Scoring 85–100	74	54	38	1	0	1
Percentage of Tested Scoring 55–100	98%	91%	83%	80%	86%	73%
Percentage of Tested Scoring 65–100	88%	82%	72%	53%	57%	36%
Percentage of Tested Scoring 85–100	35%	29%	19%	7%	0%	5%
U.S. History and Government (first administered June 2001)						
Number Tested	142	175	168	12	15	15
Number Scoring 55–100	127	164	167	6	12	14
Number Scoring 65–100	117	150	162	4	8	12
Number Scoring 85–100	53	35	86	1	0	3
Percentage of Tested Scoring 55–100	89%	94%	99%	50%	80%	93%
Percentage of Tested Scoring 65–100	82%	86%	96%	33%	53%	80%
Percentage of Tested Scoring 85–100	37%	20%	51%	8%	0%	20%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	145	162	157	5	9	14
Number Scoring 55–100	145	162	146	5	9	12
Number Scoring 65–100	141	150	142	3	7	10
Number Scoring 85–100	42	60	41	1	0	0
Percentage of Tested Scoring 55–100	100%	100%	93%	100%	100%	86%
Percentage of Tested Scoring 65–100	97%	93%	90%	60%	78%	71%
Percentage of Tested Scoring 85–100	29%	37%	26%	20%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	154	199	185	8	30	24
Number Scoring 55–100	151	190	164	7	27	17
Number Scoring 65–100	147	164	148	6	20	12
Number Scoring 85–100	72	65	60	2	4	0
Percentage of Tested Scoring 55–100	98%	95%	89%	88%	90%	71%
Percentage of Tested Scoring 65–100	95%	82%	80%	75%	67%	50%
Percentage of Tested Scoring 85–100	47%	33%	32%	25%	13%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		88	102		0	2
Number Scoring 55–100		88	97		0	#
Number Scoring 65–100		71	82		0	#
Number Scoring 85–100		18	19		0	#
Percentage of Tested Scoring 55–100		100%	95%		0%	#
Percentage of Tested Scoring 65–100		81%	80%		0%	#
Percentage of Tested Scoring 85–100		20%	19%		0%	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.
(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	30	43	39	0	1	2
Number Scoring 55–100	30	42	37	0	#	#
Number Scoring 65–100	29	41	37	0	#	#
Number Scoring 85–100	11	16	27	0	#	#
Percentage of Tested Scoring 55–100	100%	98%	95%	0%	#	#
Percentage of Tested Scoring 65–100	97%	95%	95%	0%	#	#
Percentage of Tested Scoring 85–100	37%	37%	69%	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	95	68	86	3	1	3
Number Scoring 55–100	95	65	83	#	#	#
Number Scoring 65–100	92	62	80	#	#	#
Number Scoring 85–100	38	20	42	#	#	#
Percentage of Tested Scoring 55–100	100%	96%	97%	#	#	#
Percentage of Tested Scoring 65–100	97%	91%	93%	#	#	#
Percentage of Tested Scoring 85–100	40%	29%	49%	#	#	#
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	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	192	30	0	16	0	0
Number Scoring 55–100	148	20	0	7	0	0
Number Scoring 65–100	127	16	0	6	0	0
Number Scoring 85–100	46	2	0	2	0	0
Percentage of Tested Scoring 55–100	77%	67%	0%	44%	0%	0%
Percentage of Tested Scoring 65–100	66%	53%	0%	38%	0%	0%
Percentage of Tested Scoring 85–100	24%	7%	0%	12%	0%	0%
Sequential Mathematics, Course III						
Number Tested	125	111	0	1	5	0
Number Scoring 55–100	111	93	0	#	3	0
Number Scoring 65–100	104	88	0	#	2	0
Number Scoring 85–100	60	55	0	#	1	0
Percentage of Tested Scoring 55–100	89%	84%	0%	#	60%	0%
Percentage of Tested Scoring 65–100	83%	79%	0%	#	40%	0%
Percentage of Tested Scoring 85–100	48%	50%	0%	#	20%	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	59	100%	36	0%	25	92%
Students with Disabilities	6	100%	11	0%	4	#

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

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

1999 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	147	147	147	16	16	16	163	163	163
Number Scoring 55–64	7	5	5	4	2	1	11	7	6
Number Scoring 65–84	84	98	81	3	4	5	87	102	86
Number Scoring 85–100	52	34	58	2	0	1	54	34	59
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)