

# New York State School Report Card Comprehensive Information Report

BEDS Code: 53-01-01-04-0001

Grade Range : 6-12

Name: Duaneburg Middle School/High School

Principal: Michele Meyers

## 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	66	81	83
Ungraded Elementary	0	0	0
Seventh	71	71	83
Eighth	73	70	75
Ninth	82	71	74
Tenth	79	76	70
Eleventh	58	67	70
Twelfth	69	50	69
Ungraded Secondary	0	2	0
Total K-12 Enrollment	498	488	524

## 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	0	0.0%	0	0.0%	1	0.2%
Black (Not Hispanic)	1	0.2%	1	0.2%	1	0.2%
Hispanic	1	0.2%	1	0.2%	1	0.2%
White (Not Hispanic)	496	99.6%	486	99.6%	521	99.4%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	21	0	0
English Grade 8	23	22	25
Mathematics Grade 8	18	19	25
Science Grade 8	22	23	25
Social Studies Grade 8	23	23	25
English Grade 10	22	25	0
Mathematics Grade 10	0	25	20
Science Grade 10	23	20	14
Social Studies Grade 10	25	18	17

(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>
49	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 lower 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**

	<b>2000–2001</b>		<b>2001–2002</b>		<b>2002–2003</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	1	0.2%	0	0.0%
<b>Eligible for Free Lunch</b>	68	13.7%	26	5.3%	30	5.7%

**Attendance and Suspension**

	<b>1999–2000</b>		<b>2000–2001</b>		<b>2001–2002</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>		95.5%		95.0%		94.3%
<b>Student Suspensions</b>	51	11.9%	49	9.8%	45	9.2%

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

	<b>2000–2001</b>	<b>2001–2002</b>	<b>2002–2003</b>
<b>Reduced Lunch</b>	4.8%	4.7%	13.4%
<b>Public Assistance</b>	1-10%	1-10%	1-10%
<b>Student Stability</b>	100%	100%	100%

**Staff Counts**

<b>Staff</b>	<b>2002–2003</b>
Total Teachers	39
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	3
Teachers with Temporary Licenses	0

\*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	60	49	82%	41	29	71%	60	47	78%
Students with Disabilities	4	0	0%	9	2	22%	4	1	25%
All Students	64	49	77%	50	31	62%	64	48	75%

\*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	30	20	3	2	4	5
Percent	47%	31%	5%	3%	6%	8%

## 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)
4	1	4	8

\*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			1		1	
	Entered GED Program*			1		2	
	Total Noncompleters			2		3	
Students with Disabilities	Dropped Out			1		0	
	Entered GED Program*			0		0	
	Total Noncompleters			1		0	
All Students	Dropped Out	6	2.1%	2	0.8%	1	0.4%
	Entered GED Program*	5	1.7%	1	0.4%	2	0.7%
	Total Noncompleters	11	3.8%	3	1.1%	3	1.1%

\*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		0	237
	Number of Students with Disabilities		0	46
	Number of All Students		0	283
	Percent of Enrollment		0%	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	29	97%	22	100%	24	96%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	28	93%	36	100%	43	100%

### Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	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	1	#	0	0%	0	0%

(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%	1	#	9	100%
Science	0	0%	0	0%	8	88%
Reading	0	0%	0	0%	8	100%
Writing	0	0%	0	0%	7	43%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	100%	8	100%	6	100%
Science	10	10%	6	100%	0	0%
Reading	7	86%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	5	20%	0	0%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	63	69	71	12	5	9
Number Scoring 55–100	63	67	67	12	4	5
Number Scoring 65–100	58	61	60	8	3	4
Number Scoring 85–100	20	20	19	0	0	0
Percentage of Tested Scoring 55–100	100%	97%	94%	100%	80%	56%
Percentage of Tested Scoring 65–100	92%	88%	85%	67%	60%	44%
Percentage of Tested Scoring 85–100	32%	29%	27%	0%	0%	0%
<b>Mathematics A</b>						
Number Tested	58	58	25	3	4	6
Number Scoring 55–100	53	49	16	#	#	0
Number Scoring 65–100	50	41	14	#	#	0
Number Scoring 85–100	25	12	2	#	#	0
Percentage of Tested Scoring 55–100	91%	84%	64%	#	#	0%
Percentage of Tested Scoring 65–100	86%	71%	56%	#	#	0%
Percentage of Tested Scoring 85–100	43%	21%	8%	#	#	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	45	58	0	2	4
Number Scoring 55–100	0	34	41	0	#	#
Number Scoring 65–100	0	28	33	0	#	#
Number Scoring 85–100	0	3	4	0	#	#
Percentage of Tested Scoring 55–100	0%	76%	71%	0%	#	#
Percentage of Tested Scoring 65–100	0%	62%	57%	0%	#	#
Percentage of Tested Scoring 85–100	0%	7%	7%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	73	61	66	4	4	9
Number Scoring 55–100	73	58	63	#	#	7
Number Scoring 65–100	70	49	58	#	#	6
Number Scoring 85–100	33	13	16	#	#	1
Percentage of Tested Scoring 55–100	100%	95%	95%	#	#	78%
Percentage of Tested Scoring 65–100	96%	80%	88%	#	#	67%
Percentage of Tested Scoring 85–100	45%	21%	24%	#	#	11%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	50	66	67	10	4	7
Number Scoring 55–100	48	65	67	8	#	7
Number Scoring 65–100	44	58	65	6	#	6
Number Scoring 85–100	22	28	37	2	#	2
Percentage of Tested Scoring 55–100	96%	98%	100%	80%	#	100%
Percentage of Tested Scoring 65–100	88%	88%	97%	60%	#	86%
Percentage of Tested Scoring 85–100	44%	42%	55%	20%	#	29%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	62	60	61	6	4	7
Number Scoring 55–100	62	60	61	6	#	7
Number Scoring 65–100	60	60	57	5	#	7
Number Scoring 85–100	23	21	21	1	#	3
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	#	100%
Percentage of Tested Scoring 65–100	97%	100%	93%	83%	#	100%
Percentage of Tested Scoring 85–100	37%	35%	34%	17%	#	43%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	61	52	62	0	3	0
Number Scoring 55–100	60	52	60	0	#	0
Number Scoring 65–100	51	49	59	0	#	0
Number Scoring 85–100	18	14	33	0	#	0
Percentage of Tested Scoring 55–100	98%	100%	97%	0%	#	0%
Percentage of Tested Scoring 65–100	84%	94%	95%	0%	#	0%
Percentage of Tested Scoring 85–100	30%	27%	53%	0%	#	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		41	51		1	0
Number Scoring 55–100		37	50		#	0
Number Scoring 65–100		27	38		#	0
Number Scoring 85–100		2	6		#	0
Percentage of Tested Scoring 55–100		90%	98%		#	0%
Percentage of Tested Scoring 65–100		66%	75%		#	0%
Percentage of Tested Scoring 85–100		5%	12%		#	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
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
<b>Comprehensive French</b>						
Number Tested	13	21	19	0	0	0
Number Scoring 55–100	13	21	19	0	0	0
Number Scoring 65–100	13	21	19	0	0	0
Number Scoring 85–100	6	12	14	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	46%	57%	74%	0%	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	25	24	17	1	0	0
Number Scoring 55–100	25	24	17	#	0	0
Number Scoring 65–100	25	24	17	#	0	0
Number Scoring 85–100	21	19	14	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	84%	79%	82%	#	0%	0%
<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)



# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	8	4	0	1	1	0
Number Scoring 55–100	6	#	0	#	#	0
Number Scoring 65–100	5	#	0	#	#	0
Number Scoring 85–100	0	#	0	#	#	0
Percentage of Tested Scoring 55–100	75%	#	0%	#	#	0%
Percentage of Tested Scoring 65–100	62%	#	0%	#	#	0%
Percentage of Tested Scoring 85–100	0%	#	0%	#	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	34	0	0	1	0	0
Number Scoring 55–100	28	0	0	#	0	0
Number Scoring 65–100	27	0	0	#	0	0
Number Scoring 85–100	17	0	0	#	0	0
Percentage of Tested Scoring 55–100	82%	0%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	79%	0%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	50%	0%	0%	#	0%	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	33	100%	13	100%	0	0%
Students with Disabilities	14	100%	6	100%	1	#

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
<b>Nov 2002</b>	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
<b>June 2003</b>	General-Education Students	66	0%	14%	74%	12%
	Students with Disabilities	9	11%	33%	56%	0%
	All Students	75	1%	16%	72%	11%

(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
<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

## 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	61	61	61	10	10	10	71	71	71
Number Scoring 55–64	1	3	2	1	1	0	2	4	2
Number Scoring 65–84	24	29	29	3	2	3	27	31	32
Number Scoring 85–100	32	27	29	1	1	0	33	28	29
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)