

# New York State School Report Card Comprehensive Information Report

BEDS Code: 54-10-01-04-0001  
 Name: Middleburgh High School  
 Principal: Lori Petrosino

Grade Range : 9-12

## 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	92	84	87
Tenth	94	93	76
Eleventh	77	75	91
Twelfth	65	62	85
Ungraded Secondary	14	3	0
Total K-12 Enrollment	342	317	339

## 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	7	2.0%	5	1.6%	9	2.7%
Black (Not Hispanic)	1	0.3%	2	0.6%	1	0.3%
Hispanic	6	1.8%	4	1.3%	4	1.2%
White (Not Hispanic)	328	95.9%	306	96.5%	325	95.9%

## 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	0
Social Studies Grade 8	0	22	0
English Grade 10	17	23	21
Mathematics Grade 10	21	13	11
Science Grade 10	16	15	15
Social Studies Grade 10	22	22	20

(Form - A)

### District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
46	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	1	0.3%	1	0.3%	0	0.0%
Eligible for Free Lunch	94	27.5%	65	20.5%	65	19.2%

### 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		93.7%		92.8%		93.2%
Student Suspensions	17	4.7%	9	2.6%	31	9.8%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	16.4%	10.4%	11.2%
Public Assistance	21-30%	21-30%	21-30%
Student Stability	100%	100%	99%

### Staff Counts

Staff	2002–2003
Total Teachers	23
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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	49	32	65%	56	35	62%	69	32	46%
Students with Disabilities	10	0	0%	8	1	12%	8	1	12%
All Students	59	32	54%	64	36	56%	77	33	43%

\*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	18	27	6	6	12	8
Percent	23%	35%	8%	8%	16%	10%

## 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)
8	1	2	10

\*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			6		13	
	Entered GED Program*			5		0	
	Total Noncompleters			11		13	
Students with Disabilities	Dropped Out			1		5	
	Entered GED Program*			1		0	
	Total Noncompleters			2		5	
All Students	Dropped Out	13	3.8%	7	2.2%	18	5.3%
	Entered GED Program*	1	0.3%	6	1.9%	0	0.0%
	Total Noncompleters	14	4.1%	13	4.1%	18	5.3%

\*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		314	70
	Number of Students with Disabilities		0	0
	Number of All Students		314	70
	Percent of Enrollment		99%	21%

## Second Language Proficiency Examinations

### General-Education Students

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	71	76%	0	0%	2	#

### 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	9	11%	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	1	#	0	0%	0	0%
Science	0	0%	2	#	0	0%
Reading	1	#	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	4	#	0	0%	0	0%
U.S. Hist & Gov't	5	20%	4	#	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	100%	0	0%	2	#
Science	0	0%	0	0%	0	0%
Reading	6	67%	0	0%	1	#
Writing	7	100%	0	0%	0	0%
Global Studies	3	#	0	0%	0	0%
U.S. Hist & Gov't	4	#	0	0%	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	71	75	83	11	8	11
Number Scoring 55–100	67	71	72	10	5	7
Number Scoring 65–100	59	67	65	6	4	5
Number Scoring 85–100	12	35	28	0	0	1
Percentage of Tested Scoring 55–100	94%	95%	87%	91%	62%	64%
Percentage of Tested Scoring 65–100	83%	89%	78%	55%	50%	45%
Percentage of Tested Scoring 85–100	17%	47%	34%	0%	0%	9%
<b>Mathematics A</b>						
Number Tested	82	49	114	11	12	12
Number Scoring 55–100	78	16	92	11	5	6
Number Scoring 65–100	52	8	68	7	3	5
Number Scoring 85–100	16	1	15	2	1	3
Percentage of Tested Scoring 55–100	95%	33%	81%	100%	42%	50%
Percentage of Tested Scoring 65–100	63%	16%	60%	64%	25%	42%
Percentage of Tested Scoring 85–100	20%	2%	13%	18%	8%	25%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	35	35	0	1	1
Number Scoring 55–100	0	28	29	0	#	#
Number Scoring 65–100	0	26	19	0	#	#
Number Scoring 85–100	0	13	1	0	#	#
Percentage of Tested Scoring 55–100	0%	80%	83%	0%	#	#
Percentage of Tested Scoring 65–100	0%	74%	54%	0%	#	#
Percentage of Tested Scoring 85–100	0%	37%	3%	0%	#	#
<b>Global History and Geography</b>						
Number Tested	97	85	84	17	11	13
Number Scoring 55–100	94	81	73	15	9	9
Number Scoring 65–100	83	59	64	12	4	7
Number Scoring 85–100	40	15	25	0	1	1
Percentage of Tested Scoring 55–100	97%	95%	87%	88%	82%	69%
Percentage of Tested Scoring 65–100	86%	69%	76%	71%	36%	54%
Percentage of Tested Scoring 85–100	41%	18%	30%	0%	9%	8%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	63	87	83	11	10	10
Number Scoring 55–100	58	78	81	8	6	10
Number Scoring 65–100	50	61	69	5	2	7
Number Scoring 85–100	19	23	29	0	0	1
Percentage of Tested Scoring 55–100	92%	90%	98%	73%	60%	100%
Percentage of Tested Scoring 65–100	79%	70%	83%	45%	20%	70%
Percentage of Tested Scoring 85–100	30%	26%	35%	0%	0%	10%

(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	77	87	71	11	9	11
Number Scoring 55–100	77	87	71	11	9	11
Number Scoring 65–100	77	87	69	11	9	9
Number Scoring 85–100	33	32	24	0	1	0
Percentage of Tested Scoring 55–100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	100%	100%	97%	100%	100%	82%
Percentage of Tested Scoring 85–100	43%	37%	34%	0%	11%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	78	51	52	3	2	2
Number Scoring 55–100	71	51	51	#	#	#
Number Scoring 65–100	62	49	46	#	#	#
Number Scoring 85–100	25	27	35	#	#	#
Percentage of Tested Scoring 55–100	91%	100%	98%	#	#	#
Percentage of Tested Scoring 65–100	79%	96%	88%	#	#	#
Percentage of Tested Scoring 85–100	32%	53%	67%	#	#	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		31	36		0	1
Number Scoring 55–100		30	36		0	#
Number Scoring 65–100		28	30		0	#
Number Scoring 85–100		13	9		0	#
Percentage of Tested Scoring 55–100		97%	100%		0%	#
Percentage of Tested Scoring 65–100		90%	83%		0%	#
Percentage of Tested Scoring 85–100		42%	25%		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	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 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	40	34	43	2	2	0
Number Scoring 55–100	39	33	43	#	#	0
Number Scoring 65–100	38	32	42	#	#	0
Number Scoring 85–100	25	12	20	#	#	0
Percentage of Tested Scoring 55–100	97%	97%	100%	#	#	0%
Percentage of Tested Scoring 65–100	95%	94%	98%	#	#	0%
Percentage of Tested Scoring 85–100	62%	35%	47%	#	#	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	0	56	1	0	1	0
Number Scoring 55–100	0	46	#	0	#	0
Number Scoring 65–100	0	28	#	0	#	0
Number Scoring 85–100	0	2	#	0	#	0
Percentage of Tested Scoring 55–100	0%	82%	#	0%	#	0%
Percentage of Tested Scoring 65–100	0%	50%	#	0%	#	0%
Percentage of Tested Scoring 85–100	0%	4%	#	0%	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	39	0	0	1	0	0
Number Scoring 55–100	26	0	0	#	0	0
Number Scoring 65–100	24	0	0	#	0	0
Number Scoring 85–100	9	0	0	#	0	0
Percentage of Tested Scoring 55–100	67%	0%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	62%	0%	0%	#	0%	0%
Percentage of Tested Scoring 85–100	23%	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	25	100%	0	0%	1	#
Students with Disabilities	5	100%	0	0%	0	0%

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	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
<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	74	74	74	10	10	10	84	84	84
Number Scoring 55–64	6	13	0	3	3	0	9	16	0
Number Scoring 65–84	25	32	33	3	1	7	28	33	40
Number Scoring 85–100	36	21	34	0	0	0	36	21	34
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)