

# 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	2001-02	2002-03	2003-04
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	84	87	88
Tenth	93	76	76
Eleventh	75	91	69
Twelfth	62	85	87
Ungraded Secondary	3	0	5
Total K-12 Enrollment	317	339	325

## Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	5	1.6%	9	2.7%	4	1.2%
Black (Not Hispanic)	2	0.6%	1	0.3%	1	0.3%
Hispanic	4	1.3%	4	1.2%	3	0.9%
White (Not Hispanic)	306	96.5%	325	95.9%	317	97.5%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	21
Science Grade 8	0	0	0
Social Studies Grade 8	22	0	0
English Grade 10	23	21	20
Mathematics Grade 10	13	11	0
Science Grade 10	15	15	9
Social Studies Grade 10	22	20	19

(Form - A)

**District Need to Resource Capacity Category**

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

**Similar School Group and Description**

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

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	1	0.3%	0	0.0%	0	0.0%
<b>Eligible for Free Lunch</b>	65	20.5%	65	19.2%	67	20.6%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</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>		92.8%		93.2%		93.1%
<b>Student Suspensions</b>	9	2.6%	31	9.8%	41	12.1%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	10.4%	11.2%	14.2%
<b>Public Assistance</b>	21-30%	21-30%	21-30%
<b>Student Stability</b>	100%	99%	99%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	27
Total Other Professional Staff	3
Total Paraprofessionals	NA
Teaching Out of Certification*	1

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	56	35	62%	69	32	46%	71	40	56%
Students with Disabilities	8	1	12%	8	1	12%	12	2	17%
All Students	64	36	56%	77	33	43%	83	42	51%

\*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	22	29	5	5	21	1
Percent	27%	35%	6%	6%	25%	1%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
12	2	2	14

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	6		13		7	2.5%
	Entered GED Program*	5		0		1	0.4%
	Total Noncompleters	11		13		8	2.9%
Students with Disabilities	Dropped Out	1		5		2	3.6%
	Entered GED Program*	1		0		0	0.0%
	Total Noncompleters	2		5		2	3.6%
All Students	Dropped Out	7	2.2%	18	5.3%	9	2.7%
	Entered GED Program*	6	1.9%	0	0.0%	1	0.3%
	Total Noncompleters	13	4.1%	18	5.3%	10	3.0%

\*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)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	314	70	308
	Number of Students with Disabilities	0	0	30
	Number of All Students	314	70	338
	Percent of Enrollment	99%	21%	104%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	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%	2	#	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	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	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	2	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	4	#	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	2	#	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	1	#	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	75	83	67	8	11	8
Number Scoring 55-100	71	72	62	5	7	5
Number Scoring 65-100	67	65	56	4	5	3
Number Scoring 85-100	35	28	27	0	1	1
Percentage of Tested Scoring 55-100	95%	87%	93%	62%	64%	62%
Percentage of Tested Scoring 65-100	89%	78%	84%	50%	45%	38%
Percentage of Tested Scoring 85-100	47%	34%	40%	0%	9%	12%
<b>Mathematics A</b>						
Number Tested	49	114	80	12	12	8
Number Scoring 55-100	16	92	78	5	6	8
Number Scoring 65-100	8	68	69	3	5	5
Number Scoring 85-100	1	15	27	1	3	0
Percentage of Tested Scoring 55-100	33%	81%	97%	42%	50%	100%
Percentage of Tested Scoring 65-100	16%	60%	86%	25%	42%	62%
Percentage of Tested Scoring 85-100	2%	13%	34%	8%	25%	0%
<b>Mathematics B</b>						
Number Tested	35	35	23	1	1	1
Number Scoring 55-100	28	29	23	#	#	#
Number Scoring 65-100	26	19	21	#	#	#
Number Scoring 85-100	13	1	3	#	#	#
Percentage of Tested Scoring 55-100	80%	83%	100%	#	#	#
Percentage of Tested Scoring 65-100	74%	54%	91%	#	#	#
Percentage of Tested Scoring 85-100	37%	3%	13%	#	#	#
<b>Global History and Geography</b>						
Number Tested	85	84	75	11	13	9
Number Scoring 55-100	81	73	70	9	9	7
Number Scoring 65-100	59	64	64	4	7	5
Number Scoring 85-100	15	25	28	1	1	0
Percentage of Tested Scoring 55-100	95%	87%	93%	82%	69%	78%
Percentage of Tested Scoring 65-100	69%	76%	85%	36%	54%	56%
Percentage of Tested Scoring 85-100	18%	30%	37%	9%	8%	0%
<b>U.S. History and Government</b>						
Number Tested	87	83	63	10	10	6
Number Scoring 55-100	78	81	57	6	10	3
Number Scoring 65-100	61	69	46	2	7	1
Number Scoring 85-100	23	29	30	0	1	1
Percentage of Tested Scoring 55-100	90%	98%	90%	60%	100%	50%
Percentage of Tested Scoring 65-100	70%	83%	73%	20%	70%	17%
Percentage of Tested Scoring 85-100	26%	35%	48%	0%	10%	17%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	87	71	64	9	11	8
Number Scoring 55-100	87	71	64	9	11	8
Number Scoring 65-100	87	69	64	9	9	8
Number Scoring 85-100	32	24	31	1	0	1
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65-100	100%	97%	100%	100%	82%	100%
Percentage of Tested Scoring 85-100	37%	34%	48%	11%	0%	12%
<b>Physical Setting/Earth Science</b>						
Number Tested	51	52	48	2	2	3
Number Scoring 55-100	51	51	47	#	#	#
Number Scoring 65-100	49	46	41	#	#	#
Number Scoring 85-100	27	35	21	#	#	#
Percentage of Tested Scoring 55-100	100%	98%	98%	#	#	#
Percentage of Tested Scoring 65-100	96%	88%	85%	#	#	#
Percentage of Tested Scoring 85-100	53%	67%	44%	#	#	#
<b>Physical Setting/Chemistry</b>						
Number Tested	31	36	34	0	1	0
Number Scoring 55-100	30	36	34	0	#	0
Number Scoring 65-100	28	30	32	0	#	0
Number Scoring 85-100	13	9	3	0	#	0
Percentage of Tested Scoring 55-100	97%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65-100	90%	83%	94%	0%	#	0%
Percentage of Tested Scoring 85-100	42%	25%	9%	0%	#	0%
<b>Physical Setting/Physics</b>						
Number Tested			22			1
Number Scoring 55-100			22			#
Number Scoring 65-100			21			#
Number Scoring 85-100			9			#
Percentage of Tested Scoring 55-100			100%			#
Percentage of Tested Scoring 65-100			95%			#
Percentage of Tested Scoring 85-100			41%			#

\* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive French</b>						
Number Tested	0	1	0	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	34	43	44	2	0	1
Number Scoring 55-100	33	43	43	#	0	#
Number Scoring 65-100	32	42	42	#	0	#
Number Scoring 85-100	12	20	23	#	0	#
Percentage of Tested Scoring 55-100	97%	100%	98%	#	0%	#
Percentage of Tested Scoring 65-100	94%	98%	95%	#	0%	#
Percentage of Tested Scoring 85-100	35%	47%	52%	#	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		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</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%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	1	#	41	100%
Students with Disabilities	0	0%	0	0%	9	100%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 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%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</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 - I)

# New York State Alternate Assessments (NYSAA) 2003–04

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

## 2000 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	76	76	76	13	13	13	89	89	89
Number Scoring 55–64	10	8	2	3	3	0	13	11	2
Number Scoring 65–84	46	34	40	5	6	8	51	40	48
Number Scoring 85–100	13	27	28	1	1	1	14	28	29
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)