

# New York State District Report Card Comprehensive Information Report

BEDS Code: 44-10-00-01-0000

Name: Middletown City School District

Superintendent: Patricia Mc Leod

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	133	110	144
Kindergarten	433	442	422
First	497	507	507
Second	554	521	502
Third	514	510	498
Fourth	526	501	492
Fifth	520	509	498
Sixth	526	537	556
Ungraded Elementary	9	4	46
Seventh	464	532	520
Eighth	428	467	543
Ninth	545	524	546
Tenth	496	470	426
Eleventh	370	397	424
Twelfth	338	372	349
Ungraded Secondary	15	39	18
Total K-12 Enrollment	6235	6332	6347

## 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	151	2.4%	147	2.3%	146	2.3%
Black (Not Hispanic)	1484	23.8%	1553	24.5%	1602	25.2%
Hispanic	1768	28.4%	1992	31.5%	2131	33.6%
White (Not Hispanic)	2832	45.4%	2640	41.7%	2468	38.9%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	17	19	16
Common Branch	22	21	21
English Grade 8	19	20	22
Mathematics Grade 8	19	20	25
Science Grade 8	19	20	25
Social Studies Grade 8	19	21	24
English Grade 10	23	25	21
Mathematics Grade 10	21	22	25
Science Grade 10	18	17	21
Social Studies Grade 10	24	24	23

(Form – A)

### District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	515	8.1%	420	6.5%	438	6.8%
Eligible for Free Lunch	2718	46.7%	2660	45.1%	2461	41.5%

### 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		91.7%		91.9%		92.0%
Student Suspensions	644	10.3%	492	7.9%	456	7.2%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	11.3%	13.1%	16.3%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	455
Total Other Professional Staff	76
Total Paraprofessionals	123
Teaching Out of Certification*	20
Teachers with Temporary Licenses	12

\*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	223	94	42%	243	126	52%	251	132	53%
Students with Disabilities	13	0	0%	21	1	5%	10	1	10%
All Students	236	94	40%	264	127	48%	261	133	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 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	94	113	13	4	10	27
Percent	36%	43%	5%	2%	4%	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)
10	1	9	19

\*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			7		67	
	Entered GED Program*			5		55	
	Total Noncompleters			12		122	
Students with Disabilities	Dropped Out			4		23	
	Entered GED Program*			2		8	
	Total Noncompleters			6		31	
All Students	Dropped Out	68	3.9%	11	0.6%	90	5.2%
	Entered GED Program*	0	0.0%	7	0.4%	63	3.6%
	Total Noncompleters	68	3.9%	18	1.0%	153	8.8%

\*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%	57%
2-3		0%	59%

## 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		1112	1162
	Number of Students with Disabilities		194	174
	Number of All Students		1306	1336
	Percent of Enrollment		84%	82%
9-12	Number of General-Education Students		372	0
	Number of Students with Disabilities		168	0
	Number of All Students		540	0
	Percent of Enrollment		30%	0%

## 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	56	100%	90	93%	23	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	0	0%	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	77	68%	17	94%	24	88%
Science	29	55%	17	53%	10	80%
Reading	0	0%	0	0%	11	82%
Writing	1	#	0	0%	8	38%
Global Studies	33	67%	1	#	10	70%
U.S. Hist & Gov't	47	70%	5	100%	19	53%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	61	41%	49	55%	78	64%
Science	96	35%	74	45%	85	46%
Reading	43	70%	25	60%	41	80%
Writing	15	73%	29	83%	40	82%
Global Studies	59	25%	56	43%	43	33%
U.S. Hist & Gov't	42	31%	24	62%	26	50%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	325	358	339	41	33	38
Number Scoring 55–100	283	310	278	23	12	18
Number Scoring 65–100	208	248	232	3	7	5
Number Scoring 85–100	48	94	82	0	1	0
Percentage of Tested Scoring 55–100	87%	87%	82%	56%	36%	47%
Percentage of Tested Scoring 65–100	64%	69%	68%	7%	21%	13%
Percentage of Tested Scoring 85–100	15%	26%	24%	0%	3%	0%
<b>Mathematics A</b>						
Number Tested	276	405	354	7	32	22
Number Scoring 55–100	222	272	237	4	3	6
Number Scoring 65–100	163	176	178	2	2	2
Number Scoring 85–100	29	39	31	1	0	0
Percentage of Tested Scoring 55–100	80%	67%	67%	57%	9%	27%
Percentage of Tested Scoring 65–100	59%	43%	50%	29%	6%	9%
Percentage of Tested Scoring 85–100	11%	10%	9%	14%	0%	0%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	88	193	0	0	2
Number Scoring 55–100	0	77	141	0	0	#
Number Scoring 65–100	0	71	112	0	0	#
Number Scoring 85–100	0	40	27	0	0	#
Percentage of Tested Scoring 55–100	0%	88%	73%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	81%	58%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	45%	14%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	322	406	391	33	57	40
Number Scoring 55–100	294	335	320	19	25	16
Number Scoring 65–100	240	251	264	11	8	9
Number Scoring 85–100	77	58	66	0	0	2
Percentage of Tested Scoring 55–100	91%	83%	82%	58%	44%	40%
Percentage of Tested Scoring 65–100	75%	62%	68%	33%	14%	23%
Percentage of Tested Scoring 85–100	24%	14%	17%	0%	0%	5%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	262	338	380	26	30	33
Number Scoring 55–100	219	284	327	5	14	19
Number Scoring 65–100	195	227	258	3	8	5
Number Scoring 85–100	64	62	61	0	2	0
Percentage of Tested Scoring 55–100	84%	84%	86%	19%	47%	58%
Percentage of Tested Scoring 65–100	74%	67%	68%	12%	27%	15%
Percentage of Tested Scoring 85–100	24%	18%	16%	0%	7%	0%

(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	231	353	333	13	35	19
Number Scoring 55–100	217	346	317	9	31	15
Number Scoring 65–100	196	320	277	4	22	11
Number Scoring 85–100	32	57	49	0	1	0
Percentage of Tested Scoring 55–100	94%	98%	95%	69%	89%	79%
Percentage of Tested Scoring 65–100	85%	91%	83%	31%	63%	58%
Percentage of Tested Scoring 85–100	14%	16%	15%	0%	3%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	243	246	293	3	6	10
Number Scoring 55–100	217	223	269	#	5	7
Number Scoring 65–100	200	188	236	#	4	5
Number Scoring 85–100	62	49	52	#	0	1
Percentage of Tested Scoring 55–100	89%	91%	92%	#	83%	70%
Percentage of Tested Scoring 65–100	82%	76%	81%	#	67%	50%
Percentage of Tested Scoring 85–100	26%	20%	18%	#	0%	10%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		147	159		1	2
Number Scoring 55–100		138	145		#	#
Number Scoring 65–100		97	105		#	#
Number Scoring 85–100		9	14		#	#
Percentage of Tested Scoring 55–100		94%	91%		#	#
Percentage of Tested Scoring 65–100		66%	66%		#	#
Percentage of Tested Scoring 85–100		6%	9%		#	#
<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	25	16	17	0	0	1
Number Scoring 55–100	24	16	17	0	0	#
Number Scoring 65–100	22	14	15	0	0	#
Number Scoring 85–100	8	6	8	0	0	#
Percentage of Tested Scoring 55–100	96%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	88%	88%	88%	0%	0%	#
Percentage of Tested Scoring 85–100	32%	38%	47%	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	154	186	252	3	2	3
Number Scoring 55–100	149	179	250	#	#	#
Number Scoring 65–100	141	175	247	#	#	#
Number Scoring 85–100	75	111	168	#	#	#
Percentage of Tested Scoring 55–100	97%	96%	99%	#	#	#
Percentage of Tested Scoring 65–100	92%	94%	98%	#	#	#
Percentage of Tested Scoring 85–100	49%	60%	67%	#	#	#
<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	80	7	0	0	0	0
Number Scoring 55–100	43	4	0	0	0	0
Number Scoring 65–100	28	3	0	0	0	0
Number Scoring 85–100	6	0	0	0	0	0
Percentage of Tested Scoring 55–100	54%	57%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	35%	43%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	7%	0%	0%	0%	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	116	27	13	0	0	0
Number Scoring 55–100	94	23	11	0	0	0
Number Scoring 65–100	82	16	7	0	0	0
Number Scoring 85–100	42	1	1	0	0	0
Percentage of Tested Scoring 55–100	81%	85%	85%	0%	0%	0%
Percentage of Tested Scoring 65–100	71%	59%	54%	0%	0%	0%
Percentage of Tested Scoring 85–100	36%	4%	8%	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	10	90%	10	90%	15	93%
Students with Disabilities	13	77%	9	78%	2	#

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	444	9%	14%	60%	17%
	Students with Disabilities	62	40%	23%	37%	0%
	All Students	506	13%	15%	57%	15%

### 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	454	4%	59%	33%	4%
	Students with Disabilities	80	24%	64%	13%	0%
	All Students	534	7%	60%	30%	4%

(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	1	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	303	303	303	33	33	33	336	336	336
Number Scoring 55–64	27	43	19	5	4	4	32	47	23
Number Scoring 65–84	145	146	169	5	3	7	150	149	176
Number Scoring 85–100	80	52	61	1	1	1	81	53	62
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)