

New York State District Report Card Comprehensive Information Report

BEDS Code: 58-02-11-06-0000

Name: Middle Country Central School District

Superintendent: Ted J. Adams

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	534	584	546
Kindergarten	759	824	840
First	831	794	878
Second	806	798	778
Third	786	803	802
Fourth	805	767	802
Fifth	883	812	787
Sixth	761	892	839
Ungraded Elementary	436	363	253
Seventh	823	825	924
Eighth	767	793	842
Ninth	770	854	882
Tenth	754	816	844
Eleventh	641	718	741
Twelfth	645	710	738
Ungraded Secondary	376	341	95
Total K-12 Enrollment	10843	11110	11045

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	308	2.8%	328	3.0%	373	3.4%
Black (Not Hispanic)	291	2.7%	234	2.1%	299	2.7%
Hispanic	665	6.1%	758	6.8%	770	7.0%
White (Not Hispanic)	9579	88.3%	9790	88.1%	9603	86.9%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	21	23	22
Common Branch	21	20	21
English Grade 8	26	24	26
Mathematics Grade 8	26	25	26
Science Grade 8	26	26	26
Social Studies Grade 8	26	25	26
English Grade 10	24	25	25
Mathematics Grade 10	24	22	24
Science Grade 10	23	22	24
Social Studies Grade 10	25	26	27

(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
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	178	1.6%	229	2.0%	225	1.9%
Eligible for Free Lunch	801	7.4%	840	7.6%	765	6.9%

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%		94.1%		94.2%
Student Suspensions	577	5.4%	353	3.3%	434	3.9%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.4%	5.2%	4.7%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	805
Total Other Professional Staff	94
Total Paraprofessionals	233
Teaching Out of Certification*	56
Teachers with Temporary Licenses	8

*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	624	343	55%	619	333	54%	643	366	57%
Students with Disabilities	27	4	15%	51	3	6%	60	3	5%
All Students	651	347	53%	670	336	50%	703	369	52%

*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	245	342	17	13	85	1
Percent	35%	49%	2%	2%	12%	0%

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)
60	3	14	74

*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			11		53	
	Entered GED Program*			2		3	
	Total Noncompleters			13		56	
Students with Disabilities	Dropped Out			12		6	
	Entered GED Program*			0		1	
	Total Noncompleters			12		7	
All Students	Dropped Out	89	2.9%	23	0.7%	59	1.8%
	Entered GED Program*	0	0.0%	2	0.1%	4	0.1%
	Total Noncompleters	89	2.9%	25	0.8%	63	1.9%

*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		1500	1494
	Number of Students with Disabilities		163	161
	Number of All Students		1663	1655
	Percent of Enrollment		50%	51%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	60	98%	45	76%	0	0%
German	0	0%	0	0%	0	0%
Italian	165	85%	183	67%	0	0%
Latin	0	0%	1	#	0	0%
Spanish	390	85%	394	75%	426	96%

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	6	17%	9	44%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	28	75%	37	46%	42	76%

(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	7	71%	9	56%	6	100%
Science	24	50%	20	30%	5	80%
Reading	3	#	6	33%	6	83%
Writing	4	#	6	33%	5	80%
Global Studies	31	48%	8	25%	8	12%
U.S. Hist & Gov't	49	63%	7	43%	14	50%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	106	82%	40	15%	71	87%
Science	30	40%	25	24%	51	49%
Reading	21	76%	30	20%	41	76%
Writing	20	80%	34	12%	38	82%
Global Studies	71	21%	29	17%	71	32%
U.S. Hist & Gov't	56	38%	12	25%	50	36%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	736	742	779	76	76	79
Number Scoring 55–100	682	661	694	39	33	40
Number Scoring 65–100	610	570	636	16	15	29
Number Scoring 85–100	160	232	271	1	1	1
Percentage of Tested Scoring 55–100	93%	89%	89%	51%	43%	51%
Percentage of Tested Scoring 65–100	83%	77%	82%	21%	20%	37%
Percentage of Tested Scoring 85–100	22%	31%	35%	1%	1%	1%
Mathematics A						
Number Tested	0	483	756	0	15	28
Number Scoring 55–100	0	372	585	0	8	9
Number Scoring 65–100	0	276	454	0	3	5
Number Scoring 85–100	0	98	72	0	0	0
Percentage of Tested Scoring 55–100	0%	77%	77%	0%	53%	32%
Percentage of Tested Scoring 65–100	0%	57%	60%	0%	20%	18%
Percentage of Tested Scoring 85–100	0%	20%	10%	0%	0%	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	213	0	0	3
Number Scoring 55–100	0	0	169	0	0	#
Number Scoring 65–100	0	0	144	0	0	#
Number Scoring 85–100	0	0	25	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	79%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	68%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	12%	0%	0%	#
Global History and Geography						
Number Tested	834	817	915	112	89	122
Number Scoring 55–100	774	763	795	79	69	66
Number Scoring 65–100	686	656	721	49	32	39
Number Scoring 85–100	203	136	272	5	0	4
Percentage of Tested Scoring 55–100	93%	93%	87%	71%	78%	54%
Percentage of Tested Scoring 65–100	82%	80%	79%	44%	36%	32%
Percentage of Tested Scoring 85–100	24%	17%	30%	4%	0%	3%
U.S. History and Government (first administered June 2001)						
Number Tested	726	811	804	70	105	82
Number Scoring 55–100	606	715	735	27	54	58
Number Scoring 65–100	508	582	660	14	24	39
Number Scoring 85–100	207	157	241	0	1	1
Percentage of Tested Scoring 55–100	83%	88%	91%	39%	51%	71%
Percentage of Tested Scoring 65–100	70%	72%	82%	20%	23%	48%
Percentage of Tested Scoring 85–100	29%	19%	30%	0%	1%	1%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	956	1103	903	75	74	106
Number Scoring 55–100	923	1071	812	59	63	65
Number Scoring 65–100	837	1010	709	23	43	43
Number Scoring 85–100	94	239	102	0	1	0
Percentage of Tested Scoring 55–100	97%	97%	90%	79%	85%	61%
Percentage of Tested Scoring 65–100	88%	92%	79%	31%	58%	41%
Percentage of Tested Scoring 85–100	10%	22%	11%	0%	1%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	321	296	587	1	12	13
Number Scoring 55–100	309	282	558	#	9	10
Number Scoring 65–100	293	257	517	#	8	9
Number Scoring 85–100	151	79	228	#	0	1
Percentage of Tested Scoring 55–100	96%	95%	95%	#	75%	77%
Percentage of Tested Scoring 65–100	91%	87%	88%	#	67%	69%
Percentage of Tested Scoring 85–100	47%	27%	39%	#	0%	8%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		361	341		0	2
Number Scoring 55–100		343	298		0	#
Number Scoring 65–100		272	223		0	#
Number Scoring 85–100		25	31		0	#
Percentage of Tested Scoring 55–100		95%	87%		0%	#
Percentage of Tested Scoring 65–100		75%	65%		0%	#
Percentage of Tested Scoring 85–100		7%	9%		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	40	57	7	0	0	0
Number Scoring 55–100	38	53	7	0	0	0
Number Scoring 65–100	35	48	6	0	0	0
Number Scoring 85–100	13	13	4	0	0	0
Percentage of Tested Scoring 55–100	95%	93%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	88%	84%	86%	0%	0%	0%
Percentage of Tested Scoring 85–100	33%	23%	57%	0%	0%	0%
Comprehensive Italian						
Number Tested	88	122	7	0	0	0
Number Scoring 55–100	88	119	7	0	0	0
Number Scoring 65–100	85	113	7	0	0	0
Number Scoring 85–100	50	46	4	0	0	0
Percentage of Tested Scoring 55–100	100%	98%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	97%	93%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	57%	38%	57%	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	264	359	71	1	20	4
Number Scoring 55–100	260	346	69	#	17	#
Number Scoring 65–100	254	326	65	#	16	#
Number Scoring 85–100	147	164	51	#	10	#
Percentage of Tested Scoring 55–100	98%	96%	97%	#	85%	#
Percentage of Tested Scoring 65–100	96%	91%	92%	#	80%	#
Percentage of Tested Scoring 85–100	56%	46%	72%	#	50%	#
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	612	179	45	1	9	2
Number Scoring 55–100	487	110	27	#	3	#
Number Scoring 65–100	400	69	14	#	1	#
Number Scoring 85–100	130	5	0	#	0	#
Percentage of Tested Scoring 55–100	80%	61%	60%	#	33%	#
Percentage of Tested Scoring 65–100	65%	39%	31%	#	11%	#
Percentage of Tested Scoring 85–100	21%	3%	0%	#	0%	#
Sequential Mathematics, Course III						
Number Tested	402	432	41	0	1	0
Number Scoring 55–100	330	389	24	0	#	0
Number Scoring 65–100	283	359	17	0	#	0
Number Scoring 85–100	113	147	0	0	#	0
Percentage of Tested Scoring 55–100	82%	90%	59%	0%	#	0%
Percentage of Tested Scoring 65–100	70%	83%	41%	0%	#	0%
Percentage of Tested Scoring 85–100	28%	34%	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	299	92%	314	94%	321	92%
Students with Disabilities	74	66%	85	67%	68	49%

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	679	1%	4%	69%	26%
	Students with Disabilities	155	15%	25%	61%	0%
	All Students	834	3%	8%	68%	21%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	746	1%	31%	62%	7%
	Students with Disabilities	120	13%	72%	16%	0%
	All Students	866	2%	36%	55%	6%

(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	4	1	4	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	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	687	687	687	77	77	77	764	764	764
Number Scoring 55–64	46	93	39	22	19	27	68	112	66
Number Scoring 65–84	421	381	422	31	14	23	452	395	445
Number Scoring 85–100	193	154	189	5	1	1	198	155	190
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)