

New York State School Report Card Comprehensive Information Report

BEDS Code : 12-14-01-04-0001
 Name : Margaretville Central School
 Principal: Katherine J. Mc Keever

Grade Range : K-12

Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
Pre-K	0	0	0
Kindergarten	46	46	31
First	42	47	48
Second	62	39	41
Third	45	47	38
Fourth	42	55	50
Fifth	52	42	47
Sixth	45	51	41
Ungraded Elementary	0	1	0
Seventh	48	45	52
Eighth	37	41	41
Ninth	52	38	41
Tenth	34	45	36
Eleventh	33	27	38
Twelfth	35	30	25
Ungraded Secondary	0	3	0
Total K-12 Enrollment	573	557	529

Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	3	0.5%	6	1.1%	10	1.9%
Black (Not Hispanic)	2	0.3%	2	0.4%	0	0.0%
Hispanic	56	9.8%	62	11.1%	75	14.2%
White (Not Hispanic)	512	89.4%	487	87.4%	444	83.9%

Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
33	5.8%	38	6.8%	32	6.0%

Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
Kindergarten	23	23	16
Common Branch	22	20	19
English Grade 8	12	20	20
Mathematics Grade 8	14	14	13
Science Grade 8	17	19	12
Social Studies Grade 8	12	20	19
English Grade 10	11	14	11
Mathematics Grade 10	9	0	0
Science Grade 10	5	0	0
Social Studies Grade 10	12	13	11

(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
64	All schools in this group are elementary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the higher range of student needs for elementary 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).

Attendance and Suspension

	1998–1999		1999–2000		2000–2001	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.7%		94.1%		91.4%
Student Suspensions	27	4.8%	9	1.6%	5	0.9%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	43.6%	37.3%	39.7%
Reduced Lunch	6.6%	14.7%	9.3%
Public Assistance	31-40%	21-30%	41-50%
Student Stability	100%	100%	100%

Staff Counts

Staff	2001–2002
Total Teachers	47
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching out of Certification*	4
Teachers with Temporary Licenses	1

*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*

	1999–2000			2000–2001			2001–2002		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	30	14	47%	23	13	57%	23	16	70%
Students with Disabilities	1	0	0%	5	1	20%	0	0	0%
All Students	31	14	45%	28	14	50%	23	16	70%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Data reported for the 1999–2000 and 2000–2001 school years include August, January, and June graduates. Data reported for the 2001–2002 school year include only January and June graduates.

Distribution of 2001–2002 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	17	2	0	0	4	0
Percent	74%	9%	0%	0%	17%	0%

Number of High School Completers with Disabilities in 2001–2002

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2001–2002 Completers (a+c)
0	0	0	0

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		1999–2000		2000–2001		2001–2002	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out					2	1.4%
	Entered GED Program*					0	0.0%
	Total Noncompleters					2	1.4%
Students with Disabilities	Dropped Out					0	0.0%
	Entered GED Program*					0	0.0%
	Total Noncompleters					0	0.0%
All Students	Dropped Out	3	1.9%	5	3.5%	2	1.4%
	Entered GED Program*	3	1.9%	2	1.4%	0	0.0%
	Total Noncompleters	6	3.9%	7	4.9%	2	1.4%

*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)

Regents Competency Tests

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	1	#
Science	0	0%	1	#	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	3	#	0	0%	0	0%
U.S. Hist & Gov't	4	#	0	0%	1	#

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	100%	2	#	1	#
Science	3	100%	2	#	0	0%
Reading	0	0%	0	0%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	2	0%	0	0%	0	0%
U.S. Hist & Gov't	1	100%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Comprehensive English						
Number Tested	35	24	38	6	1	2
Number Scoring 55–100	35	24	37	6	#	#
Number Scoring 65–100	29	24	35	3	#	#
Number Scoring 85–100	2	11	18	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	97%	100%	#	#
Percentage of Tested Scoring 65–100	83%	100%	92%	50%	#	#
Percentage of Tested Scoring 85–100	6%	46%	47%	0%	#	#
Sequential Mathematics, Course I (last administered January 2002)						
Number Tested	38	40	1	3	1	0
Number Scoring 55–100	27	36	#	#	#	0
Number Scoring 65–100	24	36	#	#	#	0
Number Scoring 85–100	14	12	#	#	#	0
Percentage of Tested Scoring 55–100	71%	90%	#	#	#	0%
Percentage of Tested Scoring 65–100	63%	90%	#	#	#	0%
Percentage of Tested Scoring 85–100	37%	30%	#	#	#	0%
Mathematics A						
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%
Global Studies (last administered January 2000)						
Number Tested	1			0		
Number Scoring 55–100	#			0		
Number Scoring 65–100	#			0		
Number Scoring 85–100	#			0		
Percentage of Tested Scoring 55–100	#			0%		
Percentage of Tested Scoring 65–100	#			0%		
Percentage of Tested Scoring 85–100	#			0%		
Global History and Geography (first administered June 2000)						
Number Tested	31	38	32	2	4	3
Number Scoring 55–100	31	38	32	#	#	#
Number Scoring 65–100	25	38	25	#	#	#
Number Scoring 85–100	8	16	7	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	81%	100%	78%	#	#	#
Percentage of Tested Scoring 85–100	26%	42%	22%	#	#	#

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
U.S. History and Government (last administered January 2001)						
Number Tested	29	0		4	0	
Number Scoring 55–100	29	0		#	0	
Number Scoring 65–100	27	0		#	0	
Number Scoring 85–100	13	0		#	0	
Percentage of Tested Scoring 55–100	100%	0%		#	0%	
Percentage of Tested Scoring 65–100	93%	0%		#	0%	
Percentage of Tested Scoring 85–100	45%	0%		#	0%	
U.S. History and Government (first administered June 2001)						
Number Tested		26	38		1	2
Number Scoring 55–100		26	38		#	#
Number Scoring 65–100		25	37		#	#
Number Scoring 85–100		19	24		#	#
Percentage of Tested Scoring 55–100		100%	100%		#	#
Percentage of Tested Scoring 65–100		96%	97%		#	#
Percentage of Tested Scoring 85–100		73%	63%		#	#
Living Environment (first administered June 2001)						
Number Tested		32	39		1	5
Number Scoring 55–100		32	39		#	5
Number Scoring 65–100		32	39		#	5
Number Scoring 85–100		7	13		#	0
Percentage of Tested Scoring 55–100		100%	100%		#	100%
Percentage of Tested Scoring 65–100		100%	100%		#	100%
Percentage of Tested Scoring 85–100		22%	33%		#	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested		28	36		1	0
Number Scoring 55–100		28	36		#	0
Number Scoring 65–100		26	35		#	0
Number Scoring 85–100		11	7		#	0
Percentage of Tested Scoring 55–100		100%	100%		#	0%
Percentage of Tested Scoring 65–100		93%	97%		#	0%
Percentage of Tested Scoring 85–100		39%	19%		#	0%

(Form – G)

Average Grade Enrollment

All Students

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	47	34	32	33	37
2001	35	41	27	30	33
2002	39	32	37	23	33

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

Students with Disabilities

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	3	3	6	2	4
2001	3	3	1	7	4
2002	5	3	3	1	3

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	37	33	33	4	4	3
Comprehensive French						
Number Tested	10	3	5	0	0	1
Number Scoring 55–100	10	#	5	0	0	#
Number Scoring 65–100	10	#	5	0	0	#
Number Scoring 85–100	2	#	1	0	0	#
Percentage of AGE Tested	27%	#	15%	0%	0%	#
Percentage of AGE Scoring 55–100	27%	#	15%	0%	0%	#
Percentage of AGE Scoring 65–100	27%	#	15%	0%	0%	#
Percentage of AGE Scoring 85–100	5%	#	3%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	#	100%	0%	0%	#
Comprehensive Italian						
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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – I)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	37	33	33	4	4	3
Comprehensive Spanish						
Number Tested	6	14	14	1	0	0
Number Scoring 55–100	6	14	14	#	0	0
Number Scoring 65–100	6	14	14	#	0	0
Number Scoring 85–100	4	12	10	#	0	0
Percentage of AGE Tested	16%	42%	42%	#	0%	0%
Percentage of AGE Scoring 55–100	16%	42%	42%	#	0%	0%
Percentage of AGE Scoring 65–100	16%	42%	42%	#	0%	0%
Percentage of AGE Scoring 85–100	11%	36%	30%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	#	0%	0%
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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – J)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	37	33	33	4	4	3
Sequential Mathematics, Course II						
Number Tested	30	28	30	2	1	0
Number Scoring 55–100	19	28	25	#	#	0
Number Scoring 65–100	16	26	22	#	#	0
Number Scoring 85–100	5	15	7	#	#	0
Percentage of AGE Tested	81%	85%	91%	#	#	0%
Percentage of AGE Scoring 55–100	51%	85%	76%	#	#	0%
Percentage of AGE Scoring 65–100	43%	79%	67%	#	#	0%
Percentage of AGE Scoring 85–100	14%	45%	21%	#	#	0%
Percentage of Tested Scoring 65–100	53%	93%	73%	#	#	0%
Sequential Mathematics, Course III						
Number Tested	16	12	24	1	1	1
Number Scoring 55–100	14	11	22	#	#	#
Number Scoring 65–100	13	10	21	#	#	#
Number Scoring 85–100	8	5	12	#	#	#
Percentage of AGE Tested	43%	36%	73%	#	#	#
Percentage of AGE Scoring 55–100	38%	33%	67%	#	#	#
Percentage of AGE Scoring 65–100	35%	30%	64%	#	#	#
Percentage of AGE Scoring 85–100	22%	15%	36%	#	#	#
Percentage of Tested Scoring 65–100	81%	83%	88%	#	#	#
Mathematics B (first administered June 2001)						
Number Tested		0	0		0	0
Number Scoring 55–100		0	0		0	0
Number Scoring 65–100		0	0		0	0
Number Scoring 85–100		0	0		0	0
Percentage of AGE Tested		0%	0%		0%	0%
Percentage of AGE Scoring 55–100		0%	0%		0%	0%
Percentage of AGE Scoring 65–100		0%	0%		0%	0%
Percentage of AGE Scoring 85–100		0%	0%		0%	0%
Percentage of Tested Scoring 65–100		0%	0%		0%	0%

(Form – K)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	37	33	33	4	4	3
Earth Science (last administered January 2001)						
Number Tested	0	0		0	0	
Number Scoring 55–100	0	0		0	0	
Number Scoring 65–100	0	0		0	0	
Number Scoring 85–100	0	0		0	0	
Percentage of AGE Tested	0%	0%		0%	0%	
Percentage of AGE Scoring 55–100	0%	0%		0%	0%	
Percentage of AGE Scoring 65–100	0%	0%		0%	0%	
Percentage of AGE Scoring 85–100	0%	0%		0%	0%	
Percentage of Tested Scoring 65–100	0%	0%		0%	0%	
Biology (last administered January 2001)						
Number Tested	18	0		1	0	
Number Scoring 55–100	17	0		#	0	
Number Scoring 65–100	16	0		#	0	
Number Scoring 85–100	5	0		#	0	
Percentage of AGE Tested	49%	0%		#	0%	
Percentage of AGE Scoring 55–100	46%	0%		#	0%	
Percentage of AGE Scoring 65–100	43%	0%		#	0%	
Percentage of AGE Scoring 85–100	14%	0%		#	0%	
Percentage of Tested Scoring 65–100	89%	0%		#	0%	
Chemistry (last administered January 2002)						
Number Tested	15	8	0	1	0	0
Number Scoring 55–100	14	7	0	#	0	0
Number Scoring 65–100	13	6	0	#	0	0
Number Scoring 85–100	4	4	0	#	0	0
Percentage of AGE Tested	41%	24%	0%	#	0%	0%
Percentage of AGE Scoring 55–100	38%	21%	0%	#	0%	0%
Percentage of AGE Scoring 65–100	35%	18%	0%	#	0%	0%
Percentage of AGE Scoring 85–100	11%	12%	0%	#	0%	0%
Percentage of Tested Scoring 65–100	87%	75%	0%	#	0%	0%

(Form – L)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	37	33	33	4	4	3
Physics (last administered January 2002)						
Number Tested	7	5	0	0	0	0
Number Scoring 55–100	7	5	0	0	0	0
Number Scoring 65–100	4	5	0	0	0	0
Number Scoring 85–100	0	2	0	0	0	0
Percentage of AGE Tested	19%	15%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	19%	15%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	11%	15%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	6%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	57%	100%	0%	0%	0%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested			20			1
Number Scoring 55–100			18			#
Number Scoring 65–100			10			#
Number Scoring 85–100			2			#
Percentage of AGE Tested			61%			#
Percentage of AGE Scoring 55–100			55%			#
Percentage of AGE Scoring 65–100			30%			#
Percentage of AGE Scoring 85–100			6%			#
Percentage of Tested Scoring 65–100			50%			#
Physical Setting/Physics (first administered June 2002)						
Number Tested			4			0
Number Scoring 55–100			#			0
Number Scoring 65–100			#			0
Number Scoring 85–100			#			0
Percentage of AGE Tested			#			0%
Percentage of AGE Scoring 55–100			#			0%
Percentage of AGE Scoring 65–100			#			0%
Percentage of AGE Scoring 85–100			#			0%
Percentage of Tested Scoring 65–100			#			0%

(Form – M)

Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	13	100%	5	100%	0	0%
Students with Disabilities	1	#	0	0%	0	0%

On school reports, 1999–2000 and 2000–2001 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 1999–2000, 2000–2001, and 2001–2002 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2001	General-Education Students	42	0%	2%	69%	29%
	Students with Disabilities	5	0%	0%	100%	0%
	All Students	47	0%	2%	72%	26%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2002	General-Education Students	34	#	#	#	#
	Students with Disabilities	3	#	#	#	#
	All Students	37	0%	14%	73%	14%

(Form – N)

New York State Alternate Assessments (NYSAA) 2001–2002

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Middle Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0

1998 Cohort Performance on Regents Examinations after Four Years

	General-Education Students		Students with Disabilities		All Students	
	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't
Cohort Enrollment	23	23	0	0	23	23
Number Scoring 55–64	1	0	0	0	1	0
Number Scoring 65–84	14	4	0	0	14	4
Number Scoring 85–100	8	19	0	0	8	19
Approved Alternatives	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	36	3	39
Number Scoring 55–64	#	#	0
Number Scoring 65–84	#	#	24
Number Scoring 85–100	#	#	12
Approved Alternatives	#	#	0

(Form – O)