

# New York State School Report Card Comprehensive Information Report

BEDS Code: 12-14-01-04-0001

Grade Range : K-12

Name: Margaretville Central School

Principal: Katherine J. Mc Keever

## Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
Pre-K	0	0	0
Kindergarten	46	31	38
First	47	48	29
Second	39	41	44
Third	47	38	41
Fourth	55	50	40
Fifth	42	47	53
Sixth	51	41	52
Ungraded Elementary	1	0	0
Seventh	45	52	47
Eighth	41	41	49
Ninth	38	41	47
Tenth	45	36	37
Eleventh	27	38	34
Twelfth	30	25	37
Ungraded Secondary	3	0	0
Total K-12 Enrollment	557	529	548

## 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	6	1.1%	10	1.9%	5	0.9%
Black (Not Hispanic)	2	0.4%	0	0.0%	2	0.4%
Hispanic	62	11.1%	75	14.2%	72	13.1%
White (Not Hispanic)	487	87.4%	444	83.9%	469	85.6%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	23	16	19
Common Branch	20	19	18
English Grade 8	20	20	23
Mathematics Grade 8	14	13	16
Science Grade 8	19	12	23
Social Studies Grade 8	20	19	21
English Grade 10	14	11	11
Mathematics Grade 10	0	0	0
Science Grade 10	0	0	0
Social Studies Grade 10	13	11	12

(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 serve students from Kindergarten through Grade 12. Assessment results and accountability measures for schools in this group are compared with similar schools from comparable districts; elementary level schools for grades K-4, middle level schools for grades 5-8, and secondary schools for grades 9-12.

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	38	6.8%	32	6.0%	44	8.0%
Eligible for Free Lunch	208	37.3%	210	39.7%	165	30.1%

### 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		94.1%		91.4%		94.0%
Student Suspensions	9	1.6%	5	0.9%	7	1.3%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	14.7%	9.3%	10.0%
Public Assistance	21-30%	41-50%	11-20%
Student Stability	100%	100%	100%

### Staff Counts

Staff	2002–2003
Total Teachers	51
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	6
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	23	13	57%	23	16	70%	33	26	79%
Students with Disabilities	5	1	20%	0	0	0%	3	1	33%
All Students	28	14	50%	23	16	70%	36	27	75%

\*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	21	9	0	1	4	1
Percent	58%	25%	0%	3%	11%	3%

## 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)
3	1	1	4

\*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			2		0	
	Entered GED Program*			0		1	
	Total Noncompleters			2		1	
Students with Disabilities	Dropped Out			0		0	
	Entered GED Program*			0		0	
	Total Noncompleters			0		0	
All Students	Dropped Out	5	3.5%	2	1.4%	0	0.0%
	Entered GED Program*	2	1.4%	0	0.0%	1	0.6%
	Total Noncompleters	7	4.9%	2	1.4%	1	0.6%

\*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		97%	100%
2-3		97%	99%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		88	0
	Number of Students with Disabilities		9	0
	Number of All Students		97	0
	Percent of Enrollment		100%	0%
6-8	Number of General-Education Students		127	41
	Number of Students with Disabilities		4	9
	Number of All Students		131	50
	Percent of Enrollment		98%	34%
9-12	Number of General-Education Students		127	140
	Number of Students with Disabilities		9	15
	Number of All Students		136	155
	Percent of Enrollment		97%	100%

## 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	0	0%	0	0%	0	0%

### 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	0	0%	1	#	0	0%
Science	1	#	0	0%	0	0%
Reading	0	0%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	1	#	0	0%

## Students with Disabilities

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

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	24	38	32	1	2	3
Number Scoring 55–100	24	37	30	#	#	#
Number Scoring 65–100	24	35	29	#	#	#
Number Scoring 85–100	11	18	11	#	#	#
Percentage of Tested Scoring 55–100	100%	97%	94%	#	#	#
Percentage of Tested Scoring 65–100	100%	92%	91%	#	#	#
Percentage of Tested Scoring 85–100	46%	47%	34%	#	#	#
<b>Mathematics A</b>						
Number Tested	0	0	32	0	0	2
Number Scoring 55–100	0	0	24	0	0	#
Number Scoring 65–100	0	0	20	0	0	#
Number Scoring 85–100	0	0	6	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	75%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	62%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	19%	0%	0%	#
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	38	32	38	4	3	2
Number Scoring 55–100	38	32	37	#	#	#
Number Scoring 65–100	38	25	36	#	#	#
Number Scoring 85–100	16	7	16	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	97%	#	#	#
Percentage of Tested Scoring 65–100	100%	78%	95%	#	#	#
Percentage of Tested Scoring 85–100	42%	22%	42%	#	#	#
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	26	38	29	1	2	3
Number Scoring 55–100	26	38	29	#	#	#
Number Scoring 65–100	25	37	29	#	#	#
Number Scoring 85–100	19	24	21	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65–100	96%	97%	100%	#	#	#
Percentage of Tested Scoring 85–100	73%	63%	72%	#	#	#

(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	32	39	32	1	5	0
Number Scoring 55–100	32	39	32	#	5	0
Number Scoring 65–100	32	39	30	#	5	0
Number Scoring 85–100	7	13	6	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	100%	0%
Percentage of Tested Scoring 65–100	100%	100%	94%	#	100%	0%
Percentage of Tested Scoring 85–100	22%	33%	19%	#	0%	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	28	36	39	1	0	5
Number Scoring 55–100	28	36	35	#	0	4
Number Scoring 65–100	26	35	31	#	0	4
Number Scoring 85–100	11	7	3	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	90%	#	0%	80%
Percentage of Tested Scoring 65–100	93%	97%	79%	#	0%	80%
Percentage of Tested Scoring 85–100	39%	19%	8%	#	0%	0%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		20	20		1	1
Number Scoring 55–100		18	18		#	#
Number Scoring 65–100		10	15		#	#
Number Scoring 85–100		2	3		#	#
Percentage of Tested Scoring 55–100		90%	90%		#	#
Percentage of Tested Scoring 65–100		50%	75%		#	#
Percentage of Tested Scoring 85–100		10%	15%		#	#
<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	3	5	2	0	1	0
Number Scoring 55–100	#	5	#	0	#	0
Number Scoring 65–100	#	5	#	0	#	0
Number Scoring 85–100	#	1	#	0	#	0
Percentage of Tested Scoring 55–100	#	100%	#	0%	#	0%
Percentage of Tested Scoring 65–100	#	100%	#	0%	#	0%
Percentage of Tested Scoring 85–100	#	20%	#	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	14	14	13	0	0	0
Number Scoring 55–100	14	14	13	0	0	0
Number Scoring 65–100	14	14	13	0	0	0
Number Scoring 85–100	12	10	13	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	86%	71%	100%	0%	0%	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	28	30	3	1	0	0
Number Scoring 55–100	28	25	#	#	0	0
Number Scoring 65–100	26	22	#	#	0	0
Number Scoring 85–100	15	7	#	#	0	0
Percentage of Tested Scoring 55–100	100%	83%	#	#	0%	0%
Percentage of Tested Scoring 65–100	93%	73%	#	#	0%	0%
Percentage of Tested Scoring 85–100	54%	23%	#	#	0%	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	12	24	22	1	1	1
Number Scoring 55–100	11	22	20	#	#	#
Number Scoring 65–100	10	21	20	#	#	#
Number Scoring 85–100	5	12	10	#	#	#
Percentage of Tested Scoring 55–100	92%	92%	91%	#	#	#
Percentage of Tested Scoring 65–100	83%	88%	91%	#	#	#
Percentage of Tested Scoring 85–100	42%	50%	45%	#	#	#

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	5	100%	0	0%	6	100%
Students with Disabilities	0	0%	0	0%	1	#

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	39	3%	15%	72%	10%
	Students with Disabilities	14	14%	36%	50%	0%
	All Students	53	6%	21%	66%	8%

### 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	38	0%	13%	58%	29%
	Students with Disabilities	9	22%	44%	33%	0%
	All Students	47	4%	19%	53%	23%

(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	34	34	34	3	3	3	37	37	37
Number Scoring 55–64	#	#	#	#	#	#	0	1	0
Number Scoring 65–84	#	#	#	#	#	#	20	13	24
Number Scoring 85–100	#	#	#	#	#	#	16	22	12
Approved Alternatives	#	#	#	#	#	#	0	0	0

(Form – K)