

# New York State District Report Card Comprehensive Information Report

BEDS Code: 42-11-01-06-0000

Name: Marcellus Central School District

Superintendent: Timothy H. Barstow

## Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	159	138	141
First	175	182	170
Second	166	146	157
Third	168	172	142
Fourth	178	168	184
Fifth	183	187	166
Sixth	169	179	189
Ungraded Elementary	0	0	0
Seventh	180	179	183
Eighth	181	173	173
Ninth	156	185	177
Tenth	189	154	171
Eleventh	154	172	149
Twelfth	123	142	162
Ungraded Secondary	0	0	6
Total K-12 Enrollment	2181	2177	2170

## 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	21	1.0%	22	1.0%	17	0.8%
Black (Not Hispanic)	11	0.5%	10	0.5%	5	0.2%
Hispanic	10	0.5%	15	0.7%	20	0.9%
White (Not Hispanic)	2139	98.1%	2130	97.8%	2128	98.1%

## Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	16	18	17
Common Branch	22	23	21
English Grade 8	24	22	21
Mathematics Grade 8	25	23	23
Science Grade 8	25	23	20
Social Studies Grade 8	25	20	21
English Grade 10	22	22	23
Mathematics Grade 10	23	19	18
Science Grade 10	23	27	24
Social Studies Grade 10	19	22	23

(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	0	0.0%	3	0.1%	5	0.2%
Eligible for Free Lunch	81	4.0%	117	5.7%	104	5.1%

### 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		96.1%		96.0%		95.9%
Student Suspensions	73	3.3%	45	2.1%	57	2.6%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	2.7%	3.5%	3.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

### Staff Counts

Staff	2002–2003
Total Teachers	152
Total Other Professional Staff	21
Total Paraprofessionals	41
Teaching Out of Certification*	3
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	108	82	76%	126	99	79%	143	116	81%
Students with Disabilities	8	3	38%	6	1	17%	17	4	24%
All Students	116	85	73%	132	100	76%	160	120	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	92	56	2	4	6	0
Percent	57%	35%	1%	3%	4%	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)
17	4	1	18

\*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			10		5	
	Entered GED Program*			6		1	
	Total Noncompleters			16		6	
Students with Disabilities	Dropped Out			3		0	
	Entered GED Program*			1		3	
	Total Noncompleters			4		3	
All Students	Dropped Out	9	1.4%	13	2.0%	5	0.8%
	Entered GED Program*	4	0.6%	7	1.1%	4	0.6%
	Total Noncompleters	13	2.1%	20	3.1%	9	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)

# 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%	100%
2-3		0%	100%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	315
	Number of Students with Disabilities		0	35
	Number of All Students		0	350
	Percent of Enrollment		0%	100%
6-8	Number of General-Education Students		312	485
	Number of Students with Disabilities		48	60
	Number of All Students		360	545
	Percent of Enrollment		68%	100%
9-12	Number of General-Education Students		19	568
	Number of Students with Disabilities		3	91
	Number of All Students		22	659
	Percent of Enrollment		3%	99%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	37	97%	18	100%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	119	99%	40	100%	0	0%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	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	14	93%	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	0	0%	1	#	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%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	16	88%	11	100%	16	69%
Science	10	70%	14	71%	6	100%
Reading	12	100%	17	100%	7	29%
Writing	11	100%	17	100%	7	71%
Global Studies	2	#	3	#	4	#
U.S. Hist & Gov't	8	88%	3	#	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	148	161	150	13	16	18
Number Scoring 55–100	142	151	147	8	10	16
Number Scoring 65–100	130	136	140	3	6	14
Number Scoring 85–100	52	59	63	0	1	1
Percentage of Tested Scoring 55–100	96%	94%	98%	62%	62%	89%
Percentage of Tested Scoring 65–100	88%	84%	93%	23%	38%	78%
Percentage of Tested Scoring 85–100	35%	37%	42%	0%	6%	6%
<b>Mathematics A</b>						
Number Tested	11	179	175	11	22	22
Number Scoring 55–100	4	167	154	4	20	15
Number Scoring 65–100	2	146	147	2	15	14
Number Scoring 85–100	0	79	50	0	4	1
Percentage of Tested Scoring 55–100	36%	93%	88%	36%	91%	68%
Percentage of Tested Scoring 65–100	18%	82%	84%	18%	68%	64%
Percentage of Tested Scoring 85–100	0%	44%	29%	0%	18%	5%
<b>Mathematics B (first administered June 2001)</b>						
Number Tested	0	129	31	0	3	5
Number Scoring 55–100	0	123	16	0	#	2
Number Scoring 65–100	0	118	12	0	#	2
Number Scoring 85–100	0	76	0	0	#	0
Percentage of Tested Scoring 55–100	0%	95%	52%	0%	#	40%
Percentage of Tested Scoring 65–100	0%	91%	39%	0%	#	40%
Percentage of Tested Scoring 85–100	0%	59%	0%	0%	#	0%
<b>Global History and Geography</b>						
Number Tested	164	155	169	19	22	21
Number Scoring 55–100	164	149	161	19	19	19
Number Scoring 65–100	159	140	158	14	16	17
Number Scoring 85–100	94	69	83	2	5	4
Percentage of Tested Scoring 55–100	100%	96%	95%	100%	86%	90%
Percentage of Tested Scoring 65–100	97%	90%	93%	74%	73%	81%
Percentage of Tested Scoring 85–100	57%	45%	49%	11%	23%	19%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	157	174	159	19	19	20
Number Scoring 55–100	154	166	157	19	15	19
Number Scoring 65–100	142	155	146	14	12	17
Number Scoring 85–100	77	70	92	2	1	4
Percentage of Tested Scoring 55–100	98%	95%	99%	100%	79%	95%
Percentage of Tested Scoring 65–100	90%	89%	92%	74%	63%	85%
Percentage of Tested Scoring 85–100	49%	40%	58%	11%	5%	20%

(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	152	149	190	9	22	28
Number Scoring 55–100	152	148	186	9	22	26
Number Scoring 65–100	148	146	171	9	21	20
Number Scoring 85–100	57	56	74	0	2	3
Percentage of Tested Scoring 55–100	100%	99%	98%	100%	100%	93%
Percentage of Tested Scoring 65–100	97%	98%	90%	100%	95%	71%
Percentage of Tested Scoring 85–100	38%	38%	39%	0%	9%	11%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	152	140	143	20	12	6
Number Scoring 55–100	144	135	140	16	11	6
Number Scoring 65–100	133	131	138	13	11	6
Number Scoring 85–100	55	89	79	2	4	3
Percentage of Tested Scoring 55–100	95%	96%	98%	80%	92%	100%
Percentage of Tested Scoring 65–100	88%	94%	97%	65%	92%	100%
Percentage of Tested Scoring 85–100	36%	64%	55%	10%	33%	50%
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		129	124		2	11
Number Scoring 55–100		129	120		#	10
Number Scoring 65–100		119	102		#	5
Number Scoring 85–100		35	32		#	0
Percentage of Tested Scoring 55–100		100%	97%		#	91%
Percentage of Tested Scoring 65–100		92%	82%		#	45%
Percentage of Tested Scoring 85–100		27%	26%		#	0%
<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	52	24	24	3	0	1
Number Scoring 55–100	52	24	24	#	0	#
Number Scoring 65–100	52	24	24	#	0	#
Number Scoring 85–100	42	6	21	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 85–100	81%	25%	88%	#	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	138	93	99	3	2	3
Number Scoring 55–100	138	93	97	#	#	#
Number Scoring 65–100	137	93	97	#	#	#
Number Scoring 85–100	114	68	74	#	#	#
Percentage of Tested Scoring 55–100	100%	100%	98%	#	#	#
Percentage of Tested Scoring 65–100	99%	100%	98%	#	#	#
Percentage of Tested Scoring 85–100	83%	73%	75%	#	#	#
<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	149	21	1	7	2	0
Number Scoring 55–100	132	18	#	4	#	0
Number Scoring 65–100	121	15	#	2	#	0
Number Scoring 85–100	58	2	#	0	#	0
Percentage of Tested Scoring 55–100	89%	86%	#	57%	#	0%
Percentage of Tested Scoring 65–100	81%	71%	#	29%	#	0%
Percentage of Tested Scoring 85–100	39%	10%	#	0%	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	127	138	44	2	3	6
Number Scoring 55–100	113	129	23	#	#	3
Number Scoring 65–100	102	123	18	#	#	2
Number Scoring 85–100	61	76	0	#	#	0
Percentage of Tested Scoring 55–100	89%	93%	52%	#	#	50%
Percentage of Tested Scoring 65–100	80%	89%	41%	#	#	33%
Percentage of Tested Scoring 85–100	48%	55%	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	13	100%	40	100%	11	91%
Students with Disabilities	6	100%	12	100%	7	86%

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	153	1%	3%	77%	19%
	Students with Disabilities	11	18%	27%	45%	9%
	All Students	164	2%	5%	75%	18%

### 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	151	0%	17%	57%	26%
	Students with Disabilities	14	21%	57%	21%	0%
	All Students	165	2%	20%	54%	24%

(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	136	136	136	19	19	19	155	155	155
Number Scoring 55–64	0	3	1	1	3	0	1	6	1
Number Scoring 65–84	43	66	59	11	10	13	54	76	72
Number Scoring 85–100	89	63	73	3	1	0	92	64	73
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)