

New York State School Report Card Comprehensive Information Report

BEDS Code: 65-07-01-04-0002
 Name: Marion Junior-Senior High School
 Principal: Nicholas J. Prezioso

Grade Range : 7-12

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	109	95	107
Eighth	74	97	102
Ninth	116	100	106
Tenth	84	97	76
Eleventh	90	74	94
Twelfth	80	90	77
Ungraded Secondary	10	9	5
Total K-12 Enrollment	563	562	567

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	4	0.7%	3	0.5%	3	0.5%
Black (Not Hispanic)	8	1.4%	6	1.1%	6	1.1%
Hispanic	3	0.5%	6	1.1%	4	0.7%
White (Not Hispanic)	548	97.3%	547	97.3%	554	97.7%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	15	19	20
Mathematics Grade 8	15	20	20
Science Grade 8	17	20	20
Social Studies Grade 8	14	17	20
English Grade 10	18	21	18
Mathematics Grade 10	22	0	11
Science Grade 10	19	0	20
Social Studies Grade 10	16	18	15

(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
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for secondary 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).

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%	0	0.0%	0	0.0%
Eligible for Free Lunch	42	7.5%	35	6.2%	74	13.1%

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		95.0%		95.6%		95.8%
Student Suspensions	33	5.8%	49	8.7%	23	4.1%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	3.5%	7.3%	10.8%
Public Assistance	11-20%	1-10%	11-20%
Student Stability	96%	94%	97%

Staff Counts

Staff	2002–2003
Total Teachers	48
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	1
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	68	45	66%	79	62	78%	64	48	75%
Students with Disabilities	6	2	33%	7	2	29%	13	3	23%
All Students	74	47	64%	86	64	74%	77	51	66%

*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	23	43	0	2	9	0
Percent	30%	56%	0%	3%	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)
13	3	1	14

*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			5		5	
	Entered GED Program*			1		2	
	Total Noncompleters			6		7	
Students with Disabilities	Dropped Out			0		2	
	Entered GED Program*			0		0	
	Total Noncompleters			0		2	
All Students	Dropped Out	9	2.4%	5	1.4%	7	2.0%
	Entered GED Program*	15	4.0%	1	0.3%	2	0.6%
	Total Noncompleters	24	6.4%	6	1.6%	9	2.5%

*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		172	171
	Number of Students with Disabilities		20	29
	Number of All Students		192	200
	Percent of Enrollment		98%	95%
9-12	Number of General-Education Students		311	200
	Number of Students with Disabilities		50	50
	Number of All Students		361	250
	Percent of Enrollment		98%	70%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	47	98%	15	93%	0	0%
German	45	91%	20	85%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	47	98%	51	82%	0	0%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	1	#	0	0%
German	2	#	3	#	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	4	#	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	1	#	1	#	0	0%
Science	8	38%	1	#	0	0%
Reading	1	#	0	0%	0	0%
Writing	1	#	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	4	#	1	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	100%	0	0%	0	0%
Science	4	#	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	2	#	2	#	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	87	87	90	5	14	9
Number Scoring 55–100	85	81	86	5	12	7
Number Scoring 65–100	72	71	78	3	8	3
Number Scoring 85–100	10	22	38	0	0	1
Percentage of Tested Scoring 55–100	98%	93%	96%	100%	86%	78%
Percentage of Tested Scoring 65–100	83%	82%	87%	60%	57%	33%
Percentage of Tested Scoring 85–100	11%	25%	42%	0%	0%	11%
Mathematics A						
Number Tested	0	77	95	0	8	10
Number Scoring 55–100	0	49	82	0	1	8
Number Scoring 65–100	0	35	64	0	1	6
Number Scoring 85–100	0	8	10	0	0	2
Percentage of Tested Scoring 55–100	0%	64%	86%	0%	12%	80%
Percentage of Tested Scoring 65–100	0%	45%	67%	0%	12%	60%
Percentage of Tested Scoring 85–100	0%	10%	11%	0%	0%	20%
Mathematics B (first administered June 2001)						
Number Tested	0	0	30	0	0	0
Number Scoring 55–100	0	0	28	0	0	0
Number Scoring 65–100	0	0	14	0	0	0
Number Scoring 85–100	0	0	1	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	93%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	47%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	3%	0%	0%	0%
Global History and Geography						
Number Tested	86	85	73	13	7	8
Number Scoring 55–100	85	84	67	13	7	5
Number Scoring 65–100	80	75	58	11	3	4
Number Scoring 85–100	29	22	21	0	0	0
Percentage of Tested Scoring 55–100	99%	99%	92%	100%	100%	62%
Percentage of Tested Scoring 65–100	93%	88%	79%	85%	43%	50%
Percentage of Tested Scoring 85–100	34%	26%	29%	0%	0%	0%
U.S. History and Government (first administered June 2001)						
Number Tested	88	85	82	9	15	8
Number Scoring 55–100	86	79	82	8	12	8
Number Scoring 65–100	80	69	79	5	10	8
Number Scoring 85–100	41	16	38	0	0	0
Percentage of Tested Scoring 55–100	98%	93%	100%	89%	80%	100%
Percentage of Tested Scoring 65–100	91%	81%	96%	56%	67%	100%
Percentage of Tested Scoring 85–100	47%	19%	46%	0%	0%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	62	103	73	4	5	7
Number Scoring 55–100	62	95	67	#	4	5
Number Scoring 65–100	61	91	66	#	4	4
Number Scoring 85–100	8	29	18	#	0	2
Percentage of Tested Scoring 55–100	100%	92%	92%	#	80%	71%
Percentage of Tested Scoring 65–100	98%	88%	90%	#	80%	57%
Percentage of Tested Scoring 85–100	13%	28%	25%	#	0%	29%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	99	93	97	6	15	12
Number Scoring 55–100	95	82	80	4	9	4
Number Scoring 65–100	84	66	62	2	7	1
Number Scoring 85–100	31	17	19	1	2	0
Percentage of Tested Scoring 55–100	96%	88%	82%	67%	60%	33%
Percentage of Tested Scoring 65–100	85%	71%	64%	33%	47%	8%
Percentage of Tested Scoring 85–100	31%	18%	20%	17%	13%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		58	68		6	4
Number Scoring 55–100		43	64		2	#
Number Scoring 65–100		26	45		1	#
Number Scoring 85–100		2	9		0	#
Percentage of Tested Scoring 55–100		74%	94%		33%	#
Percentage of Tested Scoring 65–100		45%	66%		17%	#
Percentage of Tested Scoring 85–100		3%	13%		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	17	17	22	0	1	0
Number Scoring 55–100	17	15	20	0	#	0
Number Scoring 65–100	16	15	17	0	#	0
Number Scoring 85–100	7	5	5	0	#	0
Percentage of Tested Scoring 55–100	100%	88%	91%	0%	#	0%
Percentage of Tested Scoring 65–100	94%	88%	77%	0%	#	0%
Percentage of Tested Scoring 85–100	41%	29%	23%	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 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 German						
Number Tested	23	24	17	0	0	1
Number Scoring 55–100	23	24	17	0	0	#
Number Scoring 65–100	22	23	17	0	0	#
Number Scoring 85–100	15	5	10	0	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	96%	96%	100%	0%	0%	#
Percentage of Tested Scoring 85–100	65%	21%	59%	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	14	13	20	0	1	0
Number Scoring 55–100	14	13	20	0	#	0
Number Scoring 65–100	14	13	19	0	#	0
Number Scoring 85–100	8	6	14	0	#	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	0%
Percentage of Tested Scoring 65–100	100%	100%	95%	0%	#	0%
Percentage of Tested Scoring 85–100	57%	46%	70%	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 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	76	31	7	1	3	1
Number Scoring 55–100	63	19	4	#	#	#
Number Scoring 65–100	55	15	3	#	#	#
Number Scoring 85–100	20	3	1	#	#	#
Percentage of Tested Scoring 55–100	83%	61%	57%	#	#	#
Percentage of Tested Scoring 65–100	72%	48%	43%	#	#	#
Percentage of Tested Scoring 85–100	26%	10%	14%	#	#	#
Sequential Mathematics, Course III						
Number Tested	41	48	18	0	2	1
Number Scoring 55–100	36	40	13	0	#	#
Number Scoring 65–100	32	32	9	0	#	#
Number Scoring 85–100	9	9	1	0	#	#
Percentage of Tested Scoring 55–100	88%	83%	72%	0%	#	#
Percentage of Tested Scoring 65–100	78%	67%	50%	0%	#	#
Percentage of Tested Scoring 85–100	22%	19%	6%	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	30	73%	0	0%	0	0%
Students with Disabilities	7	100%	0	0%	0	0%

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	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	92	0%	24%	71%	5%
	Students with Disabilities	10	10%	80%	10%	0%
	All Students	102	1%	29%	65%	5%

(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	0	0	0	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	61	61	61	11	11	11	72	72	72
Number Scoring 55–64	2	6	2	1	1	2	3	7	4
Number Scoring 65–84	33	39	41	10	9	7	43	48	48
Number Scoring 85–100	26	15	17	0	0	0	26	15	17
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)